



UNIT-3

Privation and Deprivation

Learning Outcomes

By the end of this unit the learner will be able to:

- ✓ Discuss privation and deprivation.
- ✓ Explore the effects of autism on a child's development.

Unit 3

Privation and Deprivation

Privation

Privation is a situation in which a child fails to form a relationship with their parents, either due to the absence of parents (most often following the death of both parents) or due to their behaviour towards the child. This occurs most frequently in situations where children are raised in institutions where they may be neglected. Such children often face emotional and logical problems.

For example: War is a situation in which a child can face privation. Privation is the case when a child is not able to create a strong relationship with their parents.

Deprivation

Deprivation is a less typical situation where an existing relationship or bond is broken. It is a basic fact that an infant or children of any age needs love and a warm, friendly relationship with their mother, father, or both parents. When sufficient love is not provided, deprivation occurs.

Bowlby: A Famous Psychoanalyst

Bowlby was a famous psychoanalyst. He presented the Advanced Theory of Attachment (relationship). According to him, a child comes into this world to form attachments (relationships). These are considered necessary for survival. He referred to the separation of a child from their mother as maternal deprivation. However, he does not differentiate between privation and deprivation in his theory.

Recent Theories

According to more recent theories deprivation and privation are two different conditions. The results of privation are much more severe than the outcomes of deprivation. This means privation is far more harmful for children. Now, we'll take a look at privation and deprivation in more detail.

Deprivation

Effects of Deprivation

There are two types of effects of deprivation: short term effects and long term effects.

Short Term Effects

The short term effects of deprivation are less harmful as the separation in this case is only for a few hours or few weeks.

Robertson and Bowlby presented PDD Model in 1952. During this research, they observed children between the ages of 1 to 4.

Research 1

During their research, they observed a child who was seventeen months old and, due to personal issues, was temporarily separated from his mother for a few days and left at the nursery. At first, the child protested and cried for a long time. He was unable to adjust to the environment and form attachments or connections with the people present at the nursery. He kept on calling for his mother, and when his mother came to take him home after nine days, the child showed signs of disconnection, which was normal according to Robertson.

Research 2

During another research, they observed a child who was separated from his mother. He cried less and was more interested in the environment. This is not the normal case as the child was hiding his feelings from the people around him. He felt anxiety, but did not show it to others. When his mother came back, he showed anger, but soon the attachment was rebuilt.

Long-Term Effects

Long-term deprivation is further classified into two types:

- a. Death
- b. Divorce

Death is the biggest reality of this world. If one or both parents die, it produces very negative effects on children. They may have to face lack of basic facilities like food and clothes, lack of academic facilities (unable to afford school expenditures) and lack of love. It has a strong psychological effect on children.

Deprivation may also occur as a result of **Divorce**, which usually leaves negative psychological effects on children. Adjusting oneself into a new family if a single parent marries another affects the life of children. In this case a child is not completely separated from their parents.

Effects of Death and Divorce on Children

Bifulco (PhD) et al studied psychological mistreatment. During this research he studied different women who were separated from their mothers at different ages, either due to death or divorce. All the women suffered from anxiety and depression, but the women who were separated from their mothers in the first six years of their life due to death suffered more than those who were separated due to parental divorce, which suggests that death has a worse effect on children than divorce.

Cockett and Tripp (1994)

Cockett and Tripp are very famous psychologists. In 1994 they focused on how divorce and separation affects the children, and the best way to get the accurate results was to interview the children themselves.

They divided children and their parents into three different groups and interviewed them separately and deeply about the separation experiences. Different results came out of different groups. According to the group of children and parents, the effects of divorce were a bit less harmful than the effects of deprivation resulting from parental death. According to the reordered families faces worse conditions than the intact families.

Protective Steps Against the Effects of Deprivation

It is requirement that precautionary steps are taken to reduce the short-term effects of deprivation. We have studied the case of a child above who was separated from her mother for nine days, which is also known as maternal deprivation. Her anger was visible at first but at the second instance, she accepted her mother due to their strong bond. In daycare centers, the staff should be more alert about their duties. They must try to maintain a strong bond with children so that the children can easily adjust. This is easily done by providing a short-term replacement attachment figure to the child.

Love and Encouragement

True love and affection can change anything. Studies have shown that children who get more love, warmth and care are more confident and social. If a child is separated from their parents, they should be provided with extra care, true love and warmth so that they can get over the worst effects of short term deprivation.

Skodak and Skeels (1945) have also contributed in the field of child psychology. Skodak and Skeels found that if a child is getting enough attention despite being separated from their parents, they show remarkable increase in their IQ level. They proposed that all the institutions,

social welfare centres, and daycare centres should have more staff so that they can easily give enough and required attention to each and every child separately. If there are less staff members, less attention is paid toward individual children.

Less Use of Daycare Centres

It's not uncommon for modern families to make use of professional daycare centres, in order to allow them to return to work after the birth of a child. While daycare centres can provide an important and potentially beneficial services, they should not be *overused* where it is not necessary. As the care and love provided by parents cannot be replaced, experts often call for the use of daycare facilities to be minimalised where possible.

