

Using A Blueprint for Character Development for Evolution (ABCDE) to build relationships through talk to mobilise attachment theory to develop security attachment capital for good choices that regulate continued good lives

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Title: Using A Blueprint for Character Development for Evolution (ABCDE) to Build Relationships Through Talk to Mobilise Attachment Theory to Develop Security Attachment Capital for Good Choices that Regulate Continued Good Lives

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Abstract

This study is a Ground Work Case in Albania which aims to reveal how adults talking with children can build relationships between the adult and the children to support the children's appropriate development through the four phases of Bowlby's attachment theory. If trauma is experienced, which is not the fault of the child or the preferred caregiver, the child can become stuck and unable to develop the mental models required to become self-determining and live a good life with the conditions for homeostasis (continued life) with good faculty of judgement. This has implications for adults who may have experienced trauma, through no fault of their own, who have not passed through the phases of attachment theory. These adults are expected to support children through the phases of attachment theory, with no working mental model of what that looks like. A survey of 863 kindergarten teachers with a response rate of 78% revealed i) the curriculum of kindergarten staff's qualification did not include attachment theory, ii) kindergarten staff were unaware of attachment theory. Findings reveal the Covid 19 pandemic has caused trauma that is preventing children from passing through the phases of attachment theory leading to children's poor working mental models and poor mental health.

A Blueprint for Character Development for Evolution (ABCDE) is presented as an incremental model to enable adults and children to evaluate progress through the phases of attachment theory and move from 'fear' of the self, the other and the environment to 'good faculty of judgement required for self-determining homeostasis'. Our new contribution to knowledge is how the innovative ABCDE builds 'attachment security capital' by developing teachers' culturally responsive self-review of their knowledge of attachment theory and how to apply it through talk. This needs to be coupled to an informed historical and cultural consciousness of the impacts of trauma and the impacts of trauma on the children's previous generations (ancestors). This is important because if previous generations have experienced trauma, they may not have passed through the phases of attachment theory and will not have a working model of what security attachment looks like. Without 'security attachment capital' gained from passing through all phases of Bowlby's attachment theory, individuals will not be able to guide their children to gain attachment security capital'. Attachment security capital is required for developing good faculty of judgement required for self-determining homeostasis. The talk between the adults and the children needs to build 'rich vocabulary-emotional life capital' linked to cultural, and textual literacy and building of 'security attachment capital' to support education for democracy.

Introduction

Attachment security and relationships give positive impact to outcomes in pupils. It is necessary to make an investigation to know and evidence how and in what ways, theories of what works from the past are being practiced in Albania now and how this knowledge informs what needs to be done for for the Covid-19 Recovery. Caring for children has a special focus, especially at an early age. This caring is traditional and general and is based on good connections between parents and caregivers of children underpinning healthy growth to adolescence and children building narratives as discussed by Beutner (2022) in this journal which influences an imagined self. The child can identify, with the support of adults, the kinds of key performance indicators they need to meet to become their imagined self that can be expressed as Competences or Intended Learning Outcomes. As Beutner (2022) discusses in this journal, we build on the ideas that lower order thinking focusing on learning facts of disciplinary knowledge to pass tests is important, but it is the higher order thinking that requires problem solving skills and good faculty of judgement that is crucial (Haider-Baldwin. et al, 2021). These higher order thinking skills are reliant on good connections, or attachment security between the self and the other. For children the caring relationships between them and their care givers is vital. Evidence reveals that since the late 1970s, across the globe, developing relationships, networks and higher order thinking skills are not part of education policy (Taysum et al 2021;2014;2017; Taysum, 2020, Taysum, 2012), and not part of institutional education and awareness, and self-reflection (Beutner, 2022; Schön,1983).

In the early years children seek care from a responsive and sensitive adult which Bowlby (1969; 1980) identifies as offering them protection and security. Feeling safe is the bottom rung of Maslow's Hierarchy of Needs (Maslow, 2017) and feeling safe is the foundation for development of growth with the absence of fear (Taysum et al, 2020). Spruit et al (2019) argue that early attachments, or relationships with caregivers provide the child's grammar of thinking for their expectations about the self, the world and others. Whilst these expectations are generalized, they provide powerful blueprints for the development of the child. As Beutner (2022) in this journal identifies the internal working model as a blueprint can determine a child's educational achievement and their self-awareness that empowers them to build narratives of their imagined self and their duty bound self, or reduces their narratives to fear and learned helplessness (Taysum, 2020). Spruit et al (2019) continue that the caregiver who offers consistently sensitive responses to the child's proximity seeking behaviour, provides a safe foundation from which the child's environment can be explored. At the other end of the continuum, caregivers who are inconsistently sensitive or frighten the child, demonstrating no sensitivity, put the child at risk of developing insecure attachments in relationships, or attachment insecurity.

Ainsworth et al (1978) and Main and Solomon (1990) identify that children are at great risk if they do not receive consistently sensitive responses. Rajkumar (2020) agrees with this, identifying that anxiety and depression are the most common responses to separation from attachment figures. Rajkumar argues these responses Covid 19 lock downs result in isolation due to closures in lifelong learning settings, schools and early years settings. Rajkumar (2020) identifies that attachment insecurity is not triggered only by separation from attachment figures, but also experienced by

children and adults in emergency situations including hunger, exhaustion, pain, illness and angst personally and in the environment that are all associated with Covid 19 and its pragmatic consequences. Attachment anxiety can also be triggered by those seen as 'outsiders' and a threat. Attachment insecurity can cause marginalisation of the outsiders and this distancing of the outsiders has been linked to prejudice and discrimination. Rajkumar (2020) affirms that attachment security reduces the negative evaluations of the 'outsiders' (Mikulincer & Shaver 2001, Carnelley & Boag 2019). Attachment security offers authentic foundations on which to build regimes of social inclusion for peace and prosperity for all. Dalal (2006) identifies attachment security is crucial for building democracies where all can fully and freely participate in the social contract (Taysum, 2020). Kurth (2014) develops this idea and identifies that political ideologies, hallmarked by extremist attitudes to outsiders can, at their foundations, be based on insecure attachments. Evidence reveals the Covid-19 pandemic has seen xenophobia and stigmatization rise in the global arena (Marcinko et al. 2020). Rajkumar (2020) identifies this finding of fact makes the importance of attachment security in the development of psychologies of trust within and between communities absolutely critical.

