

JVIB

June 2005 • [Volume 99](#) •

within his field of vision, and engaged him in play. She also attempted to help him developmentally by encouraging his increased motor activity. She was more aware of his cues and responded according to his needs. In response, Juan smiled back at Marta, gurgled to her, and laughed when she played with him. Significantly, he melded his body to hers instead of arching away from her or going limp. In addition, during and after infant massage, Juan began to explore his own body and those of others, particularly his mother and siblings, which helped him to begin to develop spatial awareness.

According to her comments, Marta was pleased to have learned infant massage so that she now had something to do with Juan other than just take care of his physical needs. They now had a reciprocally pleasurable activity to share. As a result, Marta stated, she felt that their relationship was better. Again, these findings appear to be consistent with those of other studies.

This study confirmed that infant massage is an important tool for facilitating attachment in infants if it is provided in an appropriate context of facilitated communication and a shared belief system. While the researcher hypothesized that there might be changes in the dynamics of the mother-infant relationship pre- and postintervention, there were other unexpected findings. She did not foresee that, postintervention, Marta would begin to cue Juan orally as to what was to come in situations other than massage. There was an important difference in how Marta talked to Juan after the intervention. Marta's use of motherese increased, her tone was tempered, and the quality of the talk was different and positive. Although it is known that infant massage can facilitate body awareness in infants, the researcher did not anticipate that she would see, in such a short time, Juan begin to explore his own and others' bodies and his place in space. In Session 8, Juan reached for his toes and reached for Marta. This was the first observation of his initiation of touch with his mother. These

results suggest the importance of the ongoing study of infant massage as an intervention for promoting secure attachment formation in infants with visual impairments and other handicapping conditions, such as hearing impairments, mental retardation, and early-onset autism spectrum disorder.

References

Bell, S., & Ainsworth, M. (1972). Infant crying and maternal responsiveness. *Child Development*, 43, 1171-1190.

Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education* (4th ed.). Boston: Allyn and Bacon.

Bowlby, J. (1996). *Attachment and loss*. New York: Basic Books.

Brambring, M., & Troster, H. (1994). The assessment of cognitive development in blind infants and preschoolers. *Journal of Visual Impairment & Blindness*, 88, 9-18.

Crewswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Crittenden, P. M. (1983). Mother and infant patterns of interaction: Developmental relationships. Unpublished doctoral dissertation, University of Virginia, Charlottesville.

Crittenden, P. M. (1985). Maltreated infants: Vulnerability and resilience. *Journal of Child Psychology and Psychiatry*, 26, 85-96.

Crittenden, P. M. (1992). Treatment of anxious attachment in infancy and early childhood. *Development and Psychopathology*, 4, 575-602.

Crittenden, P. M. (1999). Danger and development: The organization of self-protective strategies. In J. Vondra & D. Barnett (Eds.), *Monographs of the Society for Research on Child Development* (pp. 145-191).

Dellinger-Bavolek, J. (1996). Infant massage: Communicating love through touch. *International Journal of Childbirth Education*, 11(4), 34-37.

Erwin, E. L. (1992). *Social participation and peer interactions of young children with visual impairment in integrated and specialized settings*. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.

Ferrell, K. A. (1985). Infancy and early childhood. In G. T. Scholl (Ed.), *Foundations of education for blind and visually handicapped children and youth*. New York: AFB Press.

Fogel, A. (1993). *Developing through relationships: Origins of communication, self, and culture*. Chicago: University of Chicago Press.

Fogel, A. (1995). Relational narratives of the pre-linguistic self. In P. Rochat (Ed.), *The self in early infancy: Theory and research*. Amsterdam: Elsevier.

Fogel, A. (2001). A relational perspective on the self and emotions. In H. A. Bosma & E. S. Kunnen (Eds.), *Identity and emotion: Development through self-organization*. Cambridge, England: Cambridge University Press.

Gerra, L. L. (1992). *Attachment formation of infants with visual impairment with their mothers in a strange situation*. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.

Harlow, H. (1958). The nature of love. *American Psychologist*, 13, 673-685.

Harlow, H. (1959, June). Love in infant monkeys. *Scientific American*, 200, 68-74.

