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The Self and Maternal Care: An Analysis of Rossella Schillachi's 'Imprisoned Lullaby'

Fulya KİNCAL¹

Abstract

This paper discusses the importance of the nature of maternal care as it determines healthy or unhealthy psychological development. The purpose of this essay is to demonstrate that the ongoing quality of mother-infant interaction is more important than the issue of separation from the mother, as a close but unavailable mother or caregiver may cause extreme forms of trauma in the infant. Although attachment researchers have concentrated on the mother-child proximity and the disruptive effect of separation from the mother in the development of attachment theory, less attention has been directed towards the quality of caregiving processes that contribute to the formation and maintenance of secure attachment bonds across the lifespan. This study aims to fill this gap by showing the negative effects of suppressed and unresolved grief internalized by the mother on the mental and physical health of the child. To describe the importance of a good enough mother-child relationship, this study uses the method of textual analysis. Rossella Schillaci's documentary "Ninna Nanna Prigioniera (Imprisoned Lullaby)" provides a valuable framework to analyze how an insecure attachment between a mother and an infant can be disruptive for a child's self. The documentary follows the experience of a mother who chooses to keep her newborn and young child under three with her in prison. Roscella Schillachi illustrates the development of an insecure attachment between mother prisoner Yasmına and her daughter Lolita. The documentary film shows that unresolved traumas in a caregiver can lead to insecure or disorganized attachments in infants. Although several studies suggest that mother-child proximity during the first two years is crucial to develop a healthy sense of self, this analysis of documentary provides a different approach to the concept of separation and emphasizes that proximity to a mother with unresolved trauma disturb mother-infant attachment more than separation.

Keywords: Attachment, Child, Mother, Self, Prison.

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2023, 12 (5), 3013-3024 | Araştırma Makalesi

Benlik ve Anne Bakımı: Rossella Schillachi'nin 'Hapsedilmiş Ninni' Eserinin bir İncelemesi

Fulya KİNCAL¹

Öz

Bu makale, sağlıklı veya sağlıksız psikolojik gelişimi belirlediği için anne bakımının doğasının önemini tartışmaktadır. Makalenin amacı, anne-bebek etkileşiminin devam eden kalitesinin anneden ayrılma konusundan daha önemli olduğunu göstermektir, çünkü yakın ama duygusal olarak ulaşılamayan anne veya bakıcı, bebekte aşırı travma biçimlerine neden olabilir. Bağlanma araştırmacıları, bağlanma teorisinin gelişiminde anne-çocuk yakınlığı ve ayrılığın rolü üzerinde yoğunlaşmış olsalar da, yaşam boyu güvenli bağlanma bağlarının oluşumuna ve sürdürülmesine katkıda bulunan bakım şeklinin yeterliliği ve iletişim sürecinin kalitesine daha az ilgi gösterilmiştir. Bu çalışma, annenin içselleştirdiği bastırılmış ve çözümlenemeyen yasin çocuğun ruh ve beden sağlığı üzerindeki olumsuz etkilerini göstererek bu boşluğu doldurmayı amaçlamaktadır. Yeterince iyi bir anne-çocuk ilişkisinin önemini açıklamak için, bu çalışma metinsel analiz yöntemi ile Rossella Schillaci'nin hapisane parmaklıkları ardındaki anne-çocuk bağlılığı üzerine bir belgesel filmi olan "Ninna Nanna Prigioniera'yı (Hapsedilmiş Ninni)" incelemektedir. Böylece, bu makale anne ile bebek arasındaki güvensiz bağlanmanın çocuğun benliği için ne kadar yıkıcı olabileceğini analiz etmek için bir çerçeve sunuyor. Belgesel, yeni doğmuş bebeğini ve üç yaşındaki çocuğunu hapiste tutmayı tercih eden bir anneyi resmetmektedir. Rossella Schillachi, tutuklu anne Yasmina ve kızı Lolita arasındaki güvensiz bağlanma gelişimini göstererek, annenin çözümlenemeyen travmalarının bebekleriyle olan iletişimini etkilediğini ve annenin çocuklarıyla güvensiz veya düzenli olmayan bağlanmalara neden olabileceğini kanıtlamaktadır. Böylece, bakıcı veya anne, güvende hissetme ve keşfetme güdüsü gibi temel kimlik özelliklerinin en önemli tabanı haline gelir. Birçok çalışma, ilk iki yıl boyunca anne-çocuk yakınlığının sağlıklı bir benlik duygusu geliştirmek için çok önemli olduğunu öne sürse de bu çalışma, yakınlık kavramına farklı bir bakış açısı getirerek çözülmemiş travması olan bir anneye yakınlığın anne bebek bağlanmasını ciddi şekilde bozabileceğini vurgulamaktadır.

