# 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?

# RESEARCH PROJECT

**Parenting &
Co-Parenting**

## 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.

JACOBS FOUNDATION
Our Promise to Youth

## Partner Organization

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

HILFSWERK

# Research on out-of-home care for infants & toddlers

[12 to 30 months old]

Home-Based Care

Family Environment



Parenting & Co-Parenting

N=300

DFG Deutsche Forschungsgemeinschaft

**Stendaler Tagesbetreuung**

N=300

WiKi

FWF Der Wissenschaftsfonds.

Wiener Krippenstudie:
Die Eingewöhnung in Krippen

N=100

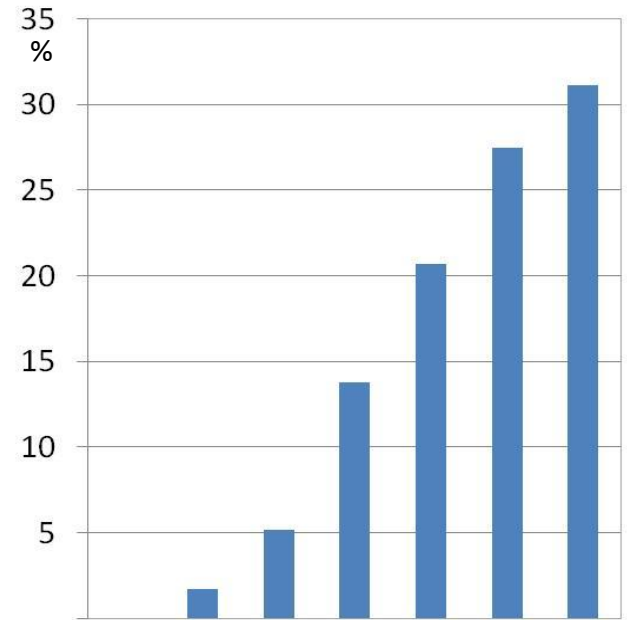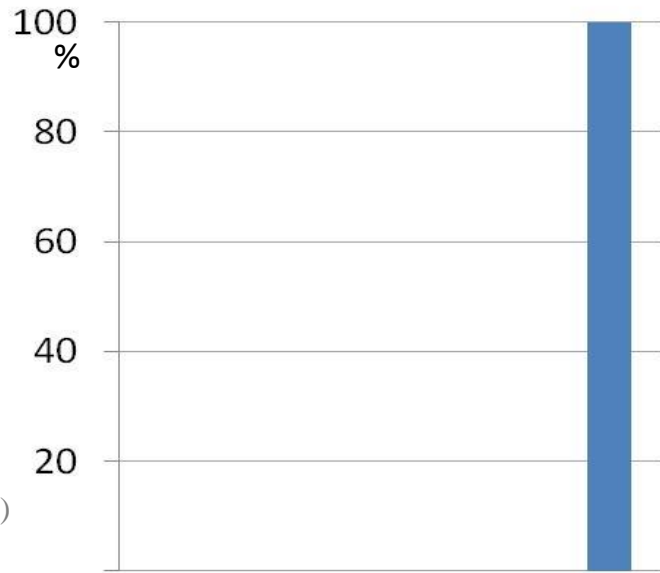Center-Based Care

