

The Association between the Counselor Educator Attachment Styles and the Educational Relationship

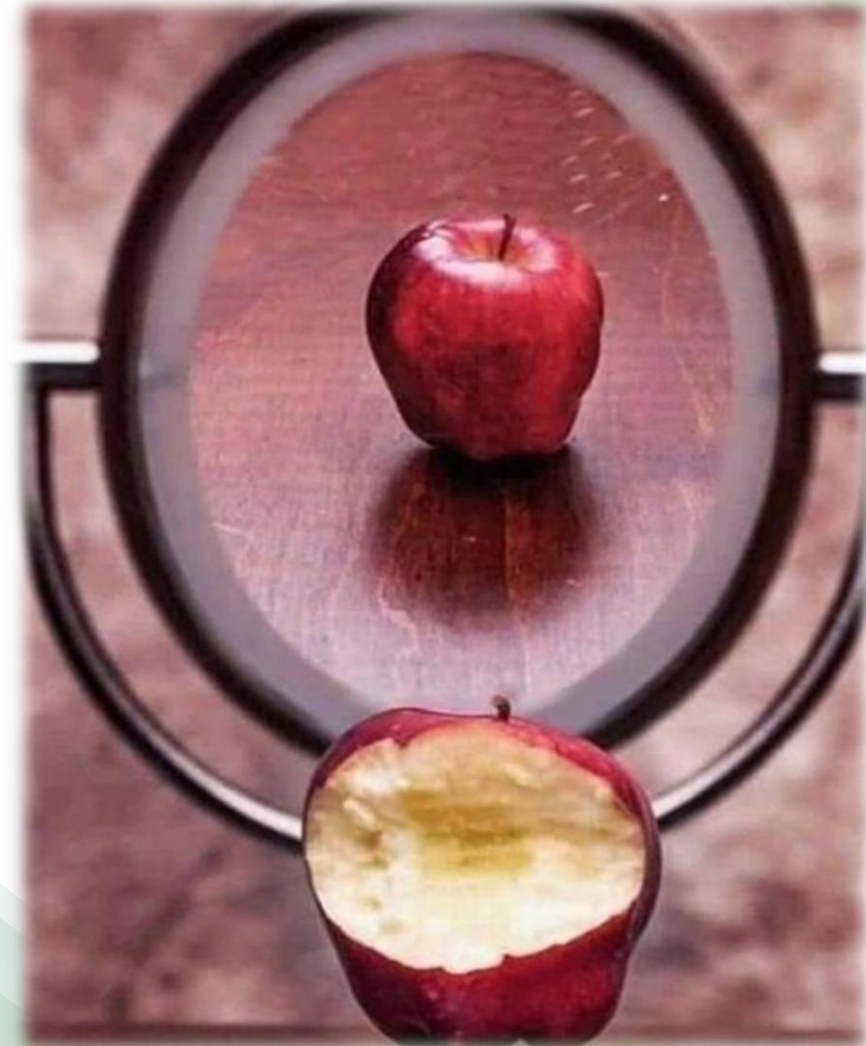
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Objectives

- ***Learning Objective 1:** Participants will examine and differentiate between attachment styles
- ***Learning Objective 2:** Participants will determine and assess their individual attachment styles and conceptualize how attachment styles interact with each other.
- ***Learning Objective 3:** Participants will demonstrate an understanding of how attachment styles affect education and learning; positively and negatively, socially and culturally.

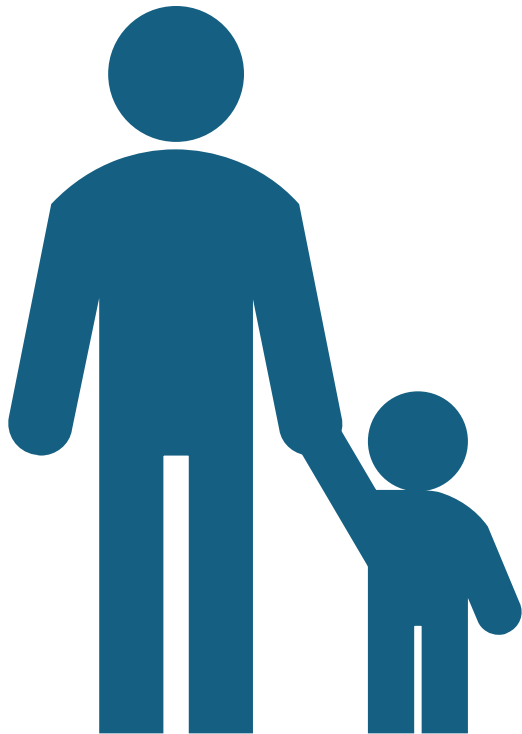


Introduction

- Attachment Style began with the work of John Bowlby
 - Mother / Child Relationship
 - Attachment, Separation, and Loss
- It evolved through the work of Mary Ainsworth
 - Patterns of Attachment
- Applicability of their consolidated work
 - Attachment and Therapy

