

Module: **Developmentally Appropriate Orientation and Mobility**

Session 1: Foundations of Developmentally Appropriate Orientation and Mobility

**Study Questions and Answers for Recommended Reading F:
Lieberman**

Lieberman, A.F. (1991). Attachment and exploration: The toddler's dilemma. *Zero to Three, 11*(3), 6-11.

1. Identify examples of attachment and exploratory behaviors in toddlers. What are the corresponding parent behaviors?
 - **Attachment behaviors are any behaviors that bring the child closer to the parent, e.g., approaching, following, reaching for pick-up, hugging, cuddling, clinging. The corresponding parent behaviors are protective behaviors that help the child feel nurtured and safe through proximity and closeness.**
 - **Exploratory behaviors are any behaviors that take the child away from the parent, e.g., walking, climbing, running, jumping, inspecting objects in the environment. The corresponding parent behaviors are letting-go behaviors that help the child explore without fear.**
2. How do exploratory and attachment behaviors indicate what the child is feeling?
 - **Attachment behaviors indicate a negative perception of the situation and a desire for security or an increase in security.**
 - **Exploratory behaviors indicate that children are feeling secure enough in their situation to seek out novelty.**
3. How can caregivers relieve children's fears?

Caregivers should take children's fears seriously. Caregivers should listen to children, ask questions, and reassure them that they will be protected. Also, it may be helpful to introduce the concepts of "real" and "make-believe."
4. What are two components of an internalized secure base? How can parents facilitate its formation?
 - **Experiencing pleasant and unpleasant feelings without fear of being emotionally abandoned**
 - **Learning that unpleasant feelings are normal and the acknowledgement and acceptance of them as parts of oneself**

Parents can facilitate the development of an internalized secure base in toddlers by remaining reliable and stable forces in their children's life no matter what mood they are in. Parents also need to reassure toddlers and validate their emotions.

5. List different greetings caregivers may receive from toddlers after a period of absence. Why may these greetings occur?
- **Crying due to pent-up tension**
 - **Acting provocatively or defiantly**
 - **Ignoring the parent or acting ambivalently**
 - **Acting happy and joyful**
 - **Greetings may be negative if children were angered or distressed by the separation and fearful that caregivers may leave again soon.**
 - **Positive greetings occur when children are able to manage the separation and feel secure that their caregiver is available to them despite brief absences.**
6. Describe the changes that occur in the need for parent attention from junior toddlerhood to senior toddlerhood.
- Junior toddlers are preoccupied by their newfound mobility and consequently require little direct attention from the parent. They are busy exploring and experimenting with movement. Often, the child will require nothing more than brief contact with the parent to maintain a feeling of security.**

Senior toddlers require constant direct attention from the parent. The novelty of mobility has worn off, and children are now more aware of the possible dangers and negative consequences in the environment. Therefore, they desire a protective closeness from the parent and need to feel secure, accepted, and approved.