Family Environment

# Comparisons of toddlers' out-of-home settings revealed:
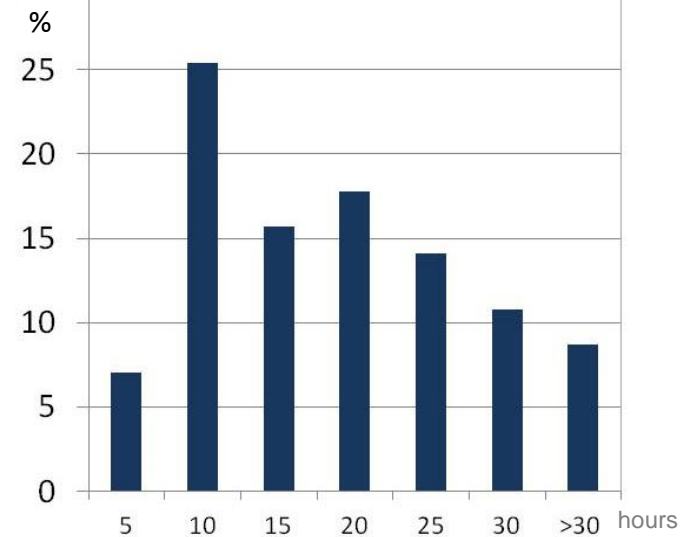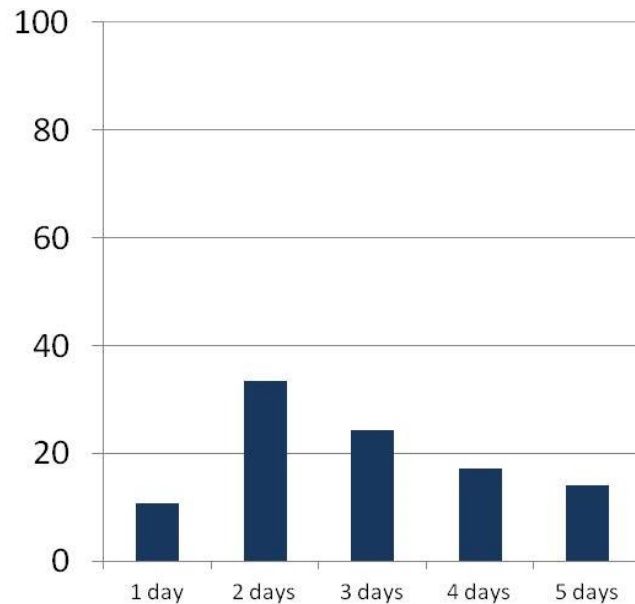
## Center-Based Care



group size: Ø 16 infants (3 adults)

## Home-Based Care



group size: Ø 4 infants
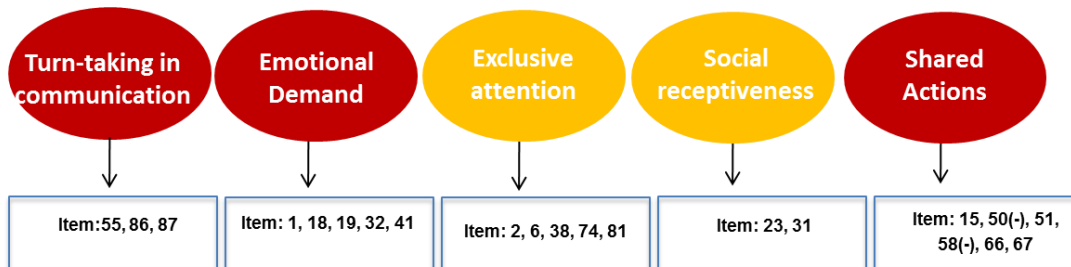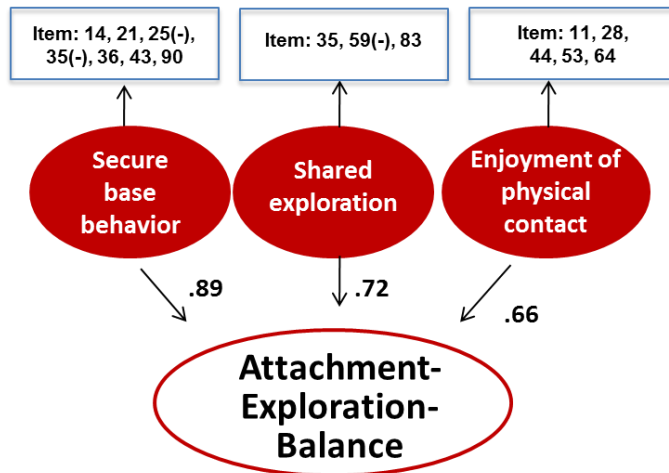
**Center-Based Care**

**Home-Based Care**

# I.

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

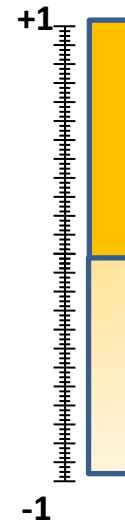I. How different are relationships children experiences in home and out of home?

