Attachment, by J. Bowlby

a. Quotes:
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b. General Notes:
   - Preface (pg. xxvii)
     - "From empirical observation we suggested that '**the young child's hunger for his mother's love and presence is as great as his hunger for food**', and that in consequence **her absence inevitably generates a powerful sense of loss and anger.** We were concerned particularly with the great changes in a child's relation to his mother that are often to be seen when he returns home after a period away; on the one hand, 'an intense clinging to the mother which can continue for weeks, months or years; on the other, 'a rejection of the mother as a love object, which may be temporary or permanent'. The latter state, to which we later came to refer as detachment, we held to be a result of the child's feelings for his mother having undergone repression. Thus we reached the conclusion that **loss of mother-figure**, either by itself or in combination with other variables yet to be clearly identified, **is capable of generating responses and processes that are of the greatest interest to psychopathology**. Not only so, but these responses and processes, we concluded, are the very same as are known to be active in older individuals who are still disturbed by separations that they suffered in early life. Amongst these responses and processes and amongst forms of disturbance are, on the one hand, a tendency to make excessive demands on others and to be anxious and angry when they are not met, such as is present in dependent and hysterical personalities; and, on the other, a blockage in the capacity to make deep relationships, such as is present in affectionless and psychopathic personalities. In other words, it seemed to us that when we observe children during and after periods away from mother and in a strange setting we are witnessing responses, and also effects of defensive processes, that are just those that enable us to bridge the gap between an experience of this sort and one or another of the disturbances in personality functioning that may follow." (pg. xxxix-xxx)
   - Chapter 1 - Point of View (pg. 3)
     - "Psychoanalytic theory is an attempt to explain the functioning of personality, in both its healthy and its pathological aspects, in terms of ontogenesis." (pg. 4)
       - "[T]he aim is to describe certain patterns of response that occur regularly in early childhood and, thence, to trace out how similar patterns of response are to be discerned in the functioning of later personality. The change in perspective is radical. It entails taking as our starting-point, not this or that symptom or syndrome that is giving trouble, but an event or experience deemed to be potentially pathogenic to the developing personality. Thus, whereas almost all present-day psychoanalytical theory starts with a clinical syndrome or symptom - for example, stealing, or depression, or schizophrenia —and makes hypotheses about events and processes which are thought to have contributed to its development, the perspective adopted here starts with a class of event-loss of mother-figure in infancy or early childhood-and attempts thence to trace the psychological and psychopathological processes that commonly result. It starts in fact with the traumatic experience and works prospectively." (pg. 4)
     - "When young children are observed in situations that lead to anxiety and distress it is possible to obtain data that are plainly relevant to many concepts central to our discipline - love, hate, and ambivalence; security, anxiety, and mourning; displacement, splitting, and repression. It will, indeed, be argued that observation of the onset of detached behaviour in a child who is spending a few weeks in strange surroundings away from his mother is as close as we can get to observing repression actually occurring." (pg. 6)
       - "[T]he aim has been to concentrate on events and their effects on children, and to cast theory in a form which lends itself to predictions that are testable. To frame such predictions in detail and to test even a few of them are tasks for the future." (pg. 9)
   - Chapter 2 - Observations to be Explained (pg. 24)
     - "In the setting described a child of fifteen to thirty months who has had a reasonably secure relationship with his mother and has not previously been parted from her will commonly show a predictable sequence of behaviour. This can be broken into three phases according to what attitude to his mother is dominant. We describe these **phases as those of Protest, Despair, and Detachment**. Though in presenting them it is convenient to differentiate them sharply, it is to be understood that in reality each merges into the next, so that a child may be for days or weeks in a state of transition from one phase to another, or of alternation between two phases. The initial phase, that of protest, may begin immediately or may be delayed; it lasts from a few hours to a week or more. During it the young child appears acutely distressed at having lost his mother and seeks to recapture her by the full exercise of his limited resources. He will often cry loudly, shake his cot, throw himself about, and look eagerly towards any sight or sound which might prove to be his missing mother. All his behaviour suggests strong expectation that she will return. Meantime he is apt to reject all alternative figures who offer to do things for him, though some children will cling desperately to a nurse. During the phase of despair, which succeeds protest, the child's preoccupation with his missing mother is still evident, though his behaviour suggests increasing hopelessness. The active physical movements diminish or come to an end, and he may cry monotonously or intermittently. He is withdrawn and inactive, makes no demands on people in the environment, and appears to be in a state of deep mourning. This is a quiet stage, and sometimes, clearly erroneously, is presumed to indicate a diminution of distress. Because the child shows more interest in his surroundings, the phase of detachment which sooner or later succeeds protest and despair is often welcomed as a sign of recovery. The child no longer rejects the nurses; he accepts their care and the food and toys they bring, and may even smile and be sociable. To some this change seems satisfactory. When his mother visits, however, it can be seen that all is not well, for there is a striking absence of the behaviour characteristic of the strong attachment normal at this age. So far from greeting his mother he may seem hardly to know her; so far from clinging to her he may remain remote and apathetic; instead of tears there is a listless turning away. He seems to have lost all interest in her. Should his stay in hospital or residential nursery be prolonged and should he, as is usual, have the experience of becoming transiently attached to a series of nurses each of whom leaves and so repeats for him the experience of the original loss of his mother, he will in time act as if neither mothering nor contact with humans has much significance for him. After a series of upsets at losing several mother-figures to whom in turn he has given some trust and affection, he will gradually commit himself less and less to succeeding figures and in time will stop altogether attaching himself to anyone. He will become increasingly self-centred and, instead of directing his desires and feelings towards people, will become preoccupied with material things such as sweets, toys, and food." (pg. 27-28)
       - "Undoubtedly a strange environment is of consequence, but what matters much more to a child is whether his mother is present or absent." (pg. 31)
   - Chapter 3 - Instinctive Behavior (pg. 37)
     - See text
   - Chapter 4 - Man's Environment of Adaptedness (pg. 58)
     - See text
   - Chapter 5 - Behavioral Systems Mediating Instinctive Behavior (pg. 65)
     - See text
   - Chapter 6 - Causation of Instinctive Behavior (pg. 85)