Xiao et al. (2020) found that people with higher levels of trust, and a sense of belonging with high quality relationships, developed from a base of good attachments with others, had an absence of fear. The trust enabled them to participate in their community and articulate what their needs were, and they knew how to get their needs met during the horrific challenges Covid 19 presented.

The Covid 19 isolation has meant a large number of children may have lacked/lack connections and relationships from an early age that children pre-Covid 19 may have experienced. This has consequences for children's wellbeing in adolescence as well as negatively impacting their learning outcomes. Identifying knowledge of relationship theory that children's caregivers have would help to determine future measures and knowledge to action strategies to develop our new contribution to knowledge; 'attachment security capital'. Bourdieu (2000) identifies there are four kinds of capital. Economic capital based on fiscal matters. Social capital based on valuable relationships with others. Cultural capital based on legitimate knowledge gained through competences or subject areas. Symbolic capital won through social honour and status. We argue that without attachment security capital people live with fear. The fear is of themselves and their lack of confidence in getting their needs met for continued homeostasis, fear of the other and fear of the environment (Imam and Taysum, 2022). Security Attachment Capital is therefore a foundational capital linked to health and safety required for continued homeostasis (Maslow, 2017).

Having identified it is important to establish caregivers knowledge of attachment theory and its application in enacting education policy, it is important to review the literature to describe and deepen understandings of attachment theory and how to apply these in educational settings and why.

Attachment theory

Attachment is an emotional bond with another person. Bowlby (1969) believed early years children formed bonds with their caregivers and these have a tremendous impact that continues throughout life. He suggested that attachment also serves to keep the infant close to the mother, thus improving

the child's chances of survival. Attachment is characterized by specific behaviours in children, such as seeking proximity to the attachment figure when upset or threatened (Bowlby, 1969). Whilst working with children with behaviour difficulties in the 1930s, psychologist John Bowlby noticed that these children had trouble forming close relationships, or attachments with others. He looked into the children's family histories and noticed that many of them had endured disruptions in their home lives at an early age. Bowlby came to the conclusion that the early emotional bond established between a parent and their child is key to healthy development. As a result, challenges to that bond could have consequences that impact a child throughout their lifetime. Bowlby delved into a number of perspectives to develop his ideas, including psychodynamic theory, cognitive and developmental psychology, and ethology (the science of human and animal behaviour within the context of evolution).

Key work in this area was with Harlow (1965) who put baby monkeys into isolation from birth so they had no contact with other monkeys. Some were kept in this isolation for one year, some for 9 months, some for 6 months and some for 3 months. Harlow observed they behaved bizarrely such as rocking compulsively and clutching their own bodies. He then put the monkeys that experienced isolation with other monkeys and observed the monkeys previously in isolation were scared of other monkeys and then were violent towards them. They were unable to socially interact with the other monkeys and unable to communicate. The other monkeys bullied the previously isolated monkeys. The previously isolated monkeys self harmed, bit and scratched themselves and tore their hair out. Harlow also created fear in female monkeys who became so neurotic that when they had babies of their own, they smashed their babies faces on the floor and rubbed them back and forth. Harlow found that monkeys in isolation for three months could recover from this self-destructive behaviour, but monkeys in isolation for one year never recovered. Bowlby called never forming an attachment bond or relationship privation and this privation was focused on emotional needs being met in the affective domain. This was not related to the caregiver feeding the baby, this is because Harlow's monkeys were always fed¹.

Harlow's work informed Bowlby's work on attachment theory and challenged the widely held belief at the time that babies were attached to their caregivers because the caregiver fed them. Bowlby's

¹ The authors are grateful to an anonymous reviewer who questioned the ethics of these cruel experiments with monkeys and the authors identify that 150 million street children all over the world (United Nations Human Rights, Office of the High Commissioner, 2015) and over 1 million children who are sold into slavery every year (arguably to pay the debts of families in poverty) (The World Counts, 2022) and the 1.2 million children impacted by human trafficking (Save The Children, 2022), are put at huge risk of experiencing the same cruel and de-humanising conditions that Harlow's monkeys experienced in his experiments except the human children are not guaranteed to be fed. Thus Harlow's experiments, but with human children, effectively continue and can be explored further in Rahman, M., Rahman, H., Zakaria, A.F., Monjur-Ul-Haider, M. (2015) Street Children: Survival on the Extreme Margins of Human Life in International Journal of Humanities Social Sciences and Education (IJHSE) 2 (9) 136-144.

empirical research moved beyond this ideological behaviourist perspective that was a sweeping generalised statement and identified that human development needed to be described and understood as 'Evolution'. Bowlby's (1969) research revealed babies survived throughout much of human history, from before the time of Plato, by ensuring they stayed in close proximity to adult caregivers. Children's attachment behaviours evolved to make sure the child could successfully remain under the protection of their caregivers and be safe.

Bowlby specified four phases during which children develop attachment to their caretakers.