AQS[G]:
The Component Model „Eight [plus One]"
Ahnert, Eckstein-Madry, Supper, Bohlen & Suess (2012)

Attachment-Q Sort
(Waters, 1995)

Item: 14, 21, 25(-), 35(-), 36, 43, 90

Item: 35, 59(-), 83

Item: 11, 28, 44, 53, 64

Secure base behavior

Shared exploration

Enjoyment of physical contact

.89        .72        .66

Attachment-Exploration-Balance

+1
-1

Observations

Turn-taking in communication

Emotional Demand

Exclusive attention

Social receptiveness

Shared Actions

Item: 55, 86, 87

Item: 1, 18, 19, 32, 41

Item: 2, 6, 38, 74, 81

Item: 23, 31

Item: 15, 50(-), 51, 58(-), 66, 67

N=1326
Model fits: RMSEA=.046

Ahnert, L., Eckstein-Madry, T., Kappler, G., Supper, B., & Harwardt, E., (in prep).
Multiple attachments towards maternal and nonmaternal care providers
throughout the preschool years: features and functions.

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

**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.

Secure Base

**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.

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

Secure Haven

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

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

**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.

Ahnert, L., Eckstein, T., Kappler, G., Supper, B., Harwardt, E. (in prep). Multiple attachments towards maternal and non-maternal care providers throughout the preschool years: features and functions
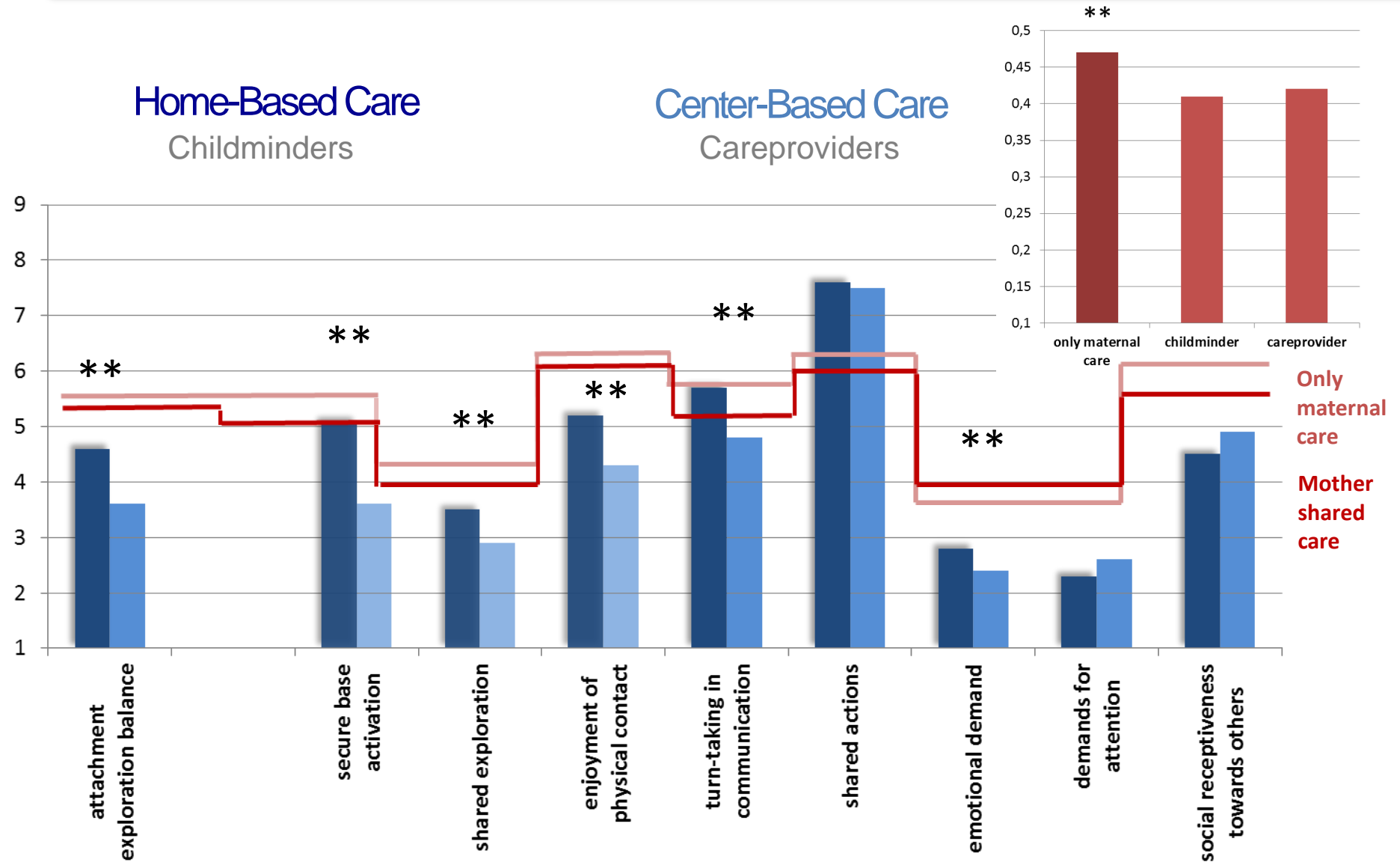
# I. How different are relationships children experiences in home and out of home?