- See text
- Chapter 7 - Appraising and Selecting Feeling and Emotion (pg. 104)
  - "Feeling, attention, and consciousness go together" (pg. 117)
  - "**To the individual who feels, what is felt is a reflection of how he is appraising the world and himself,** how he is appraising particular situations, and what kinds of behaviour are from time to time being activated within him." (pg. 122)
- Chapter 8 - Functions of Instinctive Behavior (pg. 124)
  - See text
- Chapter 9 - changes in Behavior During the Life-Cycle (pg. 141)
  - See text
- Chapter 10 - Ontogeny of Instinctive Behavior (pg. 145)
  - See text
- Chapter 11 - The Child's Tie to his Mother (pg. 177)
  - "That attachment behaviour in adult life is a straightforward continuation of attachment behaviour in childhood is shown by the circumstances that lead an adult's attachment behaviour to become more readily elicited. In sickness and calamity, adults often become demanding of others; in conditions of sudden danger or disaster a person will almost certainly seek proximity to another known and trusted person. In such circumstances an increase of attachment behaviour is recognised by all as natural. It is therefore extremely misleading for the epithet 'regressive to be applied to every manifestation of attachment behaviour in adult life, as is so often done in psychoanalytic writing where the term carries the connotation pathological or, at least, undesirable (e.g. Benedek, 1956). To dub attachment behaviour in adult life regressive is indeed to overlook the vital role that it plays in the life of man from the cradle to the grave." (pg. 207-208)
- Chapter 12 - Nature and Function of Attachment Behavior (pg. 210)
  - "First, it is well known that a human infant is born with a capacity for clinging that enables him to support his own weight — a capacity that Freud observed and referred to as a 'grasping-instinct' (Freud, 1905, S.E., 7, p. 180). Secondly, babies enjoy human company. Even in the first days of life babies are quietened by social interaction such as being picked up, talked to, or caressed, and quite soon they seem to enjoy watching people moving about. Thirdly, the responses both of babbling and of smiling in infants are increased in intensity when they are responded to by an adult in a purely social way, namely by giving the baby a little attention (Brackbill, 1958; Rhein-gold, Gewirtz, and Ross, 1959). Neither food nor other bodily care is required, although their provision may well assist. Thus there is clear evidence that the human infant is so made that he responds readily to social stimuli and engages quickly in social interaction (see further discussion in Chapter 14)." (pg. 216)
  - "Present knowledge of the development of attachment behaviour in humans can be summarised briefly under the same eight heads that were used in Chapter 10 to describe present knowledge of imprinting in birds: (1) In human infants social responses of every kind are first elicited by a wide array of stimuli and are later elicited by a much narrower array, confined after some months to stimuli arising from one or a few particular individuals. (2) There is evidence of a marked bias to respond socially to certain kinds of stimuli more than to others. (3) The more experience of social interaction an infant has with a person the stronger his attachment to that person becomes. (4) The fact that learning to discriminate different faces commonly follows periods of attentive staring and listening suggests that exposure learning may be playing a part. (5) In most infants attachment behaviour to a preferred figure develops during the first year of life. It seems probable that there is a sensitive period in that year during which attachment behaviour develops most readily. (6) It is unlikely that any sensitive phase begins before about six weeks and it may be some weeks later. (7) After about six months, and markedly so after eight or nine months, babies are more likely to respond to strange figures with fear responses, and more likely also to respond to them with strong fear responses, than they are when they are younger. Because of the growing frequency and strength of such fear responses, the development of attachment to a new figure becomes increasingly difficult towards the end of the first year and subsequently. (8) Once a child has become strongly attached to a particular figure, he tends to prefer that figure to all others, and such preference tends to persist despite separation. Evidence in support of all these statements is presented in later chapters. We may conclude, therefore, that, so far as is at present known, the way in which attachment behaviour develops in the human infant and becomes focused on a discriminated figure is sufficiently like the way in which it develops in other mammals, and in birds, for it to be included, legitimately, under the heading of imprinting—so long as that term is used in its current generic sense. Indeed, to do otherwise would be to create a wholly unwarranted gap between the human case and that of other species" (pg. 222-223)
  - "**…to be dependent on a mother-figure and to be attached to her are very different things"** (pg. 228)
- Chapter 13 - A Control Systems Approach to Attachment Behavior (pg. 235)
  - **"All forms of attachment behaviour tend to be directed towards a particular object in space…**" (pg. 244)
- Chapter 14 - Beginnings of Attachment Behavior (pg. 265)
  - "**When he is born, an infant is far from being a tabula rasa**. On the contrary, not only is he equipped with a number of behavioural systems ready to be activated, but each system is already biased so that it is activated by stimuli falling within one or more broad ranges, is terminated by stimuli falling within other broad ranges, and is strengthened or weakened by stimuli of yet other kinds. Amongst these systems there are already some that provide the building-bricks for the later development of attachment. Such, for example, are the primitive systems that mediate neonatal crying, sucking, clinging, and orientation. To these are added, only a few weeks later, smiling and babbling, and some months later still, crawling and walking. When first exhibited each of these forms of behaviour is simply structured. Some of the motor patterns themselves are organised on lines little more elaborate than those of a fixed action pattern, and the stimuli that activate and terminate them are discriminated in only the roughest and readiest of ways. Even so, some discrimination is present from the start; and also from the start there is a marked bias to respond in special ways to several kinds of stimuli that commonly emanate from a human being— the auditory stimuli arising from a human voice, the visual stimuli arising from a human face, and the tactile and kinaesthetic stimuli arising from human arms and body. From these small beginnings spring all the highly discriminating and sophisticated systems that in later infancy and childhood —indeed for the rest of life-mediate attachment to particular figures." (pg. 265-266)
    - "In the rest of this chapter attention is given to the various forms of behaviour that mediate attachment. First, there is the infant's perceptual equipment and the way it tends to orient him towards his mother-figure and thereby enables him to become familiar with her. Secondly, there is his effector equipment, notably hands and feet, head and mouth, which, when given a chance, tend to latch him in contact with her. Thirdly, his signalling equipment, crying and smiling, babbling and arm gestures, which have so striking an effect on his mother's movements and treatment of him." (pg. 271)
- Chapter 15 - Focusing on a Figure (pg. 299)
  - "After about six weeks of age an infant becomes increasingly able to discriminate what he sees, hears, and feels, and in addition his behaviour becomes much better organised. As a result, by the third month, differences in the social behaviour of infants brought up in families and in institutions are becoming apparent" (pg. 322)
- Chapter 16 - Patterns of Attachment and Contributing Conditions (pg. 331)
  - "The dimension that Ainsworth has found especially useful is that of the security of a child's attachment. Thus a child of twelve months who can explore fairly freely in a strange situation using his mother as a secure base, who is not distressed by the advent of a stranger, who shows awareness of his mother's whereabouts during her absence, and who greets her on her return, Ainsworth rates as securely attached, whether he is distressed by

