Contents

About the Author xvii

The Author of the Foreword xvii

Acknowledgments xviii

Foreword

XIX

Rodolfo de Bernart

Introduction

XX

1 Social Networks, Quality of Child Rearing, and Child Development

21

Method 36

Subjects 36

Procedures 38

Results 41

The Network Measures 42

Networks and Child Development 47

Discussion 50

Qualitative Differences and Isolation 50

Construct Validation 52

Acknowledgments 54 The miles and the least the base being a manufacture of the least t

Commentary from the Editors of this Volume 54

References 55

2 Relationships at Risk

50

Assessing the Mother-Child Relationship 62

Mother as Caregiver 63

Mother as an Interactant 64

Mother as Attachment Figure 67

Developmental Change and Adaptation 70

Developmental Change 70

Adaptation 71

Summary and Overview 72

Method 73

Subjects 73

Procedures 74

Results and Discussion 77

Quality of Child-rearing and Mother-Child Interaction 77

Quality of Child-rearing and Pattern of Attachment 80

Mother-Child Interaction and Pattern of Attachment 82

Mother-Child Interaction as a Function of Child Age 82

Conclusion 84

Expanding Classificatory Systems 84

Adaptation and Development 85

Acknowledgments 87

Commentary from the Editors of this Volume 87

References 89

3 Child Maltreatment and Attachment Theory

93

Attachment Theory 96

Attachment as a Developmental Construct 96

Attachment as a Behavioral System 98

Attachment as a Qualitative Construct 99

Child Maltreatment Considered in the Light of Attachment Theory 107

Anxious Attachment 108 security and to avoid a end most yielnessmood

Internal Conflict 111

Coping with Parents 112

Coping with the Environment 114

Niche Picking 115

Adaptation 116

Conclusions 120

Acknowledgments 122

Commentary from the Editors of this Volume 123

References 124

4 Family Patterns of Relationship in Normative and Dysfunctional Families 131

Constructs and Theory 132

Quality of Attachment 132

Internal Representational Models 132 To 2010 box 2010 box 2010 Representational Models 132

Family Relationships 134 Was possed and Will sponsed to response and

Relations Between Partners' Quality of Attachment 135

Relations Between Adults' and Children's Quality of Attachment 136

Population Characteristics 138 (St. Absorbed Appellation Characteristics 138)

Construct Validation of Assessments of Quality of Attachment 138

Infancy 139 Community and the partial of the partia

The Preschool Years 139

Adulthood 141

Method 142

Subjects 142

Procedure 143

Assessments: Coding and Classification 143

Results 144

Analyses of Couples' Relationships 144

Analyses of Parent-Child Relationships 148

Discussion 150 and the Deadler of New York 1912 at 191

Classificatory Procedures 151

Familial Relationships: Couples' Mate Selection 153

Family relationships: Cross-Generational Transmission of Aspects of Quality of

Attachment 155

Internal Representational Models: Crossing Memory Systems, Behavior Systems, and Relationships 158

Conclusion 160 Conclu

Acknowledgments 161

Commentary from the Editors of this Volume 161

References 162

The Social Ecology of Treatment: Case Study of a Service System for Maltreated Children