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



**AQS-Score**

|  |  |
|---|---|
| 0,4 | |
| 0,35 | ** |
| 0,3 | |
| 0,25 | |
| 0,2 | |
| 0,15 | |
| 0,1 | |

childminder          careprovider

# 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

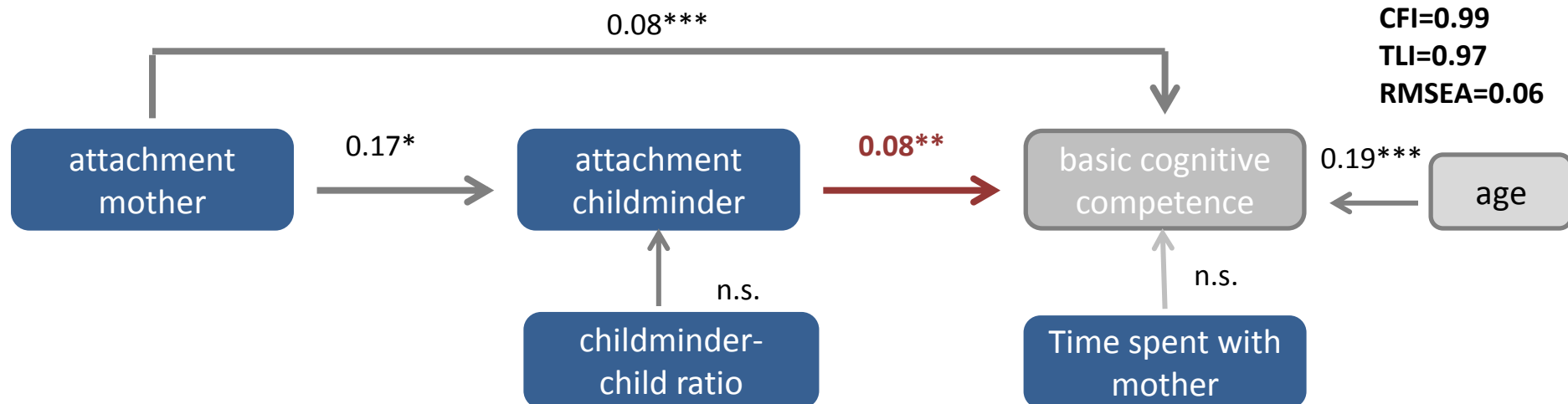| | |
|---|---|
| **Classification** | The ability to group objects toghether on the basis of common features<br>e.g. matches colors, sorts pegs by color |
| **Object permanence** | is the understanding that objects continue to exist even when they cannot be seen, heard, or touched.<br>e.g. finds hidden objects |
| **Part-Whole-Hierarchy** | children's understanding of part-whole relations<br>e.g. complete a puzzle |
| **Problem solving** | can be understood as higher order information processing that involves thinking or reasoning, short- or long-term memory.<br>e.g. removes pellet from a small closed bottle |

Bayley
Scales of Infant and
Toddler Development
THIRD EDITION

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

a) Basic cognitive competence

**Center-Based Care**
Careproviders

CFI=1.00
TLI=1.02
RMSEA=0.00

attachment mother → 0.16* → attachment careprovider → n.s. → basic cognitive competence

0.08**

careprovider-child ratio → -0.12**

Time spent with mother → n.s.

age → 0.12***

**Home-Based Care**
Childminders

CFI=0.99
TLI=0.97
RMSEA=0.06

attachment mother → 0.17* → attachment childminder → **0.08**** → basic cognitive competence