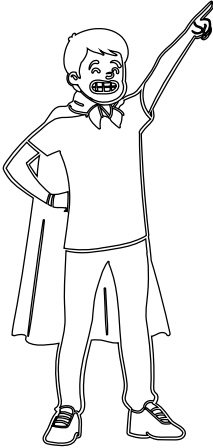



(Bretherton, 1992)

Introduction to Attachment styles

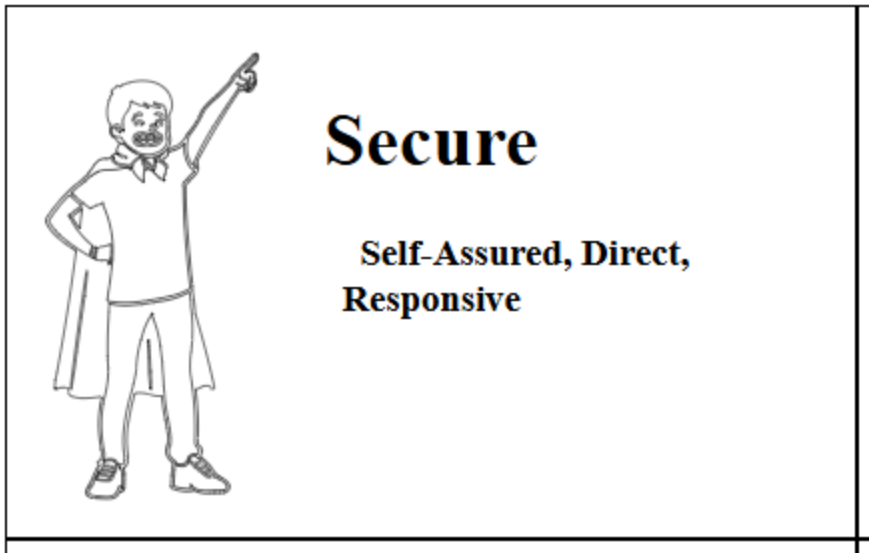


- John Bowlby (1930) and Mary Ainsworth (1950)
- Behavioral tendencies in and throughout childhood
- Adult Interaction

Attachment Styles

 <p>Secure</p> <p>Self-Assured, Direct, Responsive</p>	<p>Anxious/Preoccupied/ Ambivalent</p> <p>Self-Doubting, Anxious, Sensitive</p> 
<p>Avoidant/Dismissive</p> <p>Self-Reliant, Avoidant, Distant</p> 	<p>Fearful/Disorganized</p> <p>Self-Sabotaging Unpredictable, Isolating</p> 

Primary Caregiver's Input



- Meets primary needs
- Creates and maintains trust
- Attentive to emotional needs
- Establishes safety and security
- Supportive: dreams and desires

Primary Caregiver's Input (Cont'd.)

Anxious/Preoccupied/ Ambivalent

**Self-Doubting, Anxious,
Sensitive**



- Inconsistent parenting
- Support fits parent's needs
- Obsessive and controlling style
- Perfect parenting in public
- Unsupportive of dreams

Primary Caregiver's Input (Cont'd.)

- Emotionally unavailable to the child
- Parent does not display own emotions
- Rejects and corrects child's emotional displays
- Creates maladaptive expectations for behavior

Avoidant/Dismissive

**Self-Reliant, Avoidant,
Distant**



Primary Caregiver's Input (Cont'd)

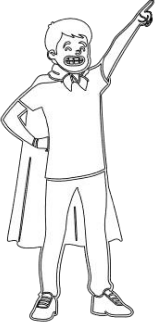
Fearful/Disorganized

**Self-Sabotaging
Unpredictable, Isolating**



- Creates environment of fear
 - Witnessing caregiver trauma
 - Trauma from caregiver
- Inconsistent parenting
- Abusive environment: sexual, verbal, physical, and/or neglect

Behavioral Tendencies (Output)

 <p>Secure</p> <p>Self-Assured, Direct, Responsive</p>	<p>Anxious/Preoccupied/ Ambivalent</p> <p>Self-Doubting, Anxious, Sensitive</p> 
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A close-up photograph of a laboratory experiment. In the foreground, a multi-well plate is visible, with several wells containing a light blue liquid. A pipette tip is positioned above one of the wells, with a small droplet of liquid hanging from it. The background is blurred, showing a person in a white lab coat and another person in a blue lab coat, suggesting a laboratory environment. The text "Research Based Evidence" is overlaid in the center of the image.