Phase 1: Birth to 3 Months

At this time Bowlby (1969) identifies babies seek proximity from an adult caregiver. In these first three months Bowlby's evidence suggests that babies cannot distinguish between caregivers, but do respond to human faces, showing a preference for them along with human voices. A baby will smile at human faces and Bowlby suggested this is social smiling that increases the chances of the caregiver responding sensitively that will promote attachment and positively affirm social smiling and further proximity and further attachment. Behaviours babies demonstrate for attachment at this age is babbling, crying, grasping and sucking that underpin further proximity and promote the caregiver's emotional investment in the baby that further promotes bonding. This sets the foundations for the next phase

Phase 2: From 3 to 6 Months

At this phase babies begin to distinguish between people and demonstrate their behaviours for attachment for their preferred caregivers which are normally two or three people. Babies are highly likely to just stare at a stranger and normally only their preferred humans/caregivers can comfort them if they cry. Bowlby (1969) considered the preferred caregiver would be the baby's mother but it is the caregiver who responded sensitively and most successfully to the baby that positively affirmed the bond of attachment leading to more positive interactions with the baby.

Phase 3: From 6 Months to 3 Years

The first two phases set the foundations for the third phase of proximity seeking which defines proper attachment (Bowlby, 1969). Bretherton (1985) identifies that the proximity seeking may be about physiological regulation as the infant seeks to maintain homeostasis¹. Homeostasis is sustaining human life. Hofer (1984) found that in lower animals 'pre-attached organisms' may emerge from the mother providing physiological regulation for life, or homeostasis. From the perspective of the organism involved in the behaviours, proximity seeking represents a feeling of security when close to the caregiver. In the very young, "pre-attached" organisms' feelings of security are optimised by the mother providing biological regulation, or homeostasis, or the conditions for sustainable life.

¹ Homeostasis is an interesting concept that Taysum (2022a) explores in this issue of the Journal of Groundwork Cases and Faculty of Judgement, when theorising relationships between Middle Management and a Senior Management Team in a primary school related to the laws of physics. In the paper Bowlby's attachment theory and humanity's evolution to sustain life in homeostasis within human relationships and in relationship with the environment, or destroy it through rapid degradation of the moral fabric to create 'de-stasis' that liberates the world from homeostasis leading to extinction is examined.

Bowlby (1973) suggested that attachment theory saw the close proximity between the infant and the preferred caregiver as both an inner ring of proximity that sustains physiological homeostasis and an 'outer ring' which sustained life systems between the infant and the environment. Hofer (1984) suggested Bowlby's concept of the inner ring was the outer ring too. Pipp and Harmon (1987) identify at about 6 months, babies' preference for a specific individual becomes more intense, and when that individual leaves the room, the infants will have separation anxiety. When babies start to self-propel through crawling, their independence influences their sensorimotor development. Sensorimotor development is where an individual senses something with their five senses and responds with action. If a baby senses their preferred caregiver has left the room, they will respond with the act of trying to follow their preferred caregiver to sustain the close proximity with the other. At this time, when reunited, the baby will greet the preferred caregiver with joy. At about seven or eight months old babies will start to fear strangers. In sensorimotor development at this age when a baby senses a stranger they will respond with the act of caution, avoidance or crying. Bowlby (1969) suggests by the time babies are a year old, they will have developed a grammar of thinking, or mental models of their preferred caregiver.

Pipp and Harmon (1987) suggest internal working models are defined as dynamic representations of the relationships between the infant and their caregivers, including their preferred caregiver. Their arguments agree with those of Bowlby (1969;1973; 1980; Bretherton, 1985; Main et al, 1985). The most basic mental model may concern homeostasis regulation and the infant is likely to develop an understanding that the universe does not cause harm and disruptions are calmly corrected. In human crises such as humans experiencing war, or becoming a refugee (Arar, 2020), the primary caregiver may not be able to mitigate for the disruption to the homeostatic regulations that sustain life. The impact of the primary caregiver not being able to mitigate for disruptions to the infant's physiological homeostasis regulation required for life, may cause trauma to both infant and caregiver. This trauma, that is out of the control of those experiencing the trauma, may negatively impact the infant's and indeed the mother's internal working model, or schema, or grammar of thinking for a long time, and possibly for life. Those humans not experiencing trauma out of their control at the critical time of developing proximity attachments, are highly likely to build fully functional attachments with significant caregivers. This leads to developing highly evolved mental schemas required for building successful relationships that perpetuate trust. In turn these mental schemas will be positively affirmed as their senses respond appropriately with acts using sensorimotor systems at a subconscious level and at a conscious level. Those who have damaged physiological inner and environmental outer rings of attachment bonds due to trauma beyond their control and beyond the control of the caregiver, require healing by taking the human back to the time of the trauma through reflection and carefully and slowly exploring the damaged rings of homeostasis and re-layering healthy rings of homeostasis.

The re-layering healing process needs to be purposeful and adults who are caregivers of infants need to understand the psychologies of trust regarding attachment theory here presented, so that they can be part of the healing process. Clearly this will take humility and a deep appreciation that the adult caregiver in an educational setting has not experienced the trauma the child has experienced, that has disrupted the child's homeostasis regulation by their preferred caregiver. The kinds of compassion and empathy required for such healing may not be valued by policy makers,

particularly those that seek to create trauma and crises in the rings of physiological and environmental homeostasis regulation, because they seek to destroy the building of attachments and trust in organisations as discussed by Taysum (2022b) in this issue of the Journal of Groundwork Cases and Faculty of Judgement. The destruction of security attachment leading to the creation of fear and misery by the Popularists/Leviathans/Libertarian Right, prevents their elite status from being threatened by opportunities of social mobility for the common people supported by democracy for education (Taysum, 2022a; Taysum, 2020).