Anahtar Kelimeler: Bağlılık, Benlik, Çocuk, Anne, Hapishane.

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Introduction

All newborn mammals attach to their caregivers in order to be nurtured and kept safe from dangers to survive. Human infants are born incapable of everything but the most basic bodily functions. Therefore, our early dependency on a loving caregiver is so total that parent and child must operate as a unit for many years. The dependency on a caregiver is not only related to being nurtured and protected, but also to a kind of emotional satisfaction. In other words, the mother is not only the provider of food but also the nurturer of the child's emotional needs such as love and safety. D. Winnicot (1971) asserts that "if human babies are to develop eventually healthy, independent adult individuals, they absolutely depend on being given a good start" (p.16). The good start refers to a loving mother or caregiver, and represents the emotional bond of love between mother and baby. This is the focus of attachment theory. This is why John Bowlby (1969/1982), a contemporary theorist on attachment between mother and child, argued that "children need maternal care and love to develop into healthy individuals" (p. 9). Through an analysis of Rossella Schillaci's documentary film "Ninna Nanna Prigioniera (Imprisoned Lullaby)", this study shows the importance of secure and healthy attachment between mother and the infant. By discussing the experience of a mother who chooses to keep her newborn and young child under three with her in prison, it sheds light on how an insecure attachment between a mother and an infant can be disruptive for a child's self.

What is this thing called love for an infant? Although the mother provides affection, care, food, warmth, and cleanliness, the infant needs to feel secure and protected. In the early stages of human infant development, the infant has two types of relationships with their mother: one where the mother is the provider of care and food and the other where the mother is the environment and the provider of security and freedom from the unpredictable. To describe love in terms of the relationship between the mother and child, it can be defined as complete care and a sense of security. Proximity is important as it increases the feeling of protection and survival, but it is just a means to love. American Psychologist Harry Harlow's (1958, p.677) famous experiments showed that proximity is not enough to describe a healthy love relationship between the infant and caregiver. Harlow's experiments included baby monkeys and surrogate mothers made of cloth or wire. He (1958) found that the monkeys mothered by these surrogate mothers grew up very troubled. The welcoming mother machine was not good at raising healthy, normal adults. In a sense, the machine was too much as she never pushed the infant away from her warm contact and always remained in close proximity to the infant. However, it was not enough for the healthy development of the infant. Rogoff (2003) asserts that a mother figure around the infant is vital to provide contact, comfort, and security for psychological and physical well-being. However, the establishment of love does not only depend on the amount of food, care, and proximity. The foundation for healthy emotional development is the quality of the maternal relationship. Love, a broad term, primarily refers to a healthy bond and tie that delights both the caregiver and the infant and gives the baby the confidence to start to live.

The path to achieving an attachment bond is through love. According to Klenian theorist John Bowlby (1969/1982, p. 49), this bond is primarily based on a mother's responsiveness to a child's cries and readiness to interact socially. The caregiver should value and attune to the child's needs and rhythms, while the child should feel safe and secure that their

needs will be met by a good-enough mother. Through communication and social interaction with responsive adults, infants develop a strong sense of self, self-worth, and competence. Clinical research suggests that a caregiver's affective competence, or ability to control and regulate their own emotions and the child's emotions, also promotes secure attachment. If the infant is with a good-enough mother or caregiver, they will develop the confidence that their help-seeking signals will receive prompt response, and learn to regulate their emotions and adapt to changing environmental demands. As a result, they will become happier and more popular with peers.

