



## Adult-child relations and attachment; lessons for educators

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The scientific discourse on attachment has broadened public understanding of universal social needs for children and adults to thrive and overcome challenges in their lives. The instant public recognizability of attachment as a concept that is of direct and personal concern has been a double-edged sword for the dissemination of scientific research on attachment, however. When public discourse on attachment becomes loaded with scientific evidence on homonymous, but different, phenomena, unfair and erroneous outcomes may ensue for policy and practice. In this symposium, our panel will briefly describe what attachment and related concepts like sensitivity mean within the respective discourses in which these terms are used and what is so confusing and misleading about the way in which these concepts are used (Duschinsky et al., 2021). We then turn to concrete examples of such confusions in different fields of practice (child welfare, psychotherapy, education). With each example we ask 1) what the poor relay of scientific progress might reveal about actual problems and needs that parents, teachers, and clinical workers might want researchers to focus on; and 2) how science may be disseminated in ways that reduce misconceptions and misapplications. Participation from the audience is greatly appreciated, whether participants are attachment researchers, work in cognate fields, train professionals on this topic, apply attachment-related ideas in education or clinical practice, or are interested in how the science of attachment relates to lay understanding. The outcome of this discussion may help us to reshape our agenda for scientific research, training, and dissemination.

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