167

The Conceptual Model 168
Application to Treatment 168

A Case Study 169

The Context 169

New Policies and Procedures 170

The Process of Change 177

Treatment Systems 180

Changing Treatment Systems 183

A Strategic Approach 183

Managing Change 184

Commentary from the Editors of this Volume 185

References 186

An Information Processing Perspective on the Behavior of Neglectful Parents

A Theoretical Perspective 188

A Typology of Child Neglect 188

An Example 190

Types of Neglectful Parents 191

Neglect Resulting from Perceptual Exclusion 192

Neglect Resulting from Inaccurate Interpretation of Information 193

Neglect Resulting from Failure to Select a Response 194

Neglect in the Context of Failure to Implement a Response 195

Abuse 196

The Etiology of Parental Problems With Processing information 196

Defensive Exclusion 197

Faulty Attributions 197

Failure to Select a Response 198 and to avoil 3 and most yield y

Chaotic Environments and Anxious Attachment in Adults 198

Limitations of an information-Processing Perspective 199

Implications for Treatment of Child Neglect 200

Summary 202

Acknowledgments 203

Commentary from the Editors of this Volume 203

References 204

7 Peering into the Black Box: An Exploratory Treatise on the Development of Self in Young Children	2
Introduction 209	
Theory and Constructs 210 885 application on mass J	
1. A Theoretical Perspective 210	
2. Internal Representational Models 211	
3. Affect and Cognition 215	
4. Ainsworth's Patterns of Attachment 217	
Perception and Self in Infancy 219	
1. Developmental Processes in Early Infancy 219	
2. Individual Differences in Early Infancy 224	
3. Developmental Processes in Later Infancy: Attachment 224	
4. Individual Differences in Later Infancy 224	
The Self in the Preschool Years 227	
1. Quality of Attachment 227	
2. Perceptual Perspective-taking 230	
3. The Self in a Social Context 233	
4. Exclusion of Self 237 552 smulov slid to should self more yearnermon.	
5. New 'Self-conscious' Feelings 239	
6. Language and the Development of Self 244	
The Transition to the School Years 257	
1. Explaining One's Own Behavior 257	
2. Inducing Semantic Generalizations From Episodic Memory 262	
3. Achievement and Mastery 264	
4. Self-evaluative Emotions 265	
Summary and Conclusions 267	
1. Summary of Developmental Processes 268	
2. Psychopathology 272 CMS not/stgshslaM bns not/stgsbA	
3. Issues 276 276 DOWN ROUSSINSONO TO Appolois and this notificed	
4. Conclusion 281	

Acknowledgments 283

References 285

Commentary from the Editors of this Volume 283

ix

8	Attachment and Psychopathology
	Learning Theory, Vygotsky, and Internal Representational Models in Infancy 297
	Three Issues to Explore 297
	Learning to Interact 298
	Maturation and Change in Internal Representational Models in the Preschool Years 30
	Developmental Processes 302
	Outcomes in the Preschool Years 309
	Mental Representation and Integration in the School Years and Adolescence 313
	Memory Systems 313
	Using Memory Systems to Regulate Behavior 314
	Individual Differences in Integration across Memory Systems 315
	Mental Distortions in Affect and Cognition 316
	Affect, Cognition and Psychopathology 318
	Complexity and Variability 318
	Developmental Pathways 323
	Summary and Conclusions 332
	Acknowledgments 333
	Commentary from the Editors of this Volume 333
	References 335
	Meglect Resulting from Perceptual Exclusions. Till part toods 2 mit at anithmed artif
9	Toward an Integrative Theory of Trauma:
	A Dynamic-Maturation Approach
	3. Achtevement and Mastery " 204 "emine sould be ment of the second of the sould be second or the sould be second or the sould be second or the second or th
	Attachment Theory and an Integrative Approach 342
	Patterns of Attachment and the Processing of Information about Dangerous
	Circumstances 343
	Adaptation and Maladaptation 343
	Evolution and the Biology of Organization Around Danger 344
	Perception and Privileged Information 344
	The Reptilian Brain and "Cognition" 345
	The Limbic System and "Affect" 347
	The Neocortex and Integration 350
	Developmental Change in Processing Information and Constructing Protective
	Strategies 354
	Maturation 354

Infancy 355

Preschool 358

School-age: False Cognition and the Obsessive Patterns 363

Adolescence and Adulthood: Isolation and Promiscuity, Menacing Paranoia, and

Psychopathy 365

Conclusion 367

Individual Differences in Using Information About Danger and Protection 369

Change and Flexibility 369

Differences in Risk for Trauma Among the Strategies 369

The Process of Adaptation to Crisis Events 371

Adaptation 371

Alternating Protective Strategies 373

Alternating Failing Strategies 374

Despair 375

Depression 376

Learned Helplessness 377

Examples of Variation in the Process of Adaptation 378

Robbery 378

Hurricane Andrew 382

Conclusion 385

Treatment 386

Establishing a Comforting Relationship 387

Strengthening Clients' Self-Protective Strategies 388

Purposeful Eclecticism 388

Conclusion 392

Acknowledgments 393

Commentary from the Editors of this Volume 393

References 395

Truth, Error, Omission, Distortion, and Deception: The Application of Attachment Theory to the Assessment

and Treatment of Psychological Disorder

Mental Transformations of Information That Promote Protection and Reproduction 406