Enough Contact from the Separated Parent in Case of Divorce

In case of divorce, the absent parent should pay frequent visits to their children. This will help them a little bit to overcome the effects of deprivation. In this case, the child does not suffer with the effects of PDD.

Privation

Privation by Different Researchers and Psychologists

Koluchová (1972)

A famous psychologist, Koluchová, researched two identical babies. Their mother died soon after giving birth. They were sent to their aunt for care and they lived a normal life till they were 18 months, when they were sent back to their home where their father had married again. Their new stepmother treated them very badly. She used to punish and scold them severely. She did not take care of their food and milk provision. Soon, it was found that they were suffering from a skeletal disorder called rickets, which is caused by a lack of vitamin D. When they were sent to school they faced severe learning issues. They were consistently behind all of the other students in the same class.

After some years they were adopted by a mother who showed extraordinary care, warmth, and love to them. This helped them to recover quickly. By age 15, their IQ was normal and they finally finished their studies with excellent marks. Koluchová again visited them after few years when they were happily married. This shows the fact about how love changed their lives.

Hodges and Tizard

Hodges and Tizard, the famous psychoanalysts (a person who analyzes psychology), also contributed in the study of privation by finding that the effects of privation can be reversed or changed slightly in later age. For this purpose, they divided children into two groups. One group was separated from their parents at the age of 1 or 2 when they were adopted, and the others lived with their families throughout their lives. They applied a longitudinal approach: the method through which change is studied over time. They set the level of age at 16. The result was a complete difference between the two groups. They found that the children adopted better overcome privation compared to the re-established children. The children who were separated from their parents showed visible anxiety, mental problems, lack of confidence compared to those who had been with their families throughout their lives.

They studied sixty-five children who were in the daycare or social welfare centres. They observed the development of children at different ages of 4, 8 and 16. At age 4, twenty-four children were adopted, fifteen were sent back to their original homes and the rest remained in the institutes. Data was collected after interviewing parents, teachers and children. Rutter B scale was also used which is mostly used to identify all sort of psychiatric (mental) problems.

At age 16:

- a. The mothers who adopted children were interviewed and it was observed that half of the children were deeply attached to their mothers as if they were their real mothers, but half did not respond to their love in the same way.
- b. Those children were less liked by the children of same age group.
- c. They were found to be attached more to the fathers than mothers.
- d. They faced problems in making relationships with the brothers or sisters of the adopting family.
- e. Those children needed more attention to become social.

At last, they came to a result that Bowlby's theory, that the early years are the most essential and critical years, proved to be right for the present situation. However, Hodges and Tizard still argued that the children who were separated from their mother in the first five years can still make relationship and attachments in the later years.

Freud and Dann (1951)

Anna Freud and Sophie Dann were famous psychologists, they also analyzed six children who were caught up in the atrocities of the Second World War. Denied access to parental care for an extended period of time, the group formed strong bonds with one another, attributed to the harsh conditions they were exposed to from a young age. They were eventually evacuated to

England for parental care and monitored to see how they recovered from early-life privation. When discovered in Terezín, they could hardly talk, but were really connected with one another and displayed depression symptoms when separated. They all displayed regular brain power. In that case the children did not find any opportunity to make bonds and attachments with their adults, and were said to have experienced privation.

Strong Points

Longitudinal analysis (study of change over time from childhood to adulthood) showed that long-term outcomes of privation could be analyzed, so possibility about the reversibility of those outcomes can be drawn.

Real lifestyle research including moral factors could not be set up unnaturally. It provides specific and wealthy details and useful ideas into the situation.

Weak Points

As the research shows, the children who have experienced privation may not have been as private as was suggested, as soon they established relationships with each other. The research is not replicable, and there are so many complicated parts to consider that it is difficult to sketch results about the importance of beginning privation.

Are Effects of Privation Reversible?

The results of Koluchová's research (the examples of twins) and the Freud and Dann's research (institutions kids' research) suggests that the results and harms caused by privation are reversible.

Both of the twin babies grew up to get married happily and have kids, and the six kids Freud and Dann analyzed did the same, with only one or two having maturity problems.

Curtiss' Study of Privation

However, in the research of Curtiss' study, he found that the effects of privation were irreversible, as the girl Genie could not recover from some of the effects it had on her growth. While she could use and understand some language, she could not understand sentence structure and exact conversation. She also discovered it challenging to match up with 'normal' grown-ups.

We have to consider the possible details for one research displaying the results to be permanent, while some others offer proof of the reversibility. It could be for two prominent factors that the consequences on Genie's growth were more serious, which also explains why they were so permanent in her case.

With the situations of the twin babies and Bulldog Financial institutions kids, they all had each other and established bonds with one another. Genie had no one to share her feelings with, and so it might be

suggested that the level of her privation was much worse and harmful, it is also a fact that Genie was not found and saved until she was 13 years old.

Daycare

The phrase daycare explains any situation where a child is taken care of for by somebody who is not the child's mother or father. It can either be for a short time, or full-time every day.

