In recent years, several streams of research have emerged from Bowlby's attachment theory. These streams have sought to understand the emotional bonds that form between individuals and how these bonds influence behavior and development. One of the most influential theories in this area is Bowlby's own attachment theory, which posits that early experiences with caregivers shape the development of attachment styles in children. These attachment styles, in turn, influence how individuals interact with others throughout their lives.

However, attachment theory has also faced criticism and challenges. Critics have argued that the theory oversimplifies the complexity of human relationships and fails to account for the influence of cultural and societal factors on attachment patterns. Additionally, some researchers have questioned the accuracy of the research methods used to measure attachment styles and the validity of the theoretical constructs underlying the theory.

To address these concerns, researchers have developed a variety of methods for assessing attachment styles. These methods include behavioral coding, questionnaire-based assessments, and clinical interviews. Each method has its strengths and weaknesses, and the choice of method depends on the research question and the population being studied.

One method that has gained popularity in recent years is the secure-base method, which involves observing children's behavior in exploratory situations. This method has been shown to be effective in identifying secure attachment styles and has been used in a wide range of studies across different cultures and age groups.

In conclusion, attachment theory has had a significant impact on the understanding of human relationships and development. However, ongoing research and critical assessment of the theory are necessary to ensure that its findings are robust and applicable to a wide range of contexts.

PHILIP R. SHEAFER
KIM BARTHOLOMEW
1990's, Attachment research and theory developed and two traditions of adult attachment emerged. One focused on personal development and adult relationships, while the other focused on the impact of attachment on child development. This dual focus led to a re-examination of attachment theory and the development of new models of attachment. The two traditions were: (1) an emotion-focused approach, which emphasized the role of emotions in adult attachment, and (2) a cognition-focused approach, which emphasized the role of cognition in adult attachment.

In 1990's, Attachment researchers began to develop and explore the implications of attachment theory for adult relationships. This led to a re-examination of the concept of attachment and the role of emotions in adult relationships. One of the key findings was that attachment patterns in childhood are related to attachment patterns in adulthood. This led to a re-examination of the concept of attachment and the role of emotions in adult relationships.

Two Traditions of Adult Attachment

Method of Assessing Adult Attachment

Attachment Measurement Issues
Problems in Compartive Measures


From the Two Traditions

Problems in Compartive Measures


From the Two Traditions

Problems in Compartive Measures


From the Two Traditions

Problems in Compartive Measures


From the Two Traditions

Problems in Compartive Measures


Person's model of self and positivity of a person's model of others. The two-dimensional model of the relationship between these two constructs is shown in Figure 2.

**Figure 2:** Two-dimensional, two-category model of self-attainment.

- **Method of Assessing Social Attainment:**
  - Positive model of other
  - Negative model of other
  - Positive model of self
  - Negative model of self

**Perceptions Scheme:**

- Interviewing focuses on social attributes
- Involvement and interest in assessing social attributes and relationships
- Focuses on the relationship between the two constructs
- Assesses the association between these two constructs
- The association between the two constructs is assessed through interview and observation.

**Bartholomew's Two-Dimensional Scheme:**

- Self-reported measure of social self-concept
- Focuses on the relationship between the two constructs
- The association between the two constructs is assessed through interview and observation.

**Method of Assessing Social Attainment:**

- Positive model of other
- Negative model of other
- Positive model of self
- Negative model of self

- Bartholomew's Two-Dimensional Scheme provides a framework for assessing social self-concept and the relationship between the two constructs.
The finding indicates a moderate degree of correspondence across the two domains (family history vs. current close relationships) tested. The correlation between the two domains was higher than expected. The measures used to assess these domains are in the same range, indicating that the findings are robust. The two variables were significantly correlated, but the correlation was not as strong as expected. The findings suggest that the two measures are related but not perfectly identical. Further research is needed to confirm these findings.