Phase 4: From 3 Years Until Childhood Ends

The fourth stage of attachment focuses on the transition from immaturity to maturity and therefore examines the impact of attachment theory on people after childhood. Bowlby (1969) identified that at around 3 years old, children begin to recognise their caregivers have their own agendas and are not present purely to serve their needs. At this stage, with healthy proximity bonds of attachment, the child will be less concerned when the caregiver leaves for a period of time. Of interest at this fourth phase is the trajectory from being dependent on the primary caregiver for external physiological and environmental homeostasis regulation, to becoming self-determining in making good decisions with good faculty of judgement about personal homeostasis regulation. Thus a young person might benefit from having a trajectory of human development that focuses on the stages required to move from fear of something new and new people, to problem solving in solidarity with others. Here making judgements about the self, using psychologies of trust with attachment theory, can be considered in relationship with the other by drawing on philosophies of trust as discussed by Nyame and Taysum (2022) in this issue of the journal. Both the psychologies and philosophies of trust underpin the sensorimotor development that allows an individual to make good decisions about intentions and acts that consider the perspectives of the self and the other that do no harm. Thus beginning to trust the self and develop towards self-determination, requires a healthy and appropriate shift from external homeostasis regulation for life, to internal homeostasis regulation for life that considers the needs of the self and the needs of the other using both psychologies of trust and philosophies of trust.

Here we draw on Imam and Taysum (2022) in this Journal of Groundwork Cases and Faculty of Judgement that identifies that in systems thinking, there must be moral inquiries into the ethical frameworks of the manifestos of those who seek election to represent the body of the whole of the people, and to govern them and serve their best interests. This means developing ethics of trust.

Having an awareness of the psychologies, philosophies and ethics of trust is explored in the handbook for the Horizon European Bid Education for Democracy; Education Policy as a Road Map to Achieving the Sustainable Development Goals. The bid is developed by an international consortium. Members of the Consortium are on the editorial board of this journal and have authored papers in this special edition Journal of Groundwork Cases and Faculty of Judgement. The focus of the bid proposes the application of A Blueprint for Character Development for Evolution (ABCDE) as a progressive incremental model that teachers, students, parents, and communities can use to chart their evolution from fear of the other and the environment, to full and free participation in a social contract with good faculty of judgement for a good life with a happy ending (Adler, 1941). ABCDE

offers interaction in human development and steers a pathway to achieving the sustainable development goals. On this path, the common people use ABCDE to gain the thinking tools they need to elect manifestos and a governance system responsible for implementing the manifestos that serve the best interests of the people. The manifestos deliver democratic societies that protect homeostasis regulation by assuring sustainable health, economic, social and ecological wellbeing for all with a deep understanding of how to mobilise the preserved knowledge (Taysum, 2022b) for people to organise and build unstoppable grassroots movement for democracy, peace and prosperity for all.

Rose and Parker (2014) identify traumas to the attachment bonds, which prevent children from successfully passing through each of the phases of attachment theory, are demonstrated in the following behaviours of children:

- Unfocussed
- Disruptive
- Controlling
- Withdrawn
- Destructive

These children tend to underachieve in school and are often punished and even excluded when they are the most vulnerable due to their attachment insecurities that are beyond their control. Little that schools do seems to work. As Freud (1955) states:

So long as we trace the development from its final outcome backwards, the chain of events appears continuous, and we feel we have gained an insight which is completely satisfactory or even exhaustive. But if we proceed in the reverse way, if we start from the premises inferred from the analysis and try to follow these up to the final results, then we no longer get the impression of an inevitable sequence of events which could not have otherwise been determined, (p. 167).

In other words, at the end of a life, it is possible to map back and understand all the key events that shaped the end result, but as these key events happen, it is not possible, or extremely difficult to predict the end results. Therefore it is necessary to examine the predicates for trauma that impact healthy development of internal working models, associated with close proximal bonds of affection between infant and preferred caregiver. Describing and understanding these predicates can help professional educators in educational settings, understand what has prevented the provision of homeostasis regulation for a particular child/children. These professionals can begin to develop learning experiences to satisfy the infant's inner physiological and outer environmental rings to engender attachment security by passing successfully through Bowlby's stages of attachment theory.

Predicates for trauma that will require mitigation/healing include:

- Poverty
- War
- Parental mental health difficulties.
- Exposure to neglect, domestic violence or other forms of abuse.
- Alcohol/drugs taking during pregnancy
- Multiple home and school placements
- Premature birth
- Abandonment
- Family bereavement

Vulnerable groups experiencing these traumas include:

- Children in areas of social and economic deprivation
- Refugees
- Children in care
- Adopted children whose early experiences of trauma continue to affect their lives
- Disabled children
- Children with medical conditions or illness
- Children who have moved home frequently during the early years e.g. forces families
- Refugees/children who have been traumatised by death particularly from the horrors of Covid 19.
- Children sold into slavery
- Children who have been trafficked
- Street children

As a result, these children may not fulfil their potential as adults, either in employment or in relationships. They may seek instant gratification by using or exploiting people (Bertaux and Bertaux Waime, 1981) to get their basic needs met as adults. Arguably this is because their working mental schemas, or working models have not developed since the trauma they experienced and their sensorimotor system is stuck in crisis with a nagging belief that their homeostasis regulation is compromised. This leads to a total break down in trust in others, the environment and even in themselves. Thinking about Harlow's monkeys discussed above, those who experienced long term isolation, when introduced to others were frightened, then aggressive and began to self harm. Preferred caregivers who experienced this kind of trauma, including periods of isolation harmed their babies/infants. The impact of the damage to the two rings of close proximal development due to trauma is due to damaged bonds of attachment in phases 1, 2 and 3 above. Further, those whose mental models are stuck at the time of the trauma, preventing them passing through the necessary phases of attachment required for becoming self-determining in sustaining their homeostasis regulation, do not have the subconscious or conscious sensorimotor development for being caregivers for others. Worse, they may even be elected to govern the body of the common people and will use the people they have been elected to serve, to serve their own needs and have their own needs met because they do not recognise the value of others. Their ego is controlling all their

sensorimotor subconscious and conscious behaviours that is stuck in phase 1 of seeking safety from a preferred caregiver. They have not had their own value or self worth affirmed because they did not experience safety and homeostasis regulation by another they were dependent on.