Research Based Evidence

Findings

- Attachment in educational environments are leader-follower mimicking parent-child relationships (Keller & Cacioppe, 2001)
- Following Keller & Cacioppe (2001) finding, attachment orientation is likely influenced by the environmental experience (Hiester, et. al., 2009)
- College students with anxious attachment styles experience anxiety
- Impacting peer relationships and academic performance
- Contributing to higher dropout rates (Phillips, 2007)

Findings

- Attachment styles of professors can impact:
 - Their leadership style
 - The professor/student relationship
- Educator secure attachments:
 - Build stronger professor/student relationship
 - Facilitate more engaging classroom environment
- Educator insecure attachments:
 - Higher potential of negatively impacting educational experience
 - Likely creates barriers to learning
 - Likely creates conflict with professor/student relationship

Diversity Issues

- Not all cultures have the same practices
- Specific practices may unknowingly produce attachment behaviors as a result of cultural attachment
- Appreciation of cultural awareness protects the local culture as a safe haven, but may also be a challenge to the exploration and openness towards other cultures.



Multicultural and Social Justice Counseling Competencies (MSJCC)

- Counselor Self-Awareness
- **Client-worldview**
- Counseling Relationship
- Counseling and Advocacy Interventions

MSJCC, cont'd.

- Opportunities to highlight intersections of identities and dynamics of power, privilege, and oppression. (Ratts et al., 2015)
 - Not only in therapeutic relationship, but the:
 - student-teacher
 - mentee-mentor
 - supervisee-supervisor

which brings up back to the counselor-in-training and the counselor educator relationship



**What is your
Worldview?**

Case Study 1 - Melanie

The class started out perfectly normal but took a turn when the class was dismissed that the professor was not prepared for. The lecture was on conflict management when Melanie, a daughter of an immigrant, single mother came up to the front of the room at the end of class. She was struggling to know how communicate her concerns with her mom. "Because I was born and raised in America, it's very normal for me to talk about what I'm thinking or feeling. But where she grew up, that was *never the case*. You were just expected to be quiet and never complain in South Korea. You didn't ask for help because it was really frowned upon. You'd never 'go to counseling' over there – you would be scorned! I just don't know how to talk to her without being reprimanded for being weak and emotional. She's my mom – I'd really like to feel freedom to be open with her."

The professor thought for a moment – it was probably not a great idea to suggest that the pair attend a counseling session together...and beyond that, the professor had grown up in a 4th generation American home where speaking your feelings was encouraged. The teacher realized that even though her lecture had a lot of great points, she had never considered how children of immigrants would struggle to know how to communicate between the cultural barriers with their only family members!



Case Study - Melanie

Audience Participation

- What attachment style do you see in the professor when it comes to her relationship with her parents?
- What attachment style do you see in Melanie?
- What would you encourage your student to consider if one came to you with this type of question? (and you can't "just" suggest that they go to counseling!)

Case Study Part 2 - Hoa

- Professor Anita Woods' social behavioral tendencies exhibits an avoidant-dismissive attachment style. In her role as professor, Anita is purposely focused on her ability to demonstrate her professional competency, knowledge, and autonomy without showing any vulnerability. Her behavioral tendencies are visible in her teaching style.
- In Professor Woods' COUC500 class, is a student named Hoa. Hoa is a 20-year-old Vietnamese woman. Hoa was raised in a matriarchal household which is common in her culture. Hoa's father had a less than minimal role in her upbringing. He practiced infidelity and left the family when Hoa was very young. Even though Hoa's mother remarried, she maintained an overbearing, overprotective role in Hoa's life. Hoa's mother stressed the importance of maintaining the family image and reputation within their social circle and their church and not embarrassing the family.
- Now as an adult, Hoa struggles with anxiety and self-confidence. Hoa strongly desires independence but struggles with the fear of disappointing her mother. Hoa also struggles with the constant thought of disappointing others and constantly seeks their approval. She doubts herself, seeking validation and lacks the ability to trust her own decisions.

Case Study Part 2 - Audience Participation

Hoa (Anxious-Ambivalent)

- Constantly seeks reassurance
- Struggles with self-doubt
- Fears rejection



Professor Woods (Avoidant-Dismissive)

- Avoids emotional closeness
- Appears unapproachable
- Focuses on competence
- Appears dismissive, uncaring



Enhancing Personal and Professional Growth

How can counselor educators maintain an awareness of their own attachment styles while effectively engaging with students who exhibit insecure attachment patterns?

Personal and Professional Growth

- Develop strategies that:
 - Foster secure student-teacher relationships
 - Promote resilience
 - Mitigate the adverse effects
 - Engage in research of own attachment style



Questions and Answers

References

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