Use of Daycare

Researchers have interestingly explained the outcomes of daycare for clear reasons. It has a strong effect on a child's personality. But the question is that whether these daycare systems are safe for children, or if they cause them harm, as it has become the daily routine of modern lifestyle. It can either be harmful or useful, but daycare could be suggested as a way of short-term deprivation because, at the end of the day, it is the separation of a child from their mother.

The main focus in the study of daycare systems are on:

1. Social Growth

Connections and communications with other people and the ability to form healthy attachments.

2. Emotional Growth

Emotions we have about the people around us, such as studying to deal, being assured, and studying to become independent without any help.

3. Cognitive Growth

The development of academic abilities such as handling, studying, and common growth of the brain. There are more than four types of child growth along with actual growth. While some analysis notices actual growth of kids, childcare does not particularly affect this type of growth.

Both social and psychological growth can be individually calculated, which is a weak point of some of the work about childcare analysis.

Check of Government and Program Rules

There are some rules and regulations that are set for daycare due to the research of scientists, such as that of Belsky and Rovine.

The main points in the rules are:

- 1.** Cleaning facilities must be available, along with other facilities.
- 2.** More staff members should be hired so that each individual can get required attention.

3. Enough space for each child.
4. Fixed time outside each day.
5. Daycare suppliers must also adhere to a program and use 'tick boxes' when kids reach certain goals.

NICHD Study in USA

In 1991, the Nationwide Institution for a child's Health and Human Growth (NICHD) performed their research on study of early daycare and youngsters development to find the affects of daycare on kids. Through their longitudinal approach, they collected information from many different techniques, such as findings, discussions, and reviews. They analyzed 1,200 babies from their very beginning until they started school. As a result, they gathered data and finally they came to know the aspects which strongly effect child in daycare.

1. Type Of Daycare

Type of daycare matters a lot. A good daycare helps the child to increase their academic or intelligence growth and behavioural growth, as compared to a poor proper daycare, which had the opposite effect.

2. Best Time Selected For Daycare

The parents who selected to send their children to daycare after two years faced no behavioural issues of their children compared to those who started their daycare before 2 years.

Positive Aspects of Daycare

A good day care can make the personality of a child, helping them become a confident and social member of society in adulthood.

Negative Aspects of Daycare

Childcare holds such a wide position in human life and the development of children is very complicated, so it is difficult to sketch any significant conclusions. A poor daycare can negatively affect the life of a child, though it is becoming increasingly difficult for poor daycare providers to remain in business.

Effective Provision of Pre-school Education Project

The EPPE project was a UK-based project led by **Sylva et al.** The purpose of this project was to observe the effect of pre-school provision on children's social, behavioural, mental and academic development.

Sylva et al. studied 3,000 children through interviews with them and their parents. He included race, financial background, religion, and many more aspects in his research. He wanted to know if there is something more useful he could get through his research than the available researches.

He divided children into two groups:

1. Children who were sent to daycare centres.
2. Children who remain home.

With the participation of 144 daycare centres and the home group as the controlled group he gathered various reviews and results. Children who had been in daycare for more time, had better sociability, focus, and freedom. It was discovered that their part-time presence was similarly as valuable as full-time attendance.

Positive Aspects

1. Children from large range of backgrounds were involved in this study so it was a carefully-planned procedure, with a control number of 'home' kids for guideline evaluate, so results were more quickly drawn.
2. More than one research technique was used, so there was more information available, and stability and credibility can be examined easily.
3. Longitudinal process was also applied so different behaviours and outcomes were observed over a large period of time that helped to draw conclusions more clearly.

Negative Aspects

1. The research was UK based only. So, the results and outcomes of the day care was only confined to the UK. This was not valid for other cultures and countries as they had different daycares.
2. NICHD study faced difficulty to operate such a huge range of gathered data and difficulty of childcare; it was difficult to draw clear results and conclusions.

The fact is that the research by the NICHD outlined the drawbacks of daycare and the EPPE venture results outlined the key benefits of daycare. The EPPE suggested that there was no distinction between full-time and part-time daycare, as they both had the same benefits, but the NICHD research said that those who passed a lengthy time in day care weekly would actually be harmed by daycare.

Belsky's Conclusions

Belsky had been a very well-respected daycare expert. He has used his own research and the results of the NICHD study and EPPE to suggest that the government should act in this regard. It should look on the present actions, such as a change to challenging procedures and inspiring parent level, so that parents they are not forced to put their children into daycare too early on and don't spend too much energy and effort on daycare.

In 2006, he determined that top quality daycare results in better mental and language development, but the longer period spent in daycare centres improved the chance of behavioural problems. He determined the key elements of daycare as high top quality of daycare, length of good care and when the child is put into day care.

