

RETRACTED
THE DYNAMIC MATURATIVE MODEL FOR ATTACHMENT

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ABSTRACT

The Dynamic-Maturation Model (DMM) was developed by Patricia Crittenden (1-4), which focused its studies on attachment to different ethnic, socio-cultural and dangers as families in which episodes of Maltreatment and abuse or families with high psychosocial risk. Crittenden proposes new protocols of the Strange Situation (SS) and the Adult Attachment Interview (AAI) based on a coding and classification system derived from the model proposed by Ainsworth, but modified and enriched with that of Main, Goldwyn and Hesse. The SS procedure, adopted for children aged between 10 and 18 months, is valid until all preschool age, assuming This way the name of the Preschool Assessment of Attachment (PAA).

Keywords: dynamic maturative model, attachment style, intersubjectivity.

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Dynamic-Maturative Model

The Dynamic-Maturation Model (DMM) was developed by Patricia Crittenden⁽¹⁻⁴⁾, which focused its studies on attachment to different ethnic, socio-cultural and dangers as families in which episodes of Maltreatment and abuse or families with high psychosocial risk. Crittenden proposes new protocols of the Strange Situation (SS) and the Adult Attachment Interview (AAI) based on a coding and classification system derived from the model proposed by Ainsworth, but modified and enriched

with that of Main, Goldwyn and Hesse. The SS procedure, adopted for children aged between 10 and 18 months, is valid until all preschool age, assuming This way the name of the Preschool Assessment of Attachment (PAA)⁽¹⁻⁴⁾.

In the new model, the D pattern (disorganized) is torn and replaced by the avoiding / ambivalent pattern (A / C) where the alternation of typical behaviors of both configurations occurs. The DMM related to adult attachment, based on AI, introduces some expansions, among which the ability to locate distant or worrying high-index attachment patterns

most predominantly in highly psychosocial contexts. The DMM also identifies mixed patterns: the first is the distanced / worried (A / C) (both strategies can be observed depending on the contexts), the second is (AC) where the affective and cognitive information is falsely integrated.

According to this pattern, a psychopathic index would be the combination (A7-8C7-8) considered the most socially fearful as the subject manifests integrative abilities similar to those of a balanced person but actually hides subtle and malicious goals.

Finally, the DMM considers five attachment pattern modifiers: depression (Dp), disorientation (Do), intrusion of forbidden negative affects, presence of untreated traumas or mists (U / tr and U / l), and Reorganization (R).

In contrast, distancing mothers (A) react to the emotional manifestations of the child (sadness, anger, fear) with a little responsive attitude. At the end of the study, it was inferred that the early emotional experiences experienced by the mother influence the development of affiliate brain circuits, so that once she becomes a parent she will respond to the child's facial expressions. The different activation of neuronal circuits may influence parental behavior in a more or less appropriate way. Children to cope with situations where they have not experienced availability and maternal comfort, perceiving the environment as dangerous, will be able to develop adaptive and self-protective strategies that are both complementary and complementary to those of the parent, resulting in a reversal of the 'Attachment between mothers and insecure children'⁽⁵⁻²⁰⁾.

The development of the most sophisticated mentality skills is influenced by early affective experiences. Interaction with parents, "mature and sensitive minds", which tune in to the emotional needs of their children, is not only in the development of secure attachment but also in the rapid development of metacognitive functions. Adequate emotional dialogue with the parent supports the child's development of secure attachment and promotes the use of language to speak of the mental states of others and others.

On the contrary, a lack of affective tuning with one's own care-giver is at the base of disorganized attachment. To address a parent's insufficiently reflective attitude, because it is distancing and therefore incapable of understanding the child's emotions or being concerned about representing

them too intense, the child may resort to the use of primitive defenses such as aggression or avoidance. The hub of insecure attachment patterns: aggressiveness characterizing the C pattern (insecure-anxious-ambivalent) and the avoidance of the A-type attachment pattern (insecure-avoiding). In both cases there is a shortage of mentalization skills. Mentalizing not only allows self-monitoring (reflecting on your thoughts and behavior) and the self-agency experience (recognizing you as the responsible subject and protagonist of your actions), but also controlling emotions and impulses, for good psychosomatic regulation and adequate stress management⁽²¹⁻⁴⁰⁾.

Three different levels of intersubjective tuning have been identified before the language was introduced: primary intersubjective dialogue, secondary intersubjective tuning, and tertiary intersubjective understanding. Typical of the first months of life is the primary intersubjectivity, characterized by the presence of "social dialogues" (eg, mutual imitation, proto-conversational exchanges made of glances, smiles and rhythmic vocalizations). These first exchanges will be the focus of verbal dialogue and subsequent social interaction. The exchange of imitations and emotional expressions has been present since birth, and this represents the innate ability of the child to engage and involve the adult at the same time.