Attachment Theory

When examining the literature of attachment theory, it is possible to assert that it was Freud who laid the foundation for the theory. Freud (2014, p. 77) suggests the existence of two opposing instincts in human infants: the death and life instincts. The death instinct drives the infant to be aggressive and territorial, while the life instincts lead them to understand that they must interact with others to meet their needs. The first person with whom the infant interacts to satisfy their needs is the mother. In his later work, "On Narcissism: An Introduction," Freud (1914) combines his views and asserts that "love has its origin in attachment to the satisfied need for nourishment" (p. 133). It can be argued that Freudian psychoanalysis posits the mother as the first love object through which the infant regulates their instincts and develops their capacity to love others. Following in her father's footsteps, Anna Freud (1944, p.38) also emphasizes the significance of mother love for the psychological development of the child. She and her friend Dorothy Burlingham (1944) conducted experiments on the relationship between mothers and children at the Hamstead Nurseries in London. They discovered that children separated from their mothers during the war suffered emotional disorders, resulting in more serious long-term psychological problems. Just as vitamins are necessary for physical development, the mother is necessary for psychic development. Like her father, Anna Freud (1944) also defines the infant's love for their mother as a one-sided "stomach love" and the precursor of all love relationships (p. 102).

The attachment theory, founded by Freud, was further developed by the object relations schools of thought in the British clinical scene after World War II. Melanie Klein focused on the importance of the mother's role in easing the early paranoid and schizoid anxieties of infants. According to Klein (1948, p. 58), the phantasy life of infants from birth is full of anxieties and fears. The children project these anxieties onto their mothers and the mother's ability to deal with the infant's anxieties through care is crucial for psychological health. Klein (1948) believed that two phases of development, the paranoid-schizoid and depressive positions, dominate the whole life of people. The first phase, which occupies the first three or four months, is characterized by the infant's unawareness of its mother as a whole object and instead sees her as separate parts. The infant's aim is to identify with the ideal object, seen as life-giving and protective, and keep out the bad object which contains the death instinct. George and Solomon (2008) asserts that through the mother's generous love and care, the infant is able to ease its anxieties and recognize the mother as a whole person. This change in perception leads to a fundamental change in the infant's ego as it becomes aware of itself and its mother as separate beings. The infant also begins to distinguish between phantasy and external reality. If the mother's care and attention do not modify the infant's belief in its omnipotence and establish the infant's relationship

to reality, anxiety and regression occur, leading to a loss of sense of reality and potential psychosis.

D. Winnicott, a British paediatrician, also emphasizes the importance of the mother's role in the development of the child's self. Winnicott (1971, p.87) bases his ideas on the observation of infant-mother relationships as well as on reconstructions from his experience with adult patients. While he acknowledged the value of innate drives and the innate psychic world of the infant claimed by Klein, he emphasized the importance of the mother's face in the development of the child's self. Winnicott claimed that we all come to know ourselves through the empathic reflection of ourselves that we receive from our mothers. The mother feels and perceives us in our reality, in our true, authentic nature. Winnicott (1986) sees the mother's face as a mirror that reflects the child's state and value back to it. In other words, the mother's empathic face reflects the infant's value back to it. The infant can see itself because the mother can originally see it. However, there is the danger of having a mother who does not see the infant, causing the child to be in search of a look that integrates him. From birth, the infant is cared for through relatedness, usually the mother, being simultaneously identified with and internalized. The intimacy and nurturing of the mother lays the foundation for future interpersonal relationships.

It seems that the nature of maternal care determines the healthy or unhealthy psychological development of a child. Originally, theorists believed that the first two years of life were the sensitive period for developing attachments. A healthy attachment relationship increases mother-child proximity, which in turn increases feelings of safety and decreases feelings of anxiety. This feeling of safety becomes the first and preliminary version of the response taken from the social environment and serves as the basis for subsequent relationships. As the infant feels safe, its first experiences of environmental relationships enable it to learn to engage with the environment. In contrast, separation from the mother or a lack of maternal care creates fear and insecurity which activates attachment seeking and prevents the infant's interaction with the environment. As such, the child is both protected through the attachment and learns to observe the environment to build secure relationships. The caregiver or mother should serve as the most important secure base for exploration.