A programme of healing is necessary for people who may not have developed their mental models, or working models because trauma prevented their incremental progress through the four phases of Bowlby's (1969) attachment theory. The programme of healing may need to examine the trauma that impacted their personal growth of mental models, or grammar of thinking, with a clear understanding that the trauma was out of their control. The programme of healing needs to empower the traumatised to renew their mental models and move past the blockage caused by the trauma. The programme can support the traumatised to recognise that the world can be a dangerous place that causes intense fear. With successful development of faculty of judgement using a progressive tool to evaluate character development such as A Blueprint for Character Development for Evolution (ABCDE) safe choices and good decisions can be applied and reflected on, leading to good self-regulation of homeostasis in balance with the homeostasis of the body of the common whole in a social contract (Kant, 1785; Taysum, 2020). The programme of healing can help people recognise the beauty in the world and recognise that many are doing their best, but they do not have the psychologies, philosophies and ethics of trust they need to elect states people whose manifestos support education for democracy. This can be the paradigm shift required to develop the grass roots up Science with and for Society to achieve the Sustainable Development Goals and eradicate poverty, war, and suffering. This is particularly important in the Covid-19 recovery, but does depend on a secure environment. Rahman, et al. (2015) identify that those who have insecurity attachment are rejected by society because their survival mechanisms are deemed inappropriate which creates further insecurity attachments when these, the most vulnerable members of society and the social contract need support, and a programme of healing.

Drawing on Imam and Taysum's (2022) paper in this issue of the Journal of Groundwork Cases and Faculty of Judgement, it is important to understand how the child is feeling connected to Bowlby's theory. This is important when planning learning activities for the emotional, social functioning, psychomotor development, associated working models and priority attachment. Thus 'Talk' uses vocabulary to describe and understand thoughts and acts with a view to increasing a person's vocabulary and empowers them to describe and understand the pain of the self and the pain of the other. Being able to link language to the delicate emotional life of a human being is important when articulating the trauma that prevented a human being passing through the stages of Bowlby's Attachment Theory in ways that human beings pass through who have not experienced trauma. Imam and Taysum (2022, p.216) this develops the kind of cultural capital required for 'rich vocabulary-emotional life capital'. This kind of capital is required to manage and regulate emotions in response to the self, the other and the environment for continuation of a good and happy life. Imam and Taysum (2022, p.227) argue using ABCDE allows teachers and students to:

A: Ask questions about how they are feeling and how this is affecting their relationships with others.
B: Explore the best that has been thought and said about how feelings impact relationships with others using references and comparing and contrasting these different descriptions and

understandings to develop terms of reference for how they might act in similar situations for a good outcome/happy ending.

C: Develop methods in their contexts to test the new terms of reference they have developed at Stage B and collect data to understand how it develops Psychologies of Trust (Lindberg, 2021) Philosophies of Trust (Kant, 1785; Hobbes, 2010; Plato, 2017) and Ethics of Trust (Von Bertalanffy, 1968) to address questions at Stage A.

D: Use the psychologies of trust (evidence), philosophies of trust (logic) and ethics of trust (ethos) to develop knowledge to action change strategies and gain proof of concept to develop confidence in faculty of judgement attached to management and regulation of emotions for continued good life with happy endings.

E: Identify principles in these knowledge to action change strategies that can be transferred to other problems and share these with grassroots up 'Science with and for Society' (SwafS) (Horizon Europe, 2020) databases.

Rose and Parker (2014) identify the school cannot replace dysfunctional or insecure attachments, that are caused by trauma such as bereavement or periods of isolation and so forth. The school can offer a safe environment supported by safeguarding policies and mobilising ABCDE with a focus on how the child/individual is feeling. The adult will need to be critically self reflective of their responses to the child by Mobilising A Blueprint for Character Development For Evolution in Safe Spaces. Thus the adult can focus on the priority of building relationships based on trust with good quality talk hallmarked by 'rich vocabulary-emotional life capital'. They can regulate their responses to give what Imam and Taysum (2022) call: 'consistently sensitive responses to children/individuals with healthy attachments to provide a safe foundation for incremental progress to good faculty of judgement with A Blueprint for Character Development for Evolution ABCDE'.

Safe spaces are created that develop psychologies of trust, using ABCDE that shape the child's/individual's mental working model. This is particularly important in light of Rose (2015) who identifies children who have experienced relationship trauma early in life have problems regulating inappropriate behaviour and being able to self-reflect. Beutner (2022) identifies self-reflection is vital for living a good life, and those who cannot self reflect, have problems planning ahead and often seek instant gratification rather than delayed gratification. Further Clarke et al (2002) reveal in their research that attachment insecurity is associated with Attention Deficit Hyperactivity Disorder. Rose (2015) argues evidence reveals an attachment aware approach considers how to describe and understand the delicate nuances of emotions.

Adults offering a programme of healing will need patience, kindness, empathy, compassion and care and a deep understanding of psychologies, philosophies and ethics of trust that Empower Young Societal Innovators for Equity and Renewal (EYSIER) to support Education for Democracy. Those adults who enjoyed success in school may find those requiring such a programme of healing hard to engage and motivate because they do not share their experiences of trauma. A lack of understanding of the root causes of their students' pain could be addressed if it was in taught in Initial Teacher Education courses that include a module on the psychology of education and child development with a focus on attachment theory and the other psychologies of trust explored in this issue of the journal.

Such learning can offer pre-service educators the chance to describe and understand their attachment-like relationship with their pupils, particularly with challenging and vulnerable pupils, in order to enhance learning opportunities for all.