Koren-Karie (2001)

Child psychotherapist, **Nina Koren-Karie**, had the aim to analyse whether moms with weak facilities were more likely to use daycare. She used seventy-six moms of a mean age around 27 years. She sent half to return to work and to use daycare. The other half stayed at home, on maternity care. Both categories were based on age and socio-economic position. The mothers' connection statuses were evaluated using the mature connection meeting. She discovered that most mums categorized as Kind B securely attached with children. However, a much bigger number of the insecurely-attached mums select to use daycare than the securely-attached mums.

Koren-Karie determined that those mothers with insecure attachments were more likely to use daycare, and suggested that this shows it may be that maternal characteristic, not the effects of day care itself, that cause the high proportion of insecurely-attached infants in daycare.

Drawbacks of Daycare: It can result in weaker connection between babies and their caregivers. However, lately a very doubtful range of analysis has recommended that this connection is actually due to the mother and father that select to use daycare services excessively, not the consequences of daycare. By this, it intended that a weak mother and father would select to overuse daycare, and since a weak mother and father are likely to have insecurely-attached children, most of the children are in day care. This would mean that the daycare is not the cause of the weak connection.

Autism

Communication problems, short attention span, and the inability to socialise are symptoms of a condition called Autism. Autism is a complex and surprisingly common problem, which is also known as Autistic Spectrum Disorder.

Autistic Spectrum Disorder

Children can show any variety of features and behaviours which represent anything from mild autism to severe autism, and because there are so many versions, instead of Autism, the phrase Autistic Spectrum Disorder (ASD) is used.

Mild Autism

Mild Autism is clinically diagnosed as Asperger's problem. Autism is not a disease, but a developmental problem. It is more common in boys than girls. The ratio is **1:10**, which means if there are 10 boys with

Autism there is only 1 girl with same problem. Children who were first clinically identified as having Autism were once known as 'little professors' as some of them had incredible intellects and remarkable abilities in certain pursuits.

Autism is mostly common these days between the age groups of 2 and 3, and while there is not a set record of signs, there are some features and signs of autistic behaviour.

Some signs that a child has Autism are:

1. Problems in communication with people
2. Challenging and difficult behaviour
3. Subdued behaviour
4. Health issues
5. Poor eye contact
6. Unable to show emotions
7. Very slow in activities
8. Dislike any change in regular routine
9. Communication problems
10. Restricted and repetitive behaviour

Autistic Savants

Interestingly, 10% of people who have Autism have a special talent in at least one area, such as vocal perfection as a singer, playing instruments, solving math problems, sketching, drawing, and many more. Such people are known as Autistic Savants.

Example: The most famous example is Daniel Tammet. He suffers from a disease called Synesthesia in which senses become confused and one sense begins to stimulate another, however he has the ability of advanced mathematical and natural language learning.

Theory of Mind and Autism

Famous intellectual psychotherapist, **Simon Baron-Cohen** represented the problems of autistic child which he called mind-blindness. The phrase mind-blindness is often known as the opposite of concern. It is the lack of capability to see things from another person's viewpoint, therefore making it difficult to understand or realize how other people see or handle factors.

Baron-Cohen and Frith (1985) researched autism, and examined the concept of thoughts/theory of mind, this is the other name for mind-blindness, i.e. the capability to understand other person's viewpoint.

Sally-Anne Process

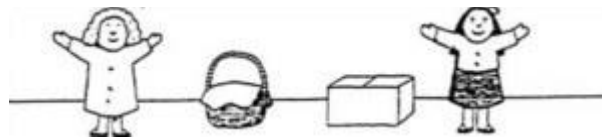
The process started was also known as the Sally-Anne Process. Sally and Anne are two baby dolls. Sally has a gift bag and Anne has a box. Sally places a marble in her basket and then goes out for a stroll. Anne

then takes the marble from Sally's bag and so places it in her box. Sally returns from her stroll, wanting to play with her marble. In the research, the children would have this set out for them independently, and having viewed the whole situation, the kid would then be requested where Sally should look for her marble. The perfect response is of course the bag. Those kids who cannot understand Sally's viewpoint are said to absence of theory of mind.

This test-set included twenty Autistic kids and fourteen kids with Down's Syndrome, all of which were between the ages of 6 to 17 years old. There were also twenty-seven medically healthy kids, who were 3 to 5 years older. They were founded on their ability to respond to the perception (opinion) query, where they believed Sally would look for the marble.

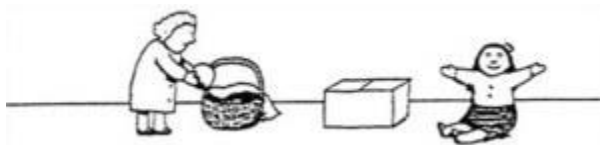
However, several other concerns were asked:

1. Researchers introduced the dolls, Sally and Anne, to the child.
2. They then asked about the names of the dolls. This was done only to confirm whether the child can identify the dolls or not.
3. The Sally-Anne skit was acted out.
4. Three more concerns are asked:
 - The **perception query**: "Where will Sally look for her marble?"
 - The **truth query**: "Where is the marble really?"
 - The **memory concerns**: "Where was the marble to start with?"