Although attachment researchers have concentrated on the role of separation in the development of attachment theory, less attention has been directed towards the quality of caregiving and communication processes that contribute to the formation and maintenance of secure attachment bonds across the lifespan. The ongoing quality of mother-infant communication is more important than the issue of separation because a close but unavailable mother or caregiver may cause extreme forms of trauma in the infant. John Bowlby (1969/1982, p.34) suggests that early attachment styles become "working models" for significant social ties or interactions throughout life. An attachment is defined as secure if security and comfort from the attachment figure are achieved. However, security of attachment does not mean that an infant never feels fear or anxiety, which are normal human reactions. All infants tend to feel unsettled or fearful of something in the environment at times. Security in the attachment relationship indicates that an infant is able to rely on the caregiver as an available source of comfort and protection. Secure relationships encourage the infant to explore the environment because

they feel assured that if the exploration produces threat-based feelings, they can rely on their caregivers to be there.

If the quality of caregiving is inconsistent and insensitive, infants develop insecure attachments. Infants with insecure attachment relationships can never feel secure due to the lack of consistent availability of comfort from their caregivers. Their need for attention and protection has been met with indifference or notable inconsistency. Mary Ainsworth's (2015, p.48) observations of children resulted in two kinds of unhealthy attachment styles: insecure-avoidant or insecure-ambivalent/resistant and disoriented style. Infants who lack confidence in the responsiveness of their mothers develop either avoidant or ambivalent/resistant strategies. Rejecting or disinterested caregiving causes insecure-avoidant attachment, in which the infants suppress their need and distance themselves from the mother because of the fear of rejection or unexpected engagement. As a result, they communicate with the mother when she feels well, and mask their negative thoughts and make themselves calm when they feel depressed. Ambivalent/resistant infants are uncertain about their mother's response and show angry, resistant, or passive behavior to increase their proximity to the caregiver. Disorganized attachment develops due to the lack of parental affective competence. Secure attachment with the mother is critical for children to learn to control emotions. Affective competence includes the caregiver's ability to regulate their own and the child's emotions in distressing situations. An insensitive, unreliable, and unresponsive mother cannot provide a balance of stimulation and soothing to regulate the infant's level of arousal. The mother's ability to regulate her own and the child's emotions and stress by rapidly reinvoking reattachment is crucial in teaching the child to control emotions and responses. Over time, the baby internalizes the mother's comfort and support and learns to soothe and regulate itself. If the caregiver continues to excite rather than soothe the stress, the infant eventually disorganizes. Pianta (2004) asserts that an infant who is classified as disorganized exhibits conflicted, contradictory, or disoriented behaviors that show an inability to maintain one coherent attachment strategy in the face of distress. Infants classified as avoidant engage mostly with toys in the absence and presence of the mother and do not make any effort for contact with their mother. Resistant/ambivalent infants seek contact during the absence of the mother and then resist contact angrily when contact is achieved. There is ambivalence in many of these attachments. Disorganized infants show contradictory emotions, appear confused, and are apprehensive about their behaviors towards the mother.

All insecure attachments are often the result of unresolved traumas suffered by the mother. Suppressed and unresolved grief can have negative effects on both mental and physical health. In particular, disorders such as a parent's depression or trauma can interfere with the quality of care and sensitivity of response, causing further trauma. Sroufe (1988) asserts that mothers who are distracted by their own thoughts or emotionally unavailable due to stress, anxiety, or unresolved trauma cannot respond to the infant in a way that is beneficial for the infant's developing sense of self. When mothers are traumatized, they frequently show sudden shifts in mood and behavior. These sudden changes in expressions, tone of voice, and behavior may create a state of alarm and even terror in the infant, causing the infant to both pull away from and seek out the mother at the same time. As such, parents' unresolved traumatic memories interfere with their response to the infant and lead to disorganized attachments. In turn, the infant's biological safe haven becomes the source of alarm.

Rossella Schillaci's "Ninna Nanna Prigioniera (Imprisoned Lullaby)"

In an attempt to shed new light on the concept of traumatic attachment, Rossella Schillaci's (2016) "Ninna Nanna Prigioniera (Imprisoned Lullaby)" provides a powerful framework for understanding the mother-child attachment dynamic behind prison bars. The documentary follows the experience of a mother who chooses to keep her newborn and young child under three with her in prison. Throughout the film, Schillaci investigates the process of attachment and the disruption of attachment, opening a discussion about the impact of imprisonment on child development. The film re-examines mother-child attachment through the lens of traumatic effects, challenging regulations passed by the Italian government. Schillaci examines how insecure attachment between a mother and an infant can be disruptive for a child's self-development. Although infant-mother attachment forms the foundation for a healthy self, Caregiver's unresolved traumas or losses, in combination with confinement, can lead to unhealthy attachment in children at an early age and deprive the child of opportunities for experimentation.