In sum, nurturing attachments provides children with safe spaces to explore their own grammar of thinking and mental models that enable the child/individual to engage with others who are exploring their own working models for psychomotor development. This is important in the classroom where children are also exploring their environment as they explore their inner and outer rings (Bowlby, 1969; Bowlby 1980). Siegel (2012) identifies that Early care-giving has a long-lasting impact on development, the ability to learn, capacity to regulate emotions and form satisfying relationships. We have discussed above how describing and understanding attachment theory reveals the first phases of attachment may need to be revisited using ABCDE if the child has experienced trauma that has prevented development through each phase of the attachment theory.

The interaction between the teacher, the pupil and the learning task is a fluid dynamic whereby the task is a reflection of the teacher's awareness and understanding of the pupil as identified by Beutner (2022) in this issue of the Journal of Groundwork Cases and Faculty of Judgement. In turn, the pupil is able to seek reliable support from the teacher when challenged by the task. Each relates to the other in a way that fosters curiosity and supports the uncertainty that can be created by the challenges of 'not knowing' which is at the heart of all learning (Geddes 2005). Attachment relationships play an important role in supporting children developing their character and realising their potential (Colmer, Rutherford, & Murphy, 2011) and their passage through the phases of attachment theory (Bowlby, 1969) influences both future physiological and mental wellbeing (McCain et al., 2007).

Taysum and Collins-Ayanlaja (2021) have developed a Model of Participation and Community Empowerment designed to recognise the different kinds of capital in the classroom. In a step by step process their Model maps how bridging cultures between the home and the classroom, and between parents, students and staff might be mobilised for levelling up, evidenced by smooth transitions to middle class benefits.

Considering attachment theory it is possible to identify there are different categories of parents.

1. Parents may be interested in learning about attachment theory, but do not get the chance.
2. Parents may be very interested in helping their children develop their mental models and develop dialogues as discussed by Beutner (2022) and Imam and Taysum (2022) in this issue of Journal of Groundwork Cases and Faculty of Judgement, but they do not know how to, and they are unaware of the impact of attachment theory on the role of talk in supporting children passing through the phases of attachment theory.
3. Parents may come from a legacy of social problems, such as domestic violence, war, migration, ethnic cleansing or marginalization from institutionalised racism, and may have never recovered from the traumas their ancestors suffered (De Gruy, 2008). Ancestors'

traumas prevented the Ancestors from passing through the phases of attachment theory, and unknowingly the ancestors passed on, through psychomotor programming, their trauma such as slavery, human trafficking and Violence, Uncertainty, Chaos and Ambiguity (VUCA) to their future generations (Taysum and Arar, 2018). These generations, through no fault of their own, are highly likely to also get stuck at a phase of attachment theory their ancestors got stuck at, even without experiencing their ancestors' trauma directly themselves of slavery, human trafficking and VUCA. This is because their ancestors' trauma prevented the ancestors and any of their descendants having a mental model or grammar of thinking for what successfully passing through the phases of attachment theory looks like in this space. With no example of passing through phases of attachment theory, the ancestors suffered twice from their exploitation by first, being victims of the crime of human trafficking, being enslaved and subject to VUCA and second by not being given access to an education that could empower them to tell their stories and reflect on their traumas and gain the powerful knowledge required to liberate themselves using, for example, the four phases of attachment theory. An education that focuses on the narrow subjects tested by PISA (Taysum, 2020) and does not examine the psychologies of trust related to attachment theory, will condemn the victims of these traumas to being stuck in their development that prevents them passing through the stages of Bowlby's attachment theory. A response to these cycles that perpetuate fear and pain can be to become numb to stop the pain see Imam and Taysum (2022) in this journal. Becoming numb can stop people enjoying positive emotions and they can stop caring about and trying to solve the social problems, such as domestic violence, war, migration, ethnic cleansing or marginalization from institutionalised racism and the paternalism of the Leviathan/Popularist Libertine Right Elite. Imam and Taysum (2022) identifies in this issue of the journal the Leviathan/Popularist Libertine Right Elite can control numb people with attachment insecurity easier than people with attachment security. Arguably it can be deduced the Leviathan will create the predicates of trauma listed above. Evidence of a Leviathan/Popularist Government will be; widening gaps between the rich and poor, increased Violence, Uncertainty, Chaos and Ambiguity, increased mental health problems and increased addictions including to gambling, drugs and alcohol.

This review of the literature reveals adults who have suffered trauma through no fault of their own, can get stuck at an early phase of attachment theory in their psychomotor subconscious and conscious mental models. Interestingly, this aligns to what Plato (2017, p. 16376) some 2000 years ago stated in Timaeus: 'You Hellenes are never anything but children, and there is not an old man among you'. This may be because their homeostasis regulation is stuck at the phase of Bowlbys' attachment phase where they fear others and the environment leading to the ego seeking immediate satiation. This non-reflective way of living is incompatible with the conditions required for a democratic society with a fully participative social contract where each person understands the social contract, could have written it themselves and agrees to do their duties and enjoy their rights (Kant, 1785). The following questions emerge from the literature review to be addressed by the Albanian Groundwork Case:

1. What level of education and qualifications are required for teachers and for kindergarten staff working with young children (0-3 years)?
2. How and in what ways do kindergarten staff working with young children (0-3 years) describe, understand and apply attachment theory to build relationships through talk to develop children's working mental models for healthy psycho-motor development?
3. How can the findings be theorised to build parental participation in developing children's attachment security capital?

Stage C Methods

The Groundwork case is from Albania. The position we take in this research is that social reality is constructed by internal factors that members form and habitualize by interpreting thoughts and activities (Bourdieu, 2000). Further, this process occurs with those with what we call 'attachment security capital' for those who have passed through Bowlby's phases of attachment theory, or attachment insecurity capital for those who have not. The research took a mixed methods approach administering both qualitative and quantitative methods to generate grassroots data. To address Research question 1, secondary data was gathered from educational settings policies and national policies to establish the level of education kindergarten teachers required and their qualifications for working with children (0-3 years). This data was analysed using documentary analysis (Gale, 2001) and was coded by:

1. UG Bachelor qualification for preparatory education.
2. UG Bachelor education for nursing,
3. UG Bachelor education for social work.
4. UG Bachelor's degree in psychology.