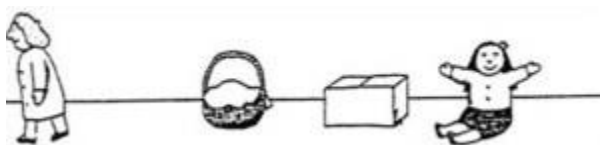


Procedure of the Sally-Anne skit:

- 1- Sally and Anne are introduced to the child.
Sally has a basket and Anne has a box.



- 2- Sally places a marble in her basket.



- 3- Sally leaves for her walk, leaving her marble in the basket, but Anne remains behind while Sally is out.



- 4- Anne takes the marble out of the basket and places it in her own box.



- 5- When Sally returns after some time and wants to play with her marble, she does not find it in its place. Where will she look for her marble, in the basket or in the box?

The results of the research showed that all the kids who were examined passed the naming questions, truth and memory concerns. The concerns were to check that the children did not have any other mental or academic issues which would happen with the outcomes. As for the perception questions, it was seen that:

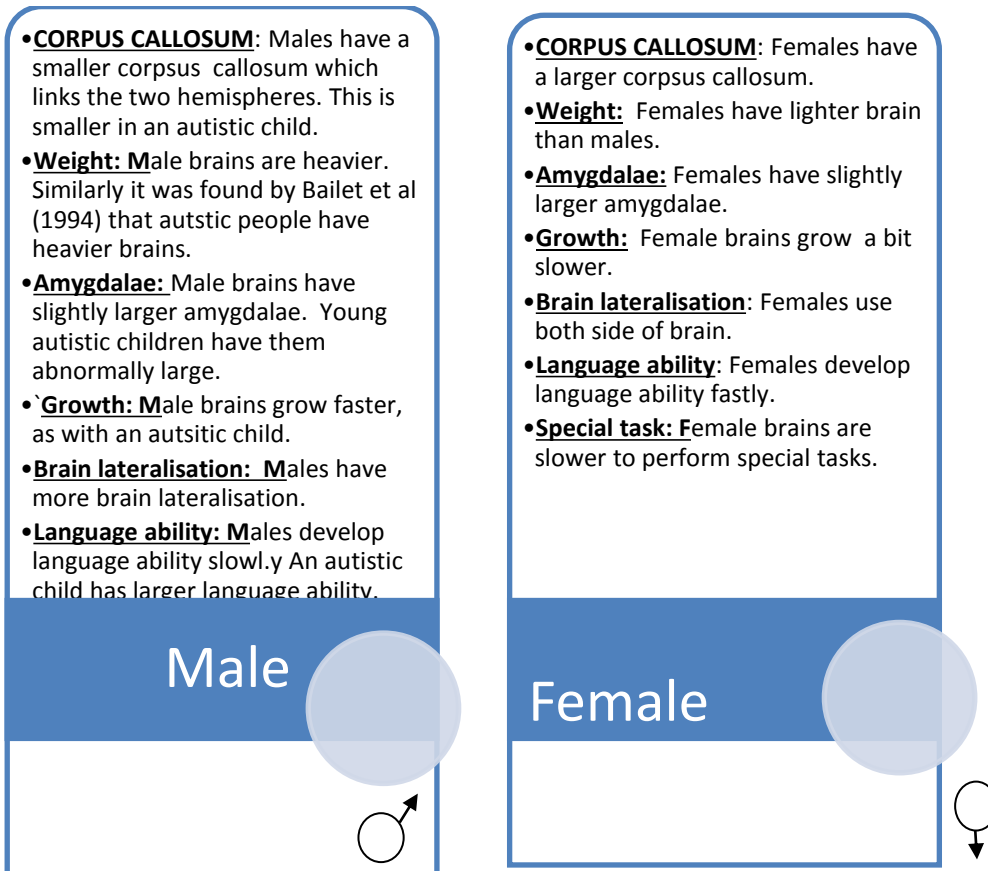
1. 23 out of 27 (**85%**) of the clinically unimpaired group got the belief question correct.
2. 12 out of 14 children (**86%**) of the Down's syndrome group got the belief question correct.
3. 4 out of 20 (**20%**) of the autistic group got the belief question correct.

So it was clear from the research that only the autistic child was missing with the theory of mind, which was a solid proof for this description of autism.

Management Categories

Down's Syndrome and medically unimpaired categories acted as control categories. As autistic individuals are great systematisers (can put up things in a perfect order) and low empathizers (less capacity of understanding), this seems wise. An individual who does not have a concept of thoughts would obviously find it difficult to work out outside activities, as they cannot look at things from someone else's viewpoint. In the case of the Sally-Anne Process, the individual missing the theory of mind would not realise where Sally would look for the marble.

Difference Between Male and Female Brains



Effects of Autism in Child's Development

There are many difficulties faced by an autistic child.

1. Complications In Making Friends

One of the greatest issues associated with autism is the social behaviour of a child. An autistic child often wants to be by themselves. Anyone who has problems in understanding and knowing the ideas and feelings of others is going to struggle when developing connections. The solution is that parents should motivate their child to make connections and bonds, which will help them in socialising.