0.08***

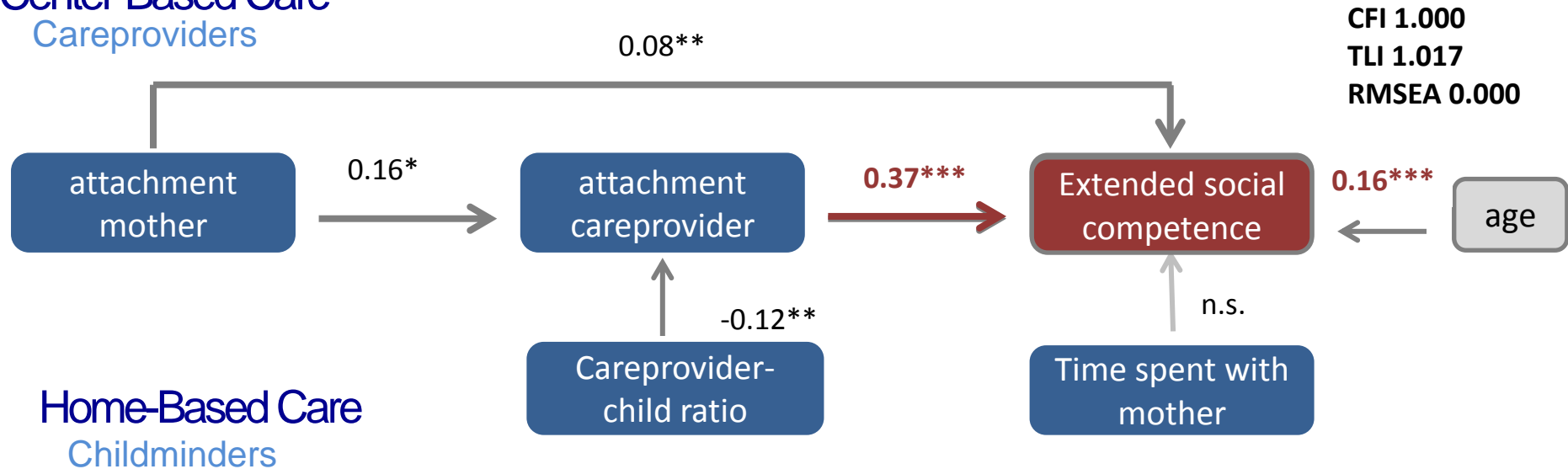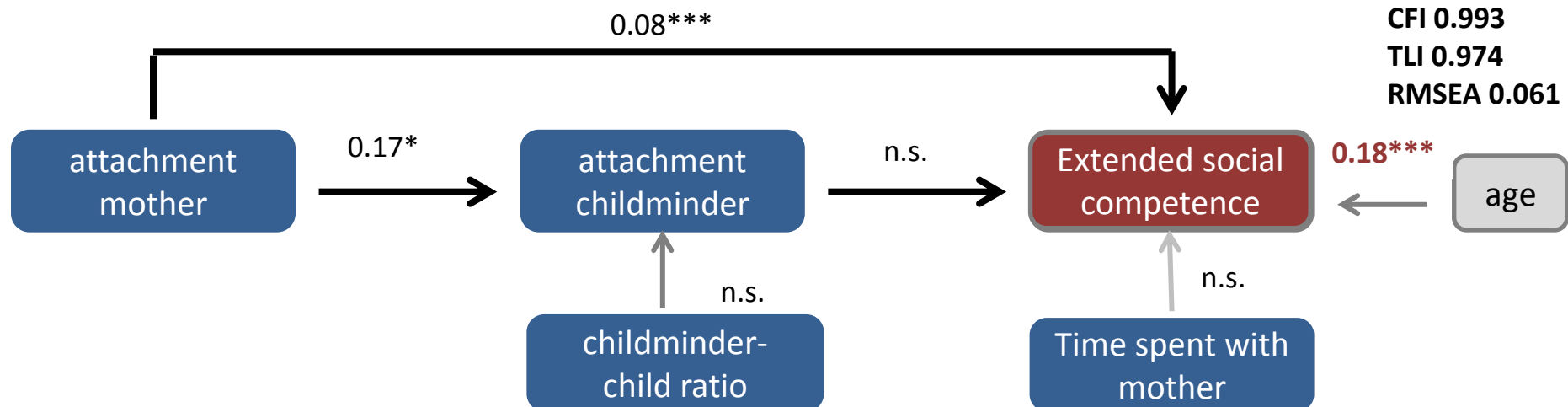childminder-child ratio → n.s.