To address research question 2 online questionnaires were distributed to a sample of kindergarten teachers from a population of 46,000 teachers from across Albania. The sample size was 863 kindergarten teachers and the response rate was 78%. The quantitative data focused on participants' understanding of the different stages of attachment theory and if this knowledge was applied. The data collected through the questionnaires aimed to obtain the basic data related to the knowledge kindergarten teachers have in general about attachment theory and the practices applied for establishing relationships with children. The questionnaires aimed to yield descriptive statistics from consulting large numbers of teachers (Gorard, 2001). The questionnaire sought to address, first, Research Question 2 above, and more particularly identify characteristics of knowledge of attachment theory and how it was applied in practice that could be further explored in the next phase of the research through focus groups. Second, to provide a statement of understanding of the research to inform the schedule for the focus groups. Third, to present a position in time, which will be very useful when the data collection tool is re-administered after the intervention strategies have been implemented as part of the next phase of research planned; 'Education for Democracy' (Newby, 2010). The team created spreadsheets that created graphs for each question. When team members input their findings on the spread sheets the graphs for each question can be automatically created. This enables the data collection tools and analysis to be standardised for i) ease of

replicating the methods for comparative analysis within the consortium and for future mainstreaming of the innovative knowledge to action strategy and ii) to assure reliability and validity (Oancea and Furlong, 2007).

To address research question 3, qualitative data was collected by focus groups from three purposively sampled (Denscombe, 2010) kindergartens from a total of thirty kindergartens in the City of Tirana, Albania. Each focus group was conducted in each kindergarten separately. The focus groups were transcribed verbatim and analysed using a constant comparative method. The data was subject to pattern matching, connecting and categorization (Dey, 1993) multiple times to interpret them and generate theories and conclusions (Mertens, 1988).

All participants gave informed written consent, had the right to withdraw from the research to the point of publication and were assured anonymity and confidentiality (British Educational Research Association, 2018). This strengthened the trustworthiness of the research and the warrants for the emergent claims made that:

1. It is important to deepen understandings of teachers' culturally responsive self-review of their knowledge of attachment theory and how to apply it to develop children's attachment security capital.
2. Developing an informed historical and cultural consciousness of the impacts of trauma and the impacts of trauma on previous generations (ancestors) on i) passing through the phases of Bowlby's attachment theory for attachment security capital, or ii) getting stuck at a phase resulting in attachment insecurity is important for successful mobilisation of ABCDE to develop attachments through talk.
3. Talk mobilised by ABCDE needs to build 'rich vocabulary-emotional life capital' (Imam and Taysum, 2022) linked to cultural, and textual literacy, critical and analytic historical learning of causes of Trauma (De Gruy, 2008), and responsible historical consciousness to develop security attachment to support education for democracy.

Stage D Findings and discussion

D1. Level of education required and qualifications for teachers and kindergarten staff have for working with young children (0-3 years)

From the study of the Albanian documentation related to the training and education of teachers and kindergarten staff for children aged 0-3 years, found that their qualifications are required to be for teachers: with bachelor qualification for preparatory education, with bachelor education for nursing, with bachelor education for social work and with bachelor degree in psychology. Most of the employees as teachers in kindergarten have secondary education of various types. The preparation of kindergarten teachers for children age 0-3 years, started in the last four years in universities. Their qualification is a two-year program that continues after the completion of high school and is attended mainly by those students who do not meet the threshold criteria to access University Undergraduate degrees. Only general knowledge is required about the upbringing of children for those seeking to

work in kindergartens. There are no Intended Learning Outcomes of a curriculum that the kindergarten educator must meet regarding attachment theory, rather the requirement is to have experience in raising children, to enjoy working with children and to implement the requirements of the educational institution.

D2. Perceptions of kindergarten staff working with young children (0-3 years) of attachment theory and its application to build relationships through talk to develop children's working mental models for healthy psycho-motor development

From the questionnaire developed online with kindergarten teachers it was found that none had knowledge of attachment theory.

The focus groups revealed there was no formal training in attachment theory and how children in the early years develop through the phases of attachment theory. The focus groups identified this is left to the parents who have had no formal training in attachment theory and may have experienced trauma impacting their own transition through the phases of attachment theory, or they may have transitioned successfully through attachment theory.

D3. Theorising the findings to build parental participation in developing children's attachment security capital to support education for democracy

There are different categories of parents. Parents may be interested in learning about attachment theory, but do not get the chance.

Parents may be very interested in helping their children develop their mental models and develop dialogues as discussed by Beutner (2022) and Imam and Taysum (2022) in this issue of Journal of Groundwork Cases and Faculty of Judgement, but this is not discussed with them. The professional challenge is the teachers are unaware of attachment theory and how to apply it to develop the role of talk in supporting children passing through the phases of attachment theory and building attachment security.

Parents may come from a legacy of social problems, such as domestic violence, war, migration, ethnic cleansing or marginalization from institutionalised racism. Further, previous generations (the ancestors) may have experienced and never recovered from the traumas their ancestors suffered (Taysum and Arar, 2018). Their ancestors' traumas prevented them passing through the phases of attachment theory, and unknowingly passed on through psychomotor programming, the trauma to their future generations who will also get stuck at a phase of attachment theory, even without experiencing the ancestors' trauma directly. This is because the ancestors' trauma prevents the descendants from successfully passing through the phases of attachment theory because there is no example of what passing through the phases of attachment theory looks like. Without exposure to relationships with people who have all successfully passed through the four phases of attachment theory, those who have not passed through these phases, through no fault of their own, may continue to be stuck at an earlier phase of Bowlby's attachment theory. Those who have suffered trauma and

not passed through the phases of attachment theory may also be numb and unable to reflect and therefore remain stuck in perpetuating social problems, such as domestic violence, war, migration, ethnic cleansing or marginalization from institutionalised racism without knowing why. At the same time, education systems are not addressing this issue because evidence reveals kindergarten staff do not know what attachment theory is and neither do teachers with Bachelor Degrees. Rather Taysum (2022b) in this issue of the journal identifies this knowledge is being preserved on the University shelves for when the common people are ready for it (Massachusetts Institute of Technology, 2022). The findings reveal the teachers and kindergarten teachers urgently need this knowledge now to support children's successful passage through Bowlby's attachment theory. Therefore education systems need to script policy to develop attachment security capital in support of education for democracy.