Bauminger and Shulman (2003)

The famous scientists Bauminger and Shulman (2003) observed the connections of autistic children to non-autistic children.

Both categories maintained to have friends of the same sex and age but the distinction happened with:

- i. Variety of children
- ii. How often they met
- iii. How long they had been friends
- iv. What kinds of actions they would do together

They came to the result that autistic kids spent more time alone than other kids.

Bauminger and Kasari (2000)

The famous scientists Bauminger and Kasari also worked in this field. They found that autistic kids were more often alone than other kids, but also recognised less about solitude (loneliness). They observed **high-functioning autistic kids** who all said 'they had at least one friend', but the problem was in high company's relationship that was not very powerful. They met very seldom.

2. Communication Problems

The second biggest problem faced by autistic children is communication problems.

They faced difficulties in:

- ❖ Studying language (studying and composing).
- ❖ The importance of terms and phrases.
- ❖ Confidence problems: some can talk with complete confidence, others cannot talk at all.

So, it is challenging to generalise, but most have some interaction and studying complications.

Reasons of Communication Problems

Problems with an autistic child with language may occur where they can understand some language or words, but use it without knowing their real meanings, such as listening to a phrase and copying it elsewhere, where it would be unsuitable. Often, an autistic person is able to talk in-depth about a subject which really passions them, but is usually incapable to practice a suitable discussion about that subject.

Communication and language issues in autistic children results in the complications in making new friends, as they often cannot maintain eye contact during a discussion.

Curtiss' Study of a Girl

Curtiss a famous psychologist studied a girl, who was 13 years old, suffering with extreme privation. This study was best in the analysisation of the position of privation.

Main Points

1. Genie's mom had a bad relationship with her husband, who often beat her and she always lived in worry. Their firstborn was a girl who upset the father with her crying, and so he put her in the garage. She passed away of pneumonia at the age of 2.
2. Three years later, they had a boy, who the mom tried to keep well-behaved, but was a slow developer. The husband's mother took proper care of the boy gradually, when he had grown up a bit, he later came back to his original mother and father.
3. It was three years after that when Genie was born. She was said to be a regular child, and growth seemed excellent for the first six weeks. Genie's dad did not like her, and would not allow his wife to pay much attention to her.
4. Genie suffered with a disease at the age of 4 and saw a paediatrician. The doctor said there were possible symptoms of cognitive development issues. He also said that further growth was not possible due to the high temperature she had from the disease.
5. After some time, the father's mom was killed when she was hit by a vehicle. Genie's father became angry and shifted close relatives into his wife's home, cutting off all contact with the outside world. As he did not like Genie, he separated her absolutely from all other family members. He punished her by making her sit on the toilet chair all day long and then sent her to bed in the evening. She was very alone as she was away from the warmth and love of her family. If she created a disturbance, she was punished badly. Genie's brother copied the dad by not talking to her, and soon Genie's mom went blind and discovered it challenging to talk with her, removing all interaction from Genie's life.
6. The father believed that Genie would not exceed age 12 as she was suffering from an illness. He proposed that if Genie would be able to make through age 12, the mom would be free to search for help for Genie. But when Genie survived after age 12 he went back on the agreement.
7. When Genie was 13, her mother and father had a heated argument, where she threatened to leave if he would not get help. Eventually, the mom took Genie and the remaining children and asked for help from a colleague. The police were contacted, and her mother and father charged with child abuse.

Result

Genie was sent to a medical centre with serious lack of nutrition. On the day of their trial, her dad committed suicide. Genie's mom was never found lawfully accountable for the child's inhuman treatment. Her expenses were dismissed when her lawyer suggested that she experienced the same psychotic and abuse, and there was nothing to show she had meant such harshness.

It was, at this time, after Genie's growth and preserve, that the research took place. Researchers would handle Genie and try to help her function normally, at the same time using her as a subject of extreme

privation. In 1978, Genie's mom became her legal guardian again, during Genie's treatment she had also acquired help. She had an eye operation to fix her sight, as well as learning how to help Genie.

Purpose of Research by Curtiss

The purpose of this research on Genie was to help her and make sure that she became healthier. However, the scientists were also excited about her ability to develop language skills, as someone who had experienced excessive privation.

Almost all details for the research were collected by observing Genie and working with her in normal classes. Some information also came from her mom, who was questioned every week, although she seemed to say whatever she thought the scientists desired to listen to, so her information was not considered efficient. Details about her childhood were collected mainly from Genie's behaviour, and whatever little feedback she would make. There were everyday physician's medical reviews, as well as videotapes and record files made and catalogued. Emotional examining was also used as well as language tests. A wide-ranging collection of various resources were drawn up.

Case Description

When Genie was in the hospital, she improved socially and there was some mental and observant growth. During the examination of some actions, such as washing up or showering herself, she was at the level of an eight or nine year old child, but in some aspects, such as eating meals, she was only at the stage of a two-year old.

She had some knowledge of numbers and soon afterward, the use of words began to appear as she began asking for the names of things around her. Although she was not showing a regular growth, she was shifted to a recovery centre and developed.