Time spent with mother → n.s.

age → 0.19***

# II.
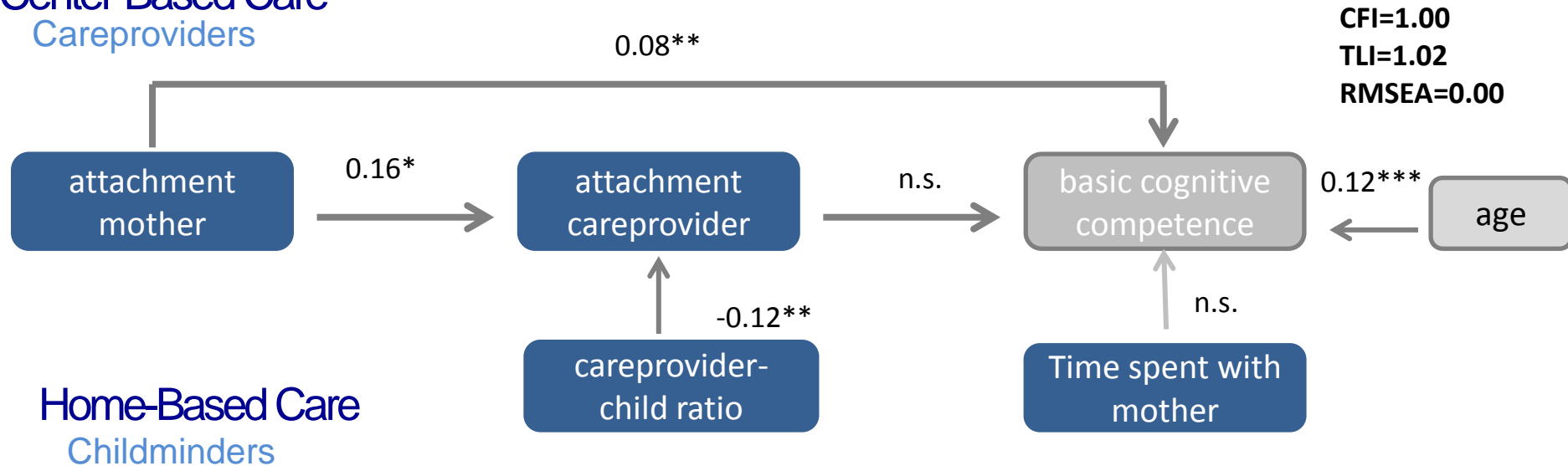
## How do the different relationship experiences affect the development of infants?

### b) Extended social competence

# II. b) EXTENDED SOCIAL COMPETENCIES

| | |
|---|---|
| **Sharing** | children's competence to share things<br>e.g. shares toys, plays games like peek-a-boo |
| **Empathy** | children's understanding of others emotions and prosocial behavior.<br>e.g. shows prosocial behavior |
| **Social Interaction** | children's ability to engange in social interactions<br>e.g. imitates activities |
| **Receptive Communication** | children 's understanding to words and requests<br>e.g. follows instructions |