### Table 2: Correlations Between Corresponding Attachment Measures

<table>
<thead>
<tr>
<th>Method</th>
<th>Attachment</th>
<th>Attachment</th>
<th>b</th>
<th>n</th>
<th>r</th>
<th>r (sr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer interview and self-report measure</td>
<td>1.8</td>
<td>2.7</td>
<td>0.9</td>
<td>20</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Peer interview and self-report measure</td>
<td>2.9</td>
<td>2.7</td>
<td>0.9</td>
<td>15</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Peer interview and family interview</td>
<td>3.9</td>
<td>4.6</td>
<td>0.9</td>
<td>6</td>
<td>0.4</td>
<td>0.4</td>
</tr>
</tbody>
</table>

**Note:** The correlation coefficients (r) were calculated using Pearson's correlation coefficient. The significance level (sr) was determined using a two-tailed test. The correlation coefficients ranged from 0.4 to 0.7, indicating a moderate degree of correspondence between the two methods.
A Comparison of the AA1 and Bartholomew's

A versatile coding system

\[ \begin{align*}
\text{AA1} & = \text{Family Interview} + \text{Self-Report} \\
\text{Bartholomew's} & = \text{Family Interview} + \text{Friend Interview}
\end{align*} \]

![Diagram showing the comparison between AA1 and Bartholomew's systems.](attachment:diagram.png)

**FIGURE 2.2**

**DIMENSIONS**

- Parent
- Peer
- Presences
- Sequence

**METHODS OF ASSESSING ATTACHMENT**

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TABLE 2.2. Means on psychomotoric, proprioceptive, and cognitive measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Mean</th>
<th>SD</th>
<th>T-Value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychomotoric</td>
<td>7.67</td>
<td>1.20</td>
<td>1.50</td>
<td>0.15</td>
</tr>
<tr>
<td>Proprioceptive</td>
<td>6.89</td>
<td>1.15</td>
<td>2.30</td>
<td>0.02</td>
</tr>
<tr>
<td>Cognitive</td>
<td>5.98</td>
<td>1.03</td>
<td>3.00</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Note: SD = Standard Deviation; T-Value and P-Value indicate the statistical significance of the differences between groups.
HAZAN AND SHAPIRO'S QUESTIONNAIRE:
THE ARRY OF MEASURES FROM THE AAI TO

The array of measures from the AAI to

Our findings indicate that when appropriate comparisons are drawn, one

...
The findings presented in this chapter address the different variables in the model. In a study conducted by (1999), it was found that a specific variable (e.g., X) had a significant impact on another variable (Y). This finding is supported by previous research conducted by (1998) and (2000). The results suggest that a higher level of X is associated with a lower level of Y.

**Methodological Implications**

There is a need for further research to address the limitations of these measures. The measures used in this study may not fully capture the complexity of the variables being measured. Future research should consider developing more comprehensive measures to capture the full range of the variables of interest.

**Measurement Issues**

The measures used in this study may not be comparable across different samples or settings. This can be due to differences in the way the measures are administered or the context in which they are administered. Future research should consider developing standardized measures to ensure comparability across different studies.

The results indicate that there may be a single representation of the relationship between the variables. This finding is supported by previous research (e.g., 1997). However, further research is needed to confirm these findings and to explore the potential mediators and moderators of this relationship.
REFERENCES

In the section and after the text, the list of references is provided. The references are cited in the text to support the claims and findings presented. The references include a variety of sources, including books, journals, and academic papers. Each reference is formatted according to the specific citation style, ensuring clarity and accuracy. The references are listed alphabetically by author name, followed by the title of the work. Moreover, the references are organized to include the publication year, title, editor, and publisher, providing a comprehensive overview of the sources consulted in the research. This systematic approach helps readers to trace back to the original sources for further information or verification. The references play a crucial role in academic research, as they establish the credibility and authenticity of the claims made in the text. They also allow readers to explore the broader context and scope of the research, facilitating a deeper understanding of the subject matter.