For example: She had late reactions, being requested to do something and needing ten minutes to reply. A year later she used language, first to talk about the last meeting.

After another two years Genie asked for a party cracker one day. Curtiss asked her how many she would like, and Genie replied 'five'. Curtiss asked her if she would like less crackers, and she replied "four". Curtiss responded with 'how about less than that?' and Genie replied with 'three'. Curtiss mentioned she was starting to understand and use English properly, although her knowledge was imperfect.

Case Analysis

The essential period for language was believed to be from the age of two until the starting of adolescence, while the mind was growing. But researchers have always regarded there to be a crucial interval for language learning, and Genie's improvement for language growth was calculated against this. Outside of this interval, it was regarded that language could not be discovered, i.e. losing the crucial interval indicates it is no more possibility to understand language.

Sensitive Period

Researchers still believe that these important times are not always identify on, and so now a sensitive interval is still regarded, which features the best possible times for a knowledge or feature to be discovered, but allows for some elasticity outside of that interval where it can still be done.

Genie's situation offered a natural research to analyses critical period. Genie did indeed understand some language among other abilities, but if she could create language use, there would be proof against the crucial time. Her language use was not normal, nor was her behaviour, which meant that her growth was never regular and she never did catch up developmentally. It was stated that the language she did create was associated with the right condition of the mind, and technological examining revealed that she was a right hemisphere thinker. She used that hemisphere for terminology, and her terminology was irregular, therefore the research offered proof for critical period for normal growth at least.

Stop of Research

The research was cut short as preparations for Genie's proper care could not be offered, due to lack of financing, so she went to stay at a personal home, before gradually getting back to live with her mom. Genie's identification was never revealed and it was kept secret, so her situation was not followed up.

Positive and Negative Aspects of Research

Positive Aspects

1. A lot of detail was collected with both qualitative and quantitative information during the analytic research. The details were rich, thorough and in-depth, collected using several analysis techniques, so the details were proven to be valid.
2. The scientists performed their duty well. They took good care of Genie and the analysis offered her high quality care, and the main aim of the analysis was to help Genie and see if she could develop normally, which they tried to help her do.
3. During the case, her family could not be tracked so they would not be acknowledged and regularly worried by the press, Genie was given her pseudonym to be able to keep her identification a secret.

Negative Aspects

1. The problem faced by this research was the analysis could not be proven if Genie would have developed normally, as it was suggested she may have had development issues in the beginning, so her lack of ability to later develop normally may have been due to her natural issues, not her privation experiences.

2. Genie was passing through severe complications, as she was the subject of analysis and was exposed to a significant amount of analysis, which might be seen as not treating her properly although the scientists took excellent care of her.

Bowlby's Study of Forty-Four Thieves

Affectionless Psychopathy

Bowlby considered that, based on the fact that extended separating from the main care provider would have a negative effect on people, there would be a social, behavioural, psychological and perceptive development. He studied young criminals with affectionless psychopathy, which is a deficiency of normal passion, pity or sense of responsibility, to see if they are more likely to have had a beginning different than those that did not show signs of affectionless psychopathy.

Procedure

Forty-four youngsters were involved in this research, which was carried out by the Child Guidance Clinic in London, where Bowlby worked.

Bowlby used some subjects because of the detail of data he desired to collect. All the youngsters lived with their original mother and father. A variety of tests were performed on each child, then a psychotherapist evaluated their intellect using psychological tests, and created an estimation of the kid's psychological mind-set towards the tests.

The initial psychological history was taken by a public employee. Bowlby, after getting the reviews from the specialists and sociologist, questioned the children and moms independently.

He first of all asked the juveniles to recognize their individual figures. He considered that there were three types of criminals:

1. Those that had been hot-tempered for decades.
2. Those who had an unexpected surprise, such as grief.
3. Those that had an uncommon manner.

Bowlby clinically diagnosed affectionless psychopathy in the people where there was:

1. Lack of loving others.
2. Deficiency of shame or pity at their activities and concern for their victims.

The personality reviews also came from conversations with family members and reviews from educational institutions. The family members were questioned to understand whether the young violators had extended early break ups from their main care provider in their first two years of life.

Comparison Between Affectionless Psychopaths with People Suffered from Maternal Deprivation

Bowlby compared those who had been classified as affectionless psychopaths, with those who had experienced prolonged maternal deprivation in the first two years.

Procedure

A group of forty-four non-delinquent (non-criminal) young people called as control group was made in order to find out how commonly maternal deprivation occurred in the non-delinquent population. Parents of this control group were similarly interviewed about separation periods in early life. This group consisted of individuals who had been referred to the same clinic for emotional problems, not for committing crimes.

Thirty-one boys and thirteen girls from the main sample and thirty-four boys and ten girls in the control group were studied, which was not representative of the clinic's normal intake, which usually comes out around 60% boys and 40% girls.

In both groups the average intelligence was quite high, with one third of each being above average intelligence.



