Attachment patterns in multiple caretaking settings

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I. How different are relationships children experiences in home and out of home?

II. How do the different relationship experiences affect the development of infants?
Duration of Project
1.3.10 – 31.12.12

Sample
12 to 30 month old children
Childminders: N=200
Infants only cared by mother: N=100

Project
70 students:
trained in two courses,
who drove to infants’ families and care
minders across Lower Austria;
In sum 70.000 km.
Research on out-of-home care for infants & toddlers [12 to 30 months old]
Comparisons of toddlers’ out-of-home settings revealed:

**Center-Based Care**
- Group size: Ø 16 infants (3 adults)

**Home-Based Care**
- Group size: Ø 4 infants
Center-Based Care

Home-Based Care
I.
How different are relationships children experiences in home and out of home?
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**AQS[G]:**

The Component Model „Eight [plus One]“

Ahnert, Eckstein-Madry, Supper, Bohlen & Suess (2012)

Model fits: RMSEA=.046


Multiple attachments towards maternal and nonmaternal care providers throughout the preschool years: features and functions.
I. How different are relationships children experiences in home and out of home?

1. **Secure base behavior**
   The stability of a child’s emotional inner world is reflected by her security which she gains from the attachment relationship.

2. **Enjoyment of physical contact**
   Within an attachment relationship, physical proximity serves to positively outperform, and to ground the interaction process.

3. **Shared exploration**
   Child’s exploratory readiness is linked to the attachment relationship, from which the child gets its energy.

4. **Turn-taking in communication**
   The communication is not only open and affectionate but individually developed. These individualized patterns of communication are repeated and varied.

5. **Shared actions**
   The child acts upon her own goals but also directs activities in line with the attachment figure’s goals.

6. **Emotional Demand**
   The child is imbalanced, even though the attachment figure is present. Her emotions are not appropriately displayed, and not adjusted. The child is demanding and impatient and often annoying for no reason.

7. **Exclusive attention**
   The child wants more attention from the attachment figure than needed and behaves inappropriately in such situations.

8. **Social receptiveness**
   In the presence of her attachment figure, the child is interested in extended social contacts.

I. How different are relationships children experiences in home and out of home?

![Graph showing differences in relationship experiences between home-based care and center-based care.]

- **Home-Based Care**
  - Childminders
  - **Center-Based Care**
  - Careproviders

**Only maternal care**

**Mother shared care**

- Attachment balance
- Secure base activation
- Shared exploration
- Enjoyment of physical contact
- Turn-taking in communication
- Shared actions
- Emotional demand
- Demands for attention
- Social receptiveness towards others
1. How different are relationships children experiences in home and out of home?
II.
How do the different relationship experiences affect the development of infants?

a) Basic cognitive competence

b) Extended social competence
## II. a) BASIC COGNITIVE COMPETENCIES

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classification</strong></td>
<td>The ability to group objects together on the basis of common features&lt;br&gt;e.g. matches colors, sorts pegs by color</td>
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<tr>
<td><strong>Object permanence</strong></td>
<td>Is the understanding that objects continue to exist even when they cannot be seen, heard, or touched.&lt;br&gt;e.g. finds hidden objects</td>
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<tr>
<td><strong>Part-Whole-Hierarchy</strong></td>
<td>Children’s understanding of part-whole relations&lt;br&gt;e.g. complete a puzzle</td>
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<tr>
<td><strong>Problem solving</strong></td>
<td>Can be understood as higher order information processing that involves thinking or reasoning, short- or long-term memory.&lt;br&gt;e.g. removes pellet from a small closed bottle</td>
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</table>
II. How do the different relationship experiences affect the development of infants?

a) Basic cognitive competence
II.

How do the different relationship experiences affect the development of infants?

b) Extended social competence
## II. b) EXTENDED SOCIAL COMPETENCIES

<table>
<thead>
<tr>
<th>Competency</th>
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<tbody>
<tr>
<td><strong>Sharing</strong></td>
<td>children’s competence to share things</td>
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<td></td>
<td>e.g. shares toys, plays games like peek-a-boo</td>
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<tr>
<td><strong>Empathy</strong></td>
<td>children’s understanding of others emotions and prosocial behavior.</td>
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<tr>
<td></td>
<td>e.g. shows prosocial behavior</td>
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<tr>
<td><strong>Social Interaction</strong></td>
<td>children’s ability to engage in social interactions</td>
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<tr>
<td></td>
<td>e.g. imitates activities</td>
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<tr>
<td><strong>Receptive Communication</strong></td>
<td>children’s understanding to words and requests</td>
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</tbody>
</table>
II. How do the different relationship experiences affect the development of infants?

b) Extended social competence

**Center-Based Care**

- Attachment mother → Attachment care provider: 0.16*
- Attachment care provider → Extended social competence: 0.37***
- Childminder-child ratio
- Time spent with mother

**Home-Based Care**

- Attachment mother → Attachment childminder: 0.17*
- Attachment childminder → Extended social competence: 0.18***
- Childminder-child ratio
- Time spent with mother
II. How do the different relationship experiences affect the development of infants?

a) Basic cognitive competence

Classical Test

Basic Cognitive Competencies:
- Classifying
- Tool Knowledge
- Part-Whole Distinctions
- Problem-Solving

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<tr>
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<th>indivduality</th>
<th>stimulation</th>
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<tbody>
<tr>
<td>Childminders</td>
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<td>Careproviders</td>
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<td>↑</td>
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<tr>
<td>only maternal care</td>
<td>↓</td>
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</table>
II. How do the different relationship experiences affect the development of infants?

b) Extended social competence

Questionnaire
Extended Social Competencies:
- Sharing
- Empathy
- Social Interaction
- Receptive Communication

Childminders  Careproviders only maternal care

**  **

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<thead>
<tr>
<th>group</th>
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Insights into future research

FUTURE DIRECTION A

Understanding Intentions

Joint Attention
Cooperation
Communication


Modern assessments taken from basic lab research
Pragmatics Profile of Everyday Communication Skills in Children
(Dewart & Summers, 1995)

Modern assessments taken from basic lab research

Empathy+Prosocial Behav.
Insights into future research

FUTURE DIRECTION A

care ecology

- different care contexts
  - grandparents, nannies, relatives
  - care providers
- play groups
- peers
- siblings

Peer focused

Adult focused

flexibility

variability

complexity
Cross cultural comparison

Understanding Intentions
Adapted Version

Attachment Qualities
Mother child and multiple caretaking

FUTURE DIRECTION B

Joint Attention Cooperation Communication

Insights into future research
Thank you for your attention!

Tina Eckstein-Madry
Bernhard Piskernik

Niederösterreichisches Hilfswerk
Wiener Hilfswerk
Eltern für Kinder Österreich [EFKÖ]
Volkshilfe Wien
Kinderdrehscheibe

Jacobs Foundation