The European Council Declaration (2000, p. 8) recognized and recommended that early maternal separation causes long-term difficulties, including impairment of attachments to others, emotional maladjustments, and personality disorders. Italian Law has since made regulations about the conditions of convicted mothers and their children. For example, convicted mothers with children aged three or under are allowed to keep their babies in prison with permission from the penitentiary government since 1965. The 1986 version of the same law also granted the right of house arrest to women with children under three years of age. However, despite these revisions and regulations, the Italian prison system is unable to provide a healthy solution for the development of children whose mothers are sentenced to confinement. Although the governing principle is the welfare and healthy development of the child, the Italian prison system cannot provide expected results regarding the attachment between mothers and children.

Rossella Schillaci's (2016) documentary "Ninna Nanna Prigioniera (Imprisoned Lullaby)" describes six months in the life of a convicted mother, Yasmina, with her two children in a prison in Turin, Italy. According to the story, Yasmina is a young Roman woman who was granted house arrest while pregnant and has given birth to her first child, Armando, and second child, Lolita. However, she later escapes from a nun's facility to be able to see her children and gets pregnant again before being caught by the police. Due to a long wait in the judicial system, she is sent to trial four years later for committing robbery. Yasmina chooses not to place her daughter Lolita in foster care and decides to keep her two youngest children with her in prison. The film focuses on the relationship between Yasmina and her two-year-old daughter Lolita, while also mentioning that Yasmina has an infant, Diego, and a four-year-old, Armondo, with her grandparents outside the prison.

In her documentary, Rossella Schillaci illustrates the development of an insecure attachment between Yasmina and her daughter Lolita. While it is commonly believed that the first two years of life are the critical period for developing attachment to a mother, the film shows that unresolved traumas in a caregiver can lead to insecure or disorganized attachments in infants. Schillaci captures the details of prison life by sharing the intimate space of prisoners through medium shots and close-ups. Through these shots, the audience can clearly see Yasmina's face and her manner of holding and interacting with

her children in her daily life. Schillaci's close-ups of Yasmina's face and her responses to Lolita provide a glimpse into Yasmina's psychic condition. The film uses multiple medium and close shots to show Yasmina's anxiety and dilemma as she speaks with other prisoners, the director, or her lawyer, as well as her interactions with her children.

Yasmina suffers from depression and is so preoccupied with herself that she is unable to respond to her child's internal state. Freud (1953) argues that depression arises from "an individual's reaction to an actual loss or disappointment connected with a loved one, or to the loss of an ideal" (p.43). Yasmina mourns many losses, including her first child Armando being away from her in prison, her missing husband, and her loss of freedom for a long time. On the one hand, she blames herself for these losses as she committed robbery. On the other hand, she is not happy with her decision to keep Lolita with her in prison, even though she does not want to leave her alone. As time passes, she realizes that her motherly instinct to keep Lolita with her in prison is damaging to her. Yasmina's dilemmas shatter her sense of a coherent self, making her aggressive and melancholic. As a result, she loses interest in those around her and withdraws into herself. She is not available as a responsive mother who is ready to interact. Throughout the film, Yasmina is only shown happy and attentive to Lolita in one scene, where they were playing in the jail's garden. In the remaining scenes, she is shown frustrated with the law system and anxious about her application for house arrest.