# II. How do the different relationship experiences affect the development of infants?

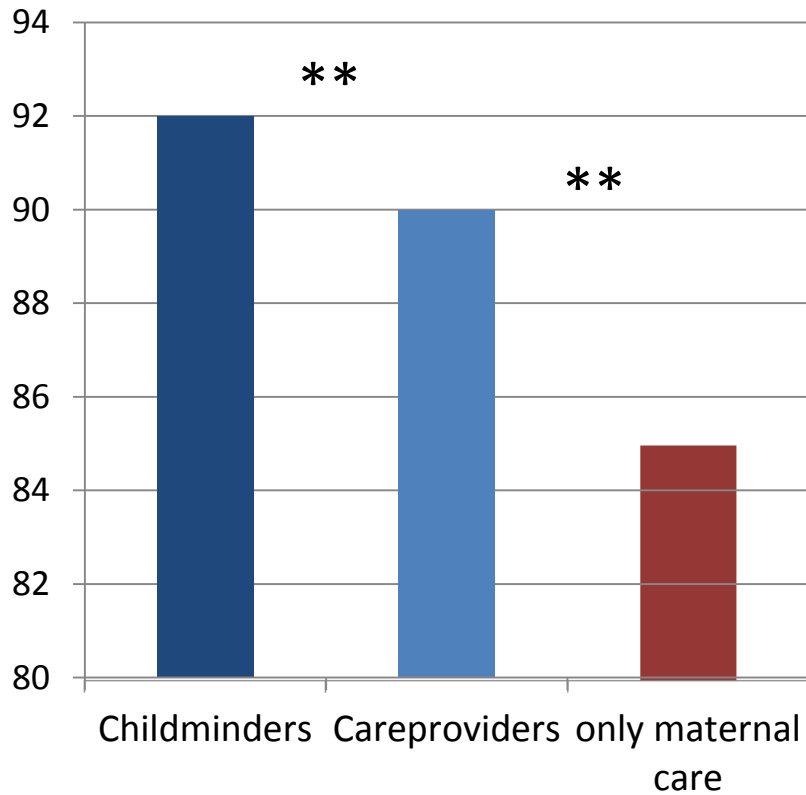## b) Extended social competence

**Center-Based Care**
Careproviders

CFI 1.000
TLI 1.017
RMSEA 0.000

0.08**

| attachment mother | 0.16* → | attachment careprovider | **0.37*** →** | Extended social competence | **0.16*** ** | age |

-0.12**

Careprovider-child ratio

n.s.

Time spent with mother

**Home-Based Care**
Childminders

CFI 0.993
TLI 0.974
RMSEA 0.061

0.08***

| attachment mother | 0.17* → | attachment childminder | n.s. → | Extended social competence | **0.18*** ** | age |

n.s.

childminder-child ratio

n.s.

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

| indivduality ↑ | indivduality ↓ | indivduality ↑ |
| stimulation ↑ | stimulation ↑ | stimulation ↓ |

Childminders   Careproviders   only maternal care

**Bayley**
Scales of Infant and Toddler Development™
THIRD EDITION

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

b) Extended social competence
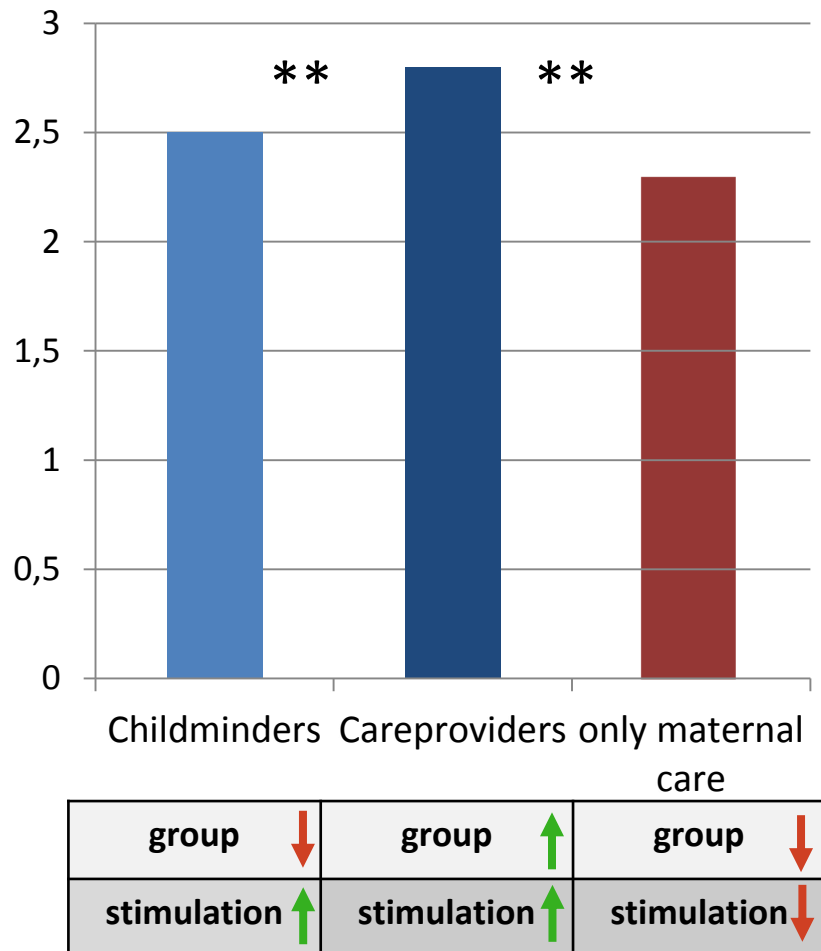
**Questionnaire**