Further, in the Covid 19 recovery there is funding for 'catch up' and this could be used for therapeutic nurture groups to build attachment security capital using the Arts, Humanities and Social Science lessons that enable the Intended Learning Outcomes of the mainstream standardised curriculums to still be met. This builds the steps towards passing successfully through stages of attachment children need to pass through to move from immaturity to maturity.

Participants in the focus groups also volunteered, in addition to responding to the interview schedule questions, that in their contexts in Albania psychological treatment is an effective way of treating problematic children. The psychologist in charge of the psychological service withdraws students from the classroom. Usually in a class of 31 students, about 6 students have access to psychological treatment. For each class, counselling groups are set up in which the psychologist develops therapy for their improvement. The number of groups is equal to the number of classes that the educational institution has. Psychological service networks require a considerable number of psychologists.

Participants also identified the psychological services are not working properly in the wake of the Covid 19 pandemic. This is due to the financial and economic situation which has caused extreme deterioration. Financial assistance and economic support to educational institutions has deteriorated even more.

In sum, teachers and kindergarten staff do not have knowledge of attachment theory or how to apply it, and are not learning this in their Initial Teacher Training. There is a need to develop security attachment capital for all students. This is particularly important for children/students with behaviours that indicate they have experienced trauma, and/or have not passed through the four phases of Bowlby's attachment theory. Parents may wish to participate in the development of their children's security attachment capital, but the teachers do not have knowledge of how to do this which is a barrier to building home-kindergarten relationships to build security attachment capital using ABCDE.

The psychological services that were supporting the children's development have been cut due to the financial impact of Covid 19. This is a concern for the participants of this groundwork case and by inference, for Albanian society because adults who have not passed through the four phases of Bowlby's attachment theory are not becoming i) self-determining problem solvers with ii) developed

psychomotor skills and mental models that inform iii) good faculty of judgement for continuation of good life. These vulnerable adults do not have the attachment security capital for successful engagement with the labour market which is negatively impacting their sustainable health, economic, social and ecological wellbeing and the sustainable economic growth of Albania. The impact is these vulnerable adults do not have an income, cannot buy a home, cannot have a family and are not paying into a pension pot for their continued good life into old age.

Stage E Conclusions and emergent prime principles that optimise faculty of judgement

Attachment theory is a deep and emotional connection between two people. This connection is built from an early age and almost to the end of childhood and greatly influences learning outcomes as well as how young people learn resilience to successfully navigate challenges throughout life. Going through Bowlby's four phases of attachment makes it possible for children to pass from immaturity to maturity with good mental models for self-determining homeostasis. The application of practical measures of attachment theory makes possible a normal development of the child/individual and successful regulation for continued good life, or homeostasis. Failure to pass through all four phases of attachment theory, causes the child/individual to have problems and difficulties in achieving high results in school, in social adjustment, in their career and for homeostasis regulation that shapes healthy mental models and psychomotor development.

In this case, the ABCDE instrument helps us, because it can be mobilised by the teacher/adults and in partnership with parents in the classroom and through learning opportunities beyond the classroom. According to the study, in Albania, it was found that Bowlby's theory of attachment is not known and is not applied by teachers. Building children's relationships with teachers is done spontaneously without referring to any specific theory or guidelines. In conditions of economic hardship, as well as the Covid Pandemic 19, the difficulty of financial support for the application of attachment theory by psychological services for the establishment of therapeutic groups, or to play a part in teachers' professional development to know how to apply Bowlby's attachment theory in the classroom is even greater.

Recommendations

To solve this problem we recommend implementing the ABCDE instrument which should be applied in Albania both in the offer of curricula to students to meet Intended Learning outcomes and for training of current teachers to i) be able to describe, understand and apply attachment theory using ABCDE to optimise learning and wellbeing, ii) to build relationships through talk to mobilise attachment theory to develop children's working mental models for good choices that regulate continued good lives. Mobilising ABCDE can help map incremental progress through children's psychomotor development required to self-regulate and move to self-determine their homeostasis (continued life) with good faculty of Judgement. The Continuing Professional Development Learning Programme that could be provided to teachers with psychological services needs to develop:

1. teachers' culturally responsive self-review of their knowledge of attachment theory and how to apply it to develop children's attachment security capital;
2. teachers' informed historical and cultural consciousness of the impacts of trauma and the impacts of trauma on previous generations (ancestors) on: i) passing through the phases of Bowlby's attachment theory for attachment security capital, or ii) getting stuck at a phase resulting in attachment insecurity;
3. teachers' talk with children mobilised by ABCDE to build 'rich vocabulary-emotional life capital' (Imam and Taysum, 2022) linked to cultural, and textual literacy, critical and analytic historical learning of causes of Trauma (De Gruy, 2008), and responsible historical consciousness to develop security attachment to support education for democracy (Horizon Europe, 2022).

Further research to gain proof of concept must include critical evaluation of the implementation of ABCDE and the critical evaluation of children/individuals incremental progress through the five stages of ABCDE as Key Performance Indicators, will reveal the impact of supporting children through the four phases of attachment theory.

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