The documentary repeatedly highlights Yasmina's desire to keep her children, particularly Lolita, close to her through her voice and her attempts to be granted house arrest. Her behavior appears neurotic due to her obsession with maintaining proximity with her two children. Studies have shown that mother-child proximity is necessary for a child to feel secure, protected, and comfortable in their environment. Infants use their caregivers as a secure base to feel safe and explore their surroundings. However, proximity does not only mean being close and living in the same environment. A secure sense of self is achieved through interaction or "mother's mirroring reflection" (Winnicott, 1971, p.143). In regards to the influence of a mother's facial response on a child, Winnicott argues that infants come to know themselves through the empathic reflection they receive from their mothers. Infants expect to see in their mother's face a valuable reflection of themselves. An infant's self-worth is grounded in the responsive self-reflection of their mother. If a mother is unable to provide this mirroring function, the danger of having a mother who is close but does not see the infant emerges. Yasmina is unable to provide a mirroring response to Lolita as she is so depressed that she only sees her own state of mind when she looks at Lolita. At the beginning of the film, Schillaci shows a scene in which Lolita tries to make eye contact with her mother, but Yasmina continuously turns her face to the right and left in front of the door of their room. In turn, Yasmina's lack of response forces her daughter to see her mother's depression rather than her own self-value, which results in a void in the experience of self. Lolita reacts to a depressed mother by feeling compelled to repair the mother, rather than being concerned with repairing herself.

The traumatic attachment between Yasmina and Lolita becomes clearer when Lolita is taken to nursery school for a few hours a week. As per the law, all children in incarceration are taken to visit a nursery school for a few hours a week to receive primary education and experience life outside of prison. Prisons do not provide an appropriate environment for healthy development as they are devoid of adequate playing areas and opportunities to engage in life and learn to live. Therefore, the judicial system attempts

to organize a schedule for children to go outside and experience life free from the confinement of incarceration. The nursery school years are important because this stage represents a transition from one stage to another in a child's life. While Lolita reaches maturity in some ways, she is still immature and infantile in others. Every child at nursery school is an infant in need of mothering. If there was a failure in maternal nurturing, nursery school has the potential to supplement and correct maternal failure to some degree. Before experiencing the world outside of prison, the first environment Lolita finds herself in is composed of walls, iron bars, uniforms, and keys rather than toys and parks. She is not aware of the existence of a different world. However, the hours spent outside the institution make Lolita increasingly aware of her limited condition. Director Rossella Schillachi shows the moment in which Lolita leaves the prison to go to nursery school with two agents. The camera remains very low and forces the audience to observe Lolita's response to the situation through close-up shots. By representing what Lolita sees and how she feels, the low camera presents the change in Lolita's perception before and after the experience of freedom.

In the age period between two and five, normal children experience emotional conflicts that result from the realization that their mother has a life of her own and they start to seek out alternative relationships. They also continue to perceive and understand external reality. This stage is characterized by feelings of love and hate, jealousy, and painful emotional conflict. Expressing feelings through play and speaking becomes more important. In these matters, the nursery school is crucial. It provides an emotional atmosphere that is less charged than that of the home. In Lolita's case, the nursery school gives her a break from the confinement of prison and her mother's depressive state of mind, allowing for personal development. She forms new relationships with her teachers who are able to spark her happiness and enthusiasm, in contrast to her mother. As the school stands for home, the teacher stands for mother. As Lolita constructs deep and enthusiastic relationships with others outside the prison, she stops relying on her mother for affection and disengages with her. Although she is cheerful and affectionate towards her mother before leaving, and serious and scornful upon her return to the prison. For Melanie Klein, the nursery school age is a phase of anxieties as the child recognizes that their mother has both good and dangerous aspects and splits them out. To resolve the conflict and ambivalence, Lolita splits the good from the bad. She feels anger towards her mother and is overwhelmed by aggression due to her mother's lack of enthusiasm and inadequacy. This feeling of anger creates a feeling of guilt which requires repair. Yasmina is unable to help Lolita to soothe her feelings of guilt and anger towards herself. The nursery school fulfills the role of mother and enables her to discover a way of dealing with the sense of guilt that belongs to aggressive and destructive impulses. Therefore, Lolita avoids her mother and walks straight to her little brother to give him a hug. The imprisonment symbolizes her mother's lack of affection and her feeling of guilt about Yasmina. Her desire to leave the prison increases with the passing of time.