his mother's temporary absence or can weather breif periods of it without upset. At an opposite pole, and rated as insecurely attached in extreme degree, are infants who do not explore even when mother is present, who are much alarmed by a stranger, who crumple into helpless and unoriented distress in mother's absence, and who when she returns may not greet her. A particularly valuable index of the security of a child's attachment to his mother has proved in fact to be the way in which he responds to her on her return from a brief absence. A secure child shows an organised sequence of goal-corrected behaviour: after welcoming mother and approaching her, he either seeks to be picked up and to cling or else remains close to her. Responses shown by other children are of two main sorts: one is an apparent disinterest in mother's return and/or avoidance of her, the other an ambivalent response, half wanting and half resisting her." (pg. 337)

- Chapter 17 - Developments in the Organization of Attachment Behavior (pg. 350)
  - See text
- Chapter 18 - Stability and Change in Patterns of Attachment (pg. 361)
  - "Ego-resilience refers to a person's capacity to modify his level of control according to circumstances. **Among characteristics of the highly resilient person is resourcefulness in adapting to changing situations, a flexible use of his behavioural repertoire, and an ability to process competing and conflicting information. By contrast, a brittle person shows little flexibility and responds to changing and stressful situations either by persevering rigidly in his original response or else by becoming disorganised.** Competing and conflicting information makes him unduly anxious." (pg. 363)
- ******Hated reading this book. Complete waste******

c. Further Readings:

- Emotion and Personality (2 Vol.), by M. Arnold https://isidore.co/calibre/legacy/book/10380/CalibreLibrary