Harlow, H., & Harlow, M. (1962). Effects of various mother-infant relationships on rhesus monkey behaviors. *Determinants of behavior* (Vol. 4). London: Methuen.

Harlow, H. F., Harlow, M. K., & Hansen, E. W. (1963). The maternal affectional system of rhesus monkeys. In H. C. Rheingold (Ed.), *Maternal behavior in mammals*. New York: John Wiley & Sons.

Jay, V. N. (1996). *Mexican-American mothers' beliefs regarding disability in children*. Unpublished doctoral thesis, University of Illinois, Urbana-Champaign.

Kennell, J., & Klaus, M. (1982). *Parent-infant bonding*. St. Louis, MO: C. V. Mosby.

Klaus, M., & Kennell, J. (1976). *Maternal-infant bonding*. St. Louis, MO: C. V. Mosby.

Klaus, M., Kennell, J., & Klaus, P. (1996). *Bonding: Building the foundations of secure attachment and independence*. New York: Perseus Books.

Main, M. (1981). Infant response to the rejection of physical contact by mother: Aggression, avoidance, and conflict. *Journal of the American Academy for Child Psychiatry*, 20, 292-307.

Marin, G., & Marin, B.V. (1991). *Research with Hispanic populations*. Newbury Park, CA: Sage.

McClure, V. (1998). *Teaching infant massage: A handbook for instructors*. Denver: International Association of Infant Massage.

Muscarella, E. (1996, May 3). Infant massage provides invaluable benefits. *PT Bulletin*, 11-18.

Pantoja, A. P. F. (1997). *Relational-historical change processes in early mother-infant communication: A qualitative investigation*. Unpublished master's thesis, University of Utah, Salt Lake City.

Pantoja, A. P. F. (2000). *Emotional development from a relational-historical approach: The story of one mother-infant dyad*. Unpublished doctoral dissertation, University of Utah, Salt Lake City.

Pantoja, A. P. F. (2001, September). A narrative-developmental approach to early emotions. *Forum Qualitative Sozialforschung/ Forum: Qualitative Social Research*, 2(3) [Online]. Available: <http://www.qualitative-research.net/fqs/fqs-eng.htm>

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. (2nd ed.). Newbury Park, CA: Sage.

Recchia, S. L. (1993). *How visually impaired toddlers and their mothers respond to ambiguous stimuli*. Unpublished doctoral dissertation, University of California at Los Angeles.

Restak, R. (1986). *The infant mind*. Garden City, NY: Doubleday.

Rodriguez, B. L. (1998). *A comparative study of mainstream and Mexican-American mothers' beliefs regarding child rearing, education, disability, and language impairment*. Unpublished

doctoral dissertation, University of Washington, Seattle.

Scafidi, F. A., Field, T. M., Schanberg, S. M., Bauer, C. R., Tucci, K., Roberts, J., Morrow, C., & Kuhn, C. M. (1990). Massage stimulates growth in preterm infants: A replication. *Infant Behavior and Development*, 13, 167-188.

Scafidi, F. A., Field, T. M., Schanberg, S. M., Bauer, C. R., Vega-Lahr, N., Garcia, R., Poirier, J., Nystrom, G., & Kuhn, C. M. (1986). Effects of tactile/kinesthetic stimulation on the clinical course and sleep/wake behavior of preterm neonates. *Infant Behavior and Development*, 9, 91-105.

Schneider, E. (1996). The power of touch: Massage for infants. *Infants and Young Children*, 8(3), 40-55.

Grace Lappin, Ph.D., faculty, Bank Street College of Education, 610 West 112th Street, New York, NY 10025-1898; e-mail: <glrags@aol.com>. **Robert E. Kretschmer, Ph.D.**, associate professor, Department of Health and Behavior Studies, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027; e-mail: <rek16@columbia.edu>.

[Previous Article](#) | [Next Article](#) | [Table of Contents](#)

JVIB, Copyright © 2005 American Foundation for the Blind. All rights reserved.

[Search JVIB](#) | [JVIB Policies](#) | [Contact JVIB](#) | [Subscriptions](#) |
[JVIB Home](#)

If you would like to give us feedback, please contact us at
jvib@afb.net.