Above: a fault of the members of the research, and how many of each team were clinically diagnosed as affectionless psychopaths, and how many of those were divided from their main care provider for more than six several weeks.

Findings

Bowlby collected a lot of medical data from his outcomes of the study:

1. Twelve out of the fourteen kids from the main group determined as affectionless psychopaths, had a knowledgeable extended separating of more than six several weeks from their moms in their first two years of life.
2. Only five of the thirty neglectful children were not categorised as affectionless psychopaths had experienced separations.

3. Only two out of the forty-four individuals in the non-delinquent management team had knowledgeable extended break ups and none of them were affectionless psychopaths.

Conclusion

The young criminals who had a prolonged separation in their first two years of life were several times more likely to show affectionless psychopathy than those who had no such separation. This provides highly effective support for Bowlby's hunger rumours.

Evaluation

Positive Aspects of Research

1. This research collected a lot of qualitative and quantitative details from several resources using different analysis techniques, so the information was in-depth, wealthy and valid.
2. A management number of the same dimension from the same medical centre printed to the teenager criminals was used so that the results of the robbing team could be in comparison to those of the management team, allowing Bowlby to determine that the affectionless psychopathic personality could be connected to taking, as fourteen of the criminals were categorised as affectionless psychopaths, against none of the control group.

Negative Aspects of Research

1. Bowlby recommended himself that the information collected would be enhanced as the management team from the research was created from other youngsters from the medical clinic who had their own psychological problems.
2. There are many other key elements in a child's growth such as the connection with the father, and educational experiences which perhaps should have been researched, but Bowlby only investigated IQ, psychological condition, age, and encounters with the mother.

Belsky and Rovine (1988)

Belsky and Rovine had the aim to look at babies in their first year of life to see the results of non-maternal proper care encounters. They used the unusual condition process to categories babies into three connection types. The main focus was on the mother and father.

Procedure

Ninety men and fifty-nine women firstborn babies were used for the individual example. Their loved ones were martially separated and of a middle-class background. There were two main techniques of gathering the data:

Interviews about Backgrounds and Daycare Use

Interviews were performed when the baby was three weeks old, nine weeks and then twelve weeks. It was documented how long the child would invest in daycare. Four categories were established based on the length of day-care the kids had.

1. Thirty-eight babies in full-time daycare for 35 hours per week
2. Twenty babies in high part-time daycare for 20 to 35 hours per week
3. Twenty-four babies in low part-time daycare for 10 to 20 hours per week
4. Sixty-seven babies in the mom proper care team, who had less than 5 hours of daycare per week

The Unusual Situation Task

The unusual situation process was used on all the babies which is clear in the diagram.

1. Using the mothers along with 149 babies took part at this stage at 12 months.
2. Using their fathers along with 130 babies took part at this stage at 13 months.

Video clips of the techniques were documented and proven to ratters (a person who judge and then, rate something) sightless to the day care collection position. The inter-ratter reliability rate was 90%, and the ratters rated the attachments using Ainsworth's attachment types A, B, and C.

Results

According to the results of the research, wives had the biggest responsibility in the full-time day care team, and the husbands had the smallest responsibility at the educational stages and the couples earned the most.

In the mother proper care team, fathers had the biggest stages of education, whilst wives had the smallest position tasks.

Main Aim of the Research

The main aim of the research was to analyse the theory that too much energy and effort spent in daycare led to less facilities, but research using these findings was also performed, but there was no relationship discovered between these results and connection.

However, a research of duration of daycare and connection security was performed to analyse the hypothesis. It was discovered that more full-time daycare babies were classified as insecurely-attached (47%) than those with little or no daycare (25%) and those with low part-time daycare revealed fewer vulnerable accessories than those in high part-time day care.

	Duration of daycare				Total:
	Full-time (35 hours +)	High part-time (20 – 35 hours)	Low part-time (10 – 20 hours)	Mother care (0 – 5 hours)	
Secure attachment (Type B)	20	13	19	50	102
Anxious-avoidant (Type A)	10	3	2	9	24
Anxious-resistant (Type C)	8	4	3	8	23
Total:	38	20	24	67	149

When the numbers of those who were in daycare for more than 20 hours per weeks were compared against those who invested less than 20 hours per week in daycare, some important variations were noticed. It became obvious that those in daycare for more than 20 hours were more vulnerable than those in for less than 20 hours.

Attachment type to both parents	Boys with less than 20 hours day-care	Boys with more than 20 hours day-care
Securely-attached to both	59%	38%
Insecurely-attached to both	7%	29%

Mothers of insecurely-attached babies resulted in less social feeling and concern, and said their weddings were less beneficial than preferred. They also said that their babies were more restless and difficult nine months before unusual situation process was used, and they provided a more career-motivated reason for working.

Further Reading:

- ✓ *Psychology for AS Level, (1972), By Michael W. Eysenck*
- ✓ *Understanding Child Psychology, (2005), By Christine Brain, Penny Mukherji*
- ✓ *Angles on Child Psychology, (2001), By Matt Jarvis, Emma Chandler*