The skill in understanding the partner without asking is important → maintaining healthy romantic relationships → this skill is largely acquired from the interaction of the infant and its care-giver in early life.

➢ The concepts of the self + the care-giver + expectations of behavior → interrelated + hard to be studied individually → should be viewed as a whole to understand how these attachment patterns affect the formation of later relationships.

➢ Ainsworth et al. (1978) + Main and Solomon (1990) → empirical support for different attachment styles + suggested possible attachment history which contributed to the formation of these patterns.

➢ Strange Situation test → applied to measure a child’s attachment pattern to the mother + distinguish between different attachment styles:
  - Overt, controlled observation was used to observe the child for 20 minutes
  - 12-18 month infants and the parent → put into an experimental room
  - The parent and stranger enter and then leave the room → creating a flow of familiar & unfamiliar situations → to observe infant’s anxiety from separation, stranger anxiety and reunion behavior.

➢ Results:
  - Type A: Avoidant attachment → shown by 20% children
    - no protest when parent leaves
    - ignores parent when returns
    - → argued that mothers of this type of infant tends to be insensitive and shows little interest in the child.
  - Type B: Secure attachment → shown by 70% children
    - Mild protest on departure
    - easily comforted when seeks parent
    - → argued that mothers of this type of infant tends to be supportive and engage in communication with the infant.
  - Type C: Ambivalent attachment → shown by 10% children
    - Seriously distressed on departure
    - Not easily soothed and not always seek comfort when seeks parent
    - → argued that behavior of mothers of this type of infant tends to be inconsistent.
  - Type D: Disorganized attachment → later added by Main and Solomon (1990)
    - No discerning reaction on departure or return
    - Associated with child abuse and depressed mothers.

➢ Linkage:
  - Studies → significant in providing empirical support for Bowlby’s claim on the existence of different attachment styles → contributed to the field of developmental psychology on generating more research on attachment.
  - Categorizing attachment styles → less vague + more quantifiable → easier to conduct studies on the role of childhood attachment in subsequent formation of relationships + role of emotional development + difference in attachment styles across cultures.
cognitive needs are not met
  o Individual differences in response to these situations → people may not be affected in the same way
  o Argued → some people are more capable in overcoming the experience of adversity → links to the concept of resilience

➢ Resilience
  o Luthar et al. (2000) → the process of avoiding adverse outcomes or doing better than expected when confronted with major assaults on the developmental process

➢ The ability to build resilience is affected by a number of protective and risk factors
  o Protective factors
    ▪ Conditions or attributes, such as skills and support in individuals, families, communities to help people coping with stressful events more effectively
  o Risk factors
    ▪ a habit or an environmental condition, that prevents an individual in developing to their full potential. This may lead to delayed development, impaired cognitive functioning, psychological disorders or other health related problems
  o Werner et al. (2005) → found that children who experienced risk factors developed into successful adults in the presence of protective factors
    ▪ became caring and confident adults
    ▪ Succeeded in school
    ▪ Set realistic educational and vocational goals and expectations for themselves

➢ Therefore → resilience → the result of the interaction between risk and protective factors

➢ Schoon and Bartley (2008) → put forward the sources of resilience
  o Academic competence
  o An effective and supportive family life
  o A comfortable social environment
  o Employment

➢ Resilience programs typically target the promotion of protective factors → effective to some extent to help individuals prevent adverse outcomes from experience of risk factors

➢ Strong parental figure
  o direct support in parenting to the natural parents
  o providing support from caring adults in the larger community
    ▪ Elder and Conger (2000)
      • found that a close relationship with at least one parent could bring desirable outcomes → those who suffer from extreme early deprivation can be resilient if the rearing environment is loving and supportive → successful development and long-term achievement

➢ Programs dealing with parental education
  o The Triple P – Positive Parenting Program
    ▪ Based on social learning principles
    ▪ goal → is to target behavioral, emotional, and developmental problems in children aged 0–16 years → through enhancing the knowledge, skills, and
2. does not help explain children who do not conform to a community’s gender schema
3. look at a single level of analysis without considering the interaction of the levels of analysis → takes a limited approach to the explanation of human behavior

- Conclusion
  - Formation and development of gender roles → not determined by a single level of analysis without considering the interaction of the levels of analysis →
  - Instead → considering different aspect of the influences → leads to a better approach to the explanation of human behaviour

41. Examine psychological research into adolescence.
- Adolescence
  - typically defined as the transitional period between childhood and adulthood
  - The concept of adolescence is not universal because not every culture has a distinctly recognized period between childhood and adulthood
  - Psychologists recognize that during the teenage years, teenagers are developing both physically and socially
- Erikson → adolescence is a period of stress and uncertainty brought about by intense physical change which causes a crisis in identity
- Erikson formulated a theory of psychosocial development → The fifth stage of his theory concerns adolescence
  - time of identity crisis
  - termed the stage identity versus role confusion.
  - this stage of identity crisis is marked by the rapid physical growth and hormonal changes which take place between 12 and 18 years of age
  - The individual searches for a new sense of continuity and sameness, and is concerned with questions of sexuality, future occupation and identity (moratorium)
    - try out different roles, attitudes and beliefs
    - identity crisis resolved successfully → feel confident about his or her identity and is ready to both seek out a life partner and an occupation
    - danger at this stage is role diffusion (uncertainty about who one is)
    - The self-concept changes or develops as a result of the “developmental crisis”
- Four components that represent areas that adolescents have trouble processing
  - Intimacy: adolescents fear a commitment to others as it may involve a loss of identity
  - Time: teenagers have an inherent disbelief that the passage of time will bring about possibility of change
  - Industry: inability to concentrate or enormous energy being expended in a single area (diffusion of industry)
  - Negative identity: teenagers show scornful and snobbish behavior towards the role offered by family/society
- Put forward the notion of a psychosocial moratorium
found that boys who mature earlier → more confident, independent, physically attractive, tend to do well at school - both academically and athletically

For women, however, the reverse seems to be true → Early maturing women tend to have lower self-esteem and are less popular

▶ Conclusion
  o Erikson’s original and extended theories are useful to some extent to provide a framework for a great deal of new researches and theorizing about adult development → but have their respective limitations
  o Many of the theories related to adolescence are difficult to falsify or empirically test and also correlational in nature → means that causation cannot be determined