Information 407

Memory systems 410

405

Patterns of Attachment and Assessment of Developmental Pathways 413

Infancy 413

The Preschool Years 415

The School Years 418

Adolescence and Adulthood 420

Continuity Across Time 424

The Adult Attachment Interview 425

Using Attachment Theory in Treatment 428

Examples of Transformed Information 429

Comparisons 429

Discourse 430

Type A Transformations of Information 431

Type C Transformations of Information 439

Type A/C and Multiple Distortions of Information 445

Conclusion 447

Theory 447

Assessment 448 Assessment 448

Treatment 449

Acknowledgments 451

Commentary from the Editors of this Volume 451

References 453

Patterns of Attachment and Sexual Behavior: Risk of Dysfunction Versus Opportunity for Creative Integration

459

An Evolutionary Perspective on Brain Development and the Mental Processing of Information 460

Privileged Information and Perception 460

The Reptilian Brain, Temporal/Cognitive Information, and Sexual Behavior 461

The Limbic System, Contextual Information, and Affect 461

Cortical Integration 463

Individual Differences in Mental and Behavioral Functioning in Infancy 464

Patterns of Attachment 464

Sexuality in Infancy 467

The Preschool Years 467

Patterns of Attachment 468

Memory Systems 474 Memory Systems 474

Preschoolers and Sexuality 475

Mental Integration and the School Years 476

False Information 476

Mental Integration of Information 478

Gender Distributions 480

Sexuality 480

Adolescence, Sexuality, and Mental Integration 481

Cortical Integration of Personal Values 482

Puberty and Individual Differences in Reproductive Strategies 483

Mate Selection in Attachment Terms 484

Gender Differences 485

Adulthood, Interpersonal Integration, and Parenthood 486

Reproduction and Protection of Self and Progeny 486

Managing Multiple and Varied Intimate Relationships 487

Mental Functioning in Adulthood 489

Integration 493

A/Cs, Bs, and "Earned" Bs 494

Conclusions 499

Acknowledgments 500

Commentary from the Editors of this Volume 501

References 502

If I Knew Then What I Know Now:

509

Integrity and Fragmentation in the Treatment of Child Abuse and Neglect

What Is the Problem? 510

Who are Maltreating Parents? 510

What are We Treating When We Treat Maltreating Parents or Their Children? 511

How Do Maltreating Parents and Children Try to Solve the Problems of Danger and Lack of

Comfort? 511

Strategic Behavior in Maltreating Families 511

Are These Strategies Actually Used by Maltreating Parents and Children? 514

What Difference Does it Make to Recognize and Understand these Strategies? 515

Attribution of Meaning 515

A Compassionate Approach 515

Focus on Relationships — Both Current and Past 516
Intervention Around Danger and Comfort 516
Opposite Strategies May Call for Opposite Treatments 516
What Motivates Parents to Act the Way They Do? 517
Confusion of False Positive Affect and True Negative Affect 517
Mixed Negative Feelings 517
Anxious Arousal and Sexual Arousal 518

What Difference Does it Make to Recognize the Confusion of Motivation that Accompanies Confused Feelings? 520

Appearance Versus Reality 520

Aborted Information Processing and Danger 521

Why Do Professionals Do What they Do? 522

Mental Health Professionals 522

Foster Parents 522

Redefining the Problem 523

How Best Can We Select, Support, and Use Foster Parents? 524

What Have We Learned? What Do We Still Need to Know and Do? 525

Commentary from the Editors of this Volume 527

References 528

13 A Dynamic-Maturational Model of Attachment

531

Organized Self-Protective Strategies 533

Cognition, Affect, and Attachment Strategies 533

Self-Protective Strategies and Attachment Figures 534

Sexuality and Attachment 534

Danger and the Development of Strategies 535

Transformations of Information and Expansion of the Array of Strategies 536

Transformations of Information 536

The Mind and Representation 538

Multiple Representations Conceptualised as "Memory Systems" 538

Self-Protective Organizations of Behaviour 540

Representation as a Mediating Variable 543

Developmental Pathways 544

Development in Infancy 544

The Preschool Years 545

The School Years 545

Puberty and Adolescence 545

Assessment 546

Using Enacted, Preverbal Procedures: Infancy and the Preschool Years 546
Using Verbal Procedures: The School Years, Adolescence, and Adulthood 547

Symptoms, Strategies, and Treatment 547

Psychological Opposites 548

Treatment Goals and Processes 548

Validity and Directions for Further Research 550

Infants and Preschool-aged Children 550

Adolescents and Adults 550

Research Issues 550

Conclusions 551

Commentary from the Editors of this Volume 552

References 553

Afterword 557

References 559

About the Editors 561

Index 563

About the International Association for the Study of Attachment (IASA) 583