It is during these exchanges, characterized by rhythmic and prosodic variations, that the mother and the newborn communicate their emotions and maintain a tight mental contact. The joint attention, which at 9 months allows to follow the other's gaze and move it from the object to the other person, is the element that characterizes the secondary intersubjectivity. The experiences of joint attention stimulate "a participatory perception or a similar action" as the child imitating the action of serving food with the spoon to his doll. Through these activities, the child becomes aware of the attention of the other, the differences between himself and the other, and the similarities with the other, but primarily of the possibility of sharing subjective experiences. Tertiary intersubjective understanding is observed at the culmination of the development of the two preceding and parallel to the cerebral maturation, as the conclusion of a process of self-understanding and of the other.

In conclusion, secure attachment is the result of a proper reflective function and an effective control attitude by the care-giver. In these circum-

stances, the child develops a psychological and reflective Self capable of going beyond the external attitude to arrive at the psychological state that motivated a certain behavior⁽³⁸⁻⁴⁷⁾.

In summary, a lack of development of metacognitive abilities can be very dangerous and in fact starting with clinical practice, it has been found that various metacognitive functions are poorly employed, especially in patients with personality disorders and schizophrenia, with some serious difficulties in translating the somatic state In an affective language and in explaining the causes and motivations of one's actions, others have few difficulties in this field but are incapable of distinguishing a disturbing fantasy from the reality of things. About the role of the father, the psychoanalytic theory of the last few decades has been focused on the dynamics of the mother-child relationship, with scarce attention on the father's function during the first three years of the child's life.

This leads to a question: is the paternal figure during early childhood really less important than the maternal one? The answer is absolutely negative. The research findings on attachment strongly support that father's figure is extremely important since early years, but his influence has to be studied not so much in direct relationship with the child, but rather within a triad. This different point of view allows us to identify at least three moments of the development of the family cycle where the male figure is precious: early childhood, the oedipus period and adolescence.

During the early childhood, the direct relationship of the father to the baby is secondary to that of the mother, but the quality of the relationship with her partner is crucial to ensuring that she is performing her job serenely. This is primarily due to the father's management of practical problems, tasks shared by most parents, such as procuring food and other necessary goods, ensuring a comfortable and safe home, protecting the family in the relationship with the external environment.

Another male function, for a long time underestimated, is to protect and support her partner during periods of psycho-physical change where she is more vulnerable to emotional issues such as depression. The crucial moments during which women are most at risk are two: pregnancy and early months after childbirth, and adolescence and the emancipation of children. The father during these difficult times provides his companion with emotional support so that he can overcome the depressive phases

linked not only to physical and hormonal changes, but also to changes in his female and female sexual role. Therefore, in the light of the attachment theory, the paternal antidepressant function can be interpreted in a safe and safe way, assuming that an insecure, depressed, anxious, little mentalist or manifested significant behavioral problem (hostility, alcoholism, violent behavior). Able to properly play its protective role, becoming, in the most serious situations, a danger for his own family. In the Edipic period, the involvement of the three components of the triad is equally intense.

During adolescence, however, the paternal figure becomes the central hub of both the relationship with the partner and the relationship with the child. In this evolutionary phase, however, the parent-child relationship is inclined, since both protagonists aspire to achieve gradual separation and psychological autonomy.

In summary, the quality of paternal behavior affects the psychological growth of the child indirectly, supporting the mother in the performance of his/her functions, and directly, by encouraging the child to develop more active and less avoided styles of coping and exploration skills safety.

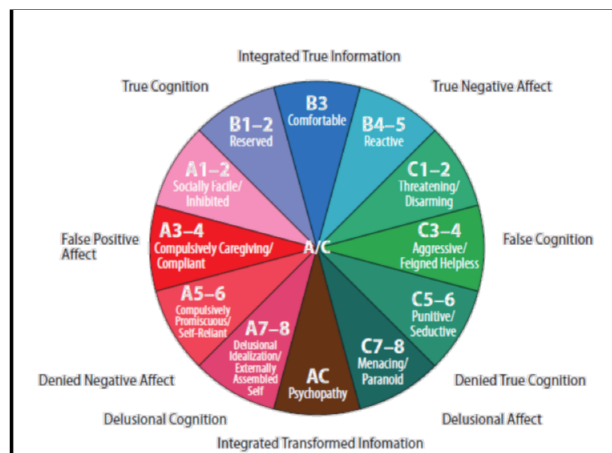


Figure 1: shows the degree of integration among dispositional representations is the other dimension in the dynamic maturative model (DMM).

Disorganization referred to conflicted or anomalous proximity-seeking (e.g., stalling, freezing) behavior during reunions in the Strange Situation, originally described in a normative sample of 12-month old infants⁽¹⁻⁴⁾. This is termed the ABCD model. Crittenden elaborated an information processing approach, the dynamic-maturational model, termed the DMM that originated from Bowlby's (1980) theory of memory systems⁽¹⁻⁴⁾.

Patterns of attachment are considered self-protective strategies. These self-protective strategies are assumed to vary dimensionally, not categorically, in terms of the relative use of cognitive-contingent versus affect-arousing information to organize behavior. The degree of integration among dispositional representations is the other dimension in the DMM (Figure 1)⁽⁴⁰⁻⁶⁵⁾.

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