Yasmina's traumatic and depressing mood reaches a peak when an agent informs her that the judge has not granted her permission for house arrest. Schillaci represents her worsening psychology through a series of binary shots of the outside world and inside the prison. Shots of several buildings, the Alps mountains in the distance, and birds flying in the sky are juxtaposed by zooms into the bars and sections of the prison. These juxtapositions reflect her internal conflict. In parallel to Yasmina's depression, Lolita's desire to leave the prison increases. In multiple scenes, Lolita walks to the gate with bags

and asks the agents to open the doors. Mary Ainsworth (2015) asserts that "it is interaction that seems to be most important, not mere care, and particularly conspicuous in mother-child pairs who have achieved good interaction is the quality of mutual delight which characterizes their exchanges" (p. 26). It is this subtle but crucial notion of delight that is lacking in the interaction of Yasmina and Lolita. Yasmina does not enjoy or take pleasure in her interaction with her daughter, even though she feeds her children, dresses them, and washes them. The delight that Yasmina needs to take and reflect her children matters more than the nursing itself. Although Yasmina continually asks the judge for permission for house arrest, she is rejected and her trauma deepens. She desperately cries and screams out in her dark cell in front of her daughter. In countless outbursts, she threatens to commit more robbery once she is out of prison. Following the news and crying crisis, she gets angry and abuses Lolita with insulting and threatening words while she was playing with a toy. Lolita feels insecure and avoids any physical or psychological intimacy with her mother. The security and comfort sought from her mother are not achieved. Therefore, she suppresses her needs and distances herself from her mother. She communicates directly with her mother only when the mother is feeling well. In the face of her mother's neglect and depression, Lolita withdraws into an inner world and starts waiting to go outside.

Rossella Schillachi ends the documentary with the release of Lolita from prison when the father comes to take her out. As the film ends, the focus shifts from Yasmina's lamentations for her incarceration to Lolita's independence from her insecure attachment to her mother. While Yasmina is sad and disappointed, Lolita is shown as very happy and enthusiastic in the last scenes. The camera follows Lolita with a low angle as she leaves the jail, and later inside a car that will drive them home on a beautiful sunny day. Schillaci describes Lolita's departure by a setting which includes sunlight streaming through the window of the car on Lolita on a bright afternoon. However, Yasmina is sitting in the dark room, staring towards the camera with an absent gaze. She is in a state of dissociation in which she is disconnected from her thoughts and feelings and memories. Yasmina's trauma disrupts her attachment with her daughter and pushes Lolita away from herself. These juxtapositions are designed to show how the environment of prison is not appropriate for the healthy development of an infant. Although several studies suggest that mother-child proximity during the first two years is crucial to develop a healthy sense of self, a mother's unresolved trauma may severely disturb mother-infant attachment in proximity. If the mother is healthy, not anxious, depressive, or withdrawn, then there is an opportunity for the growth of a small child's personality in the day-to-day enrichment of the infant-mother relationship.

Conclusion

Attachment theory emphasizes the crucial role of maternal care in the psychological development of a child. Freud (1953) posits the mother as the first love object through which the infant regulates their instincts and develops their capacity to love others. Anna Freud and Melanie Klein (1948) both focus on the mother's role in easing the early anxieties of infants, while D. Winnicott (1971) emphasizes the importance of the mother's face in the development of the child's self. The nature of maternal care determines the healthy or unhealthy psychological development of a child. A healthy attachment relationship increases mother-child proximity, which in turn increases feelings of safety and decreases feelings of anxiety. The caregiver or mother should serve as the most

important secure base for exploration. However, less attention has been directed towards the quality of caregiving and communication processes that contribute to the formation and maintenance of secure attachment bonds across the lifespan.

In conclusion, Rossella Schillaci's (2016) documentary "Ninna Nanna Prigioniera (Imprisoned Lullaby)" offers a powerful and intimate portrayal of the life of a mother, Yasmina, and her two children in a prison in Turin, Italy. The film highlights the development of an insecure attachment between Yasmina and her daughter Lolita, as a result of unresolved traumas in the caregiver. Through medium shots and close-ups, Schillaci captures the details of prison life and Yasmina's psychic condition, showing her depression and preoccupation with herself that leads to her inability to respond to her child's internal state. Yasmina's dilemma and melancholic state shatter her sense of a coherent self, making her aggressive and withdrawn, unable to provide a mirroring response to Lolita. The film also highlights the negative impact of prison on the healthy development of children, as they are deprived of adequate playing areas and opportunities to engage in life and learn to live. Overall, "Ninna Nanna Prigioniera" is a poignant and thought-provoking film that sheds light on the complexity of mother-child relationships in the context of incarceration.

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