Extended Social Competencies:
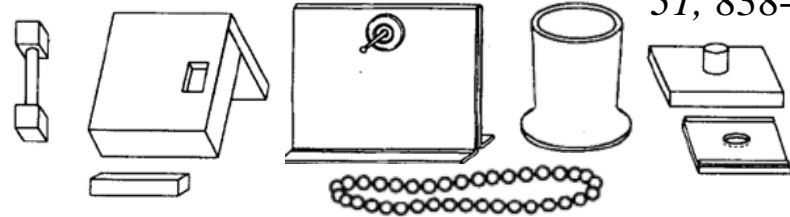
Sharing
Empathy
Social Interaction
Receptive Communication

| group ↓ | group ↑ | group ↓ |
|---|---|---|
| stimulation ↑ | stimulation ↑ | stimulation ↓ |

**FUTURE DIRECTION A**

Understanding Intentions
Meltzoff, A. N. (1995). *Developmental Psychology, 31,* 838-850.

Joint Attention
Cooperation
Communication

**Modern assessments taken from basic lab research**

Mundy, P., & Gomes, A. (1998). *Infant Behavior and Development, 21,* 469-482.

## FUTURE DIRECTION A

Pragmatics Profile of Everyday Communication Skills in Children
(Dewart & Summers, 1995)

Benennen und Kommentieren

**14. Auf Bekanntes reagieren (Benennen)**

Wenn <...> etwas sieht, das <...> kennt, wie reagiert <...> dann?

☐ reagiert in der Regel nicht
☐ zeigt positiven Gesichtsausdruck des Wiedererkennens
☐ Bezeichnende Aktivitäten: zeigt darauf / zeigt assoziierte Handlungsmuster (z.B.: tanzt wenn es Radio sieht)
☐ mit Lauten und Geräuschen / Gefühlsäußerungen
☐ benutzt nur **ein** übergeneralisiertes Wort: z.B.: „Mama!" oder „Name der TM" oder „Da!"
☐ mehrere einzelne Worte
☐ Zweiwortkombinationen: z.B.: „Hund bellt!"
☐ anderes:

Empathy+Prosocial Behav.

Zahn-Waxler, C. et al. (1992). *Dev. Psychology*, 28, 126-136.
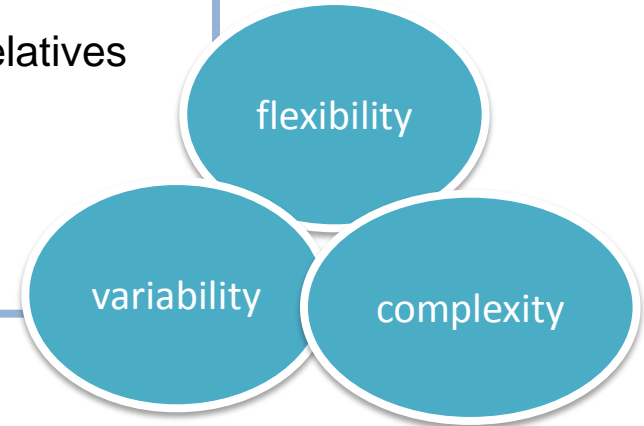
**Modern assessments taken from basic lab research**

# Insights into future research

## FUTURE DIRECTION A

### care ecology

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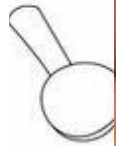    - care providers
- play groups
- peers
- siblings

flexibility

variability

complexity

### Peer focused

### Adult focused

## Cross cultural comparison

## FUTURE DIRECTION B

Understanding Intentions
Adapted Version

Joint Attention
Cooperation
Communication

Attachment Qualities
Mother child and
multiple caretaking

# Thank you for your attention !

Tina Eckstein-Madry
Bernhard Piskernik

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