

Research methodology in attachment between twins with autism

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Introduction

The purpose of this study is to draw new conclusions regarding the issue of attachment between twins. Both parents and educators should be aware of the existence of attachment between children, as it is a situation that directly affects life and the psyche of children both in their juvenile and adult life. Therefore, the whole environment of children should be properly prepared and up-to-date to manage such a situation as successfully as possible. This will introduce new pedagogical methods and practices designed to manage such a situation more appropriately, for the benefit of children and their mental health.

Research methodology

To formulate the following research tool I used a Strange Situation (SSP) procedure to examine the attachment security. Strange Situation is a process devised by Mairy Ainsworth in the 1970s to observe attachment relationships between a caregiver and a child. It is applicable to children between the ages of 9 and 18 months. In general, the connection styles were (1) secure, (2) unsafe (doubly and avoidable). Later, Mary Main and her husband Erik Hesse present the third category, disorganized.

Specifically, for the following research tool I used the 'Attachment Q-sort' research tool to draw 4 conclusions about adherence (Everett Waters. April (1995)). I separated the types of criteria set for social subtypes, namely active and strange. The next two types of criteria could be combined into one type of AQS criterion. A advantage of Q-classification attachment (AQS) over the SSP is that it can be harmonized with child-safe behavior by special populations. Finally, my research tool is a questionnaire designed for twin children up to 6 years old. It is given to parents who respond to children's experiences in order to draw conclusions about the existence of attachment between children and parents, or children.

The conclusions that can be drawn from the above research tool are the following:

Four attachment patterns

Safe (A)

1. The child is willing to stay in a room with a stranger without the mother.
2. The child is able to communicate with a new person without the mother in the room.
3. The child is willing to show his toys to the young man and act with joy without the mother in the room.

Conclusion: Healthy form of adhesion.

Stress-avoiding, unsafe (B)

1. The child seems to be indifferent to the mother's absence from the room.
2. The child seemed to feel more secure when the mother returned to the room.

Conclusion: The child shows indifference in the absence of the parent. An event that may result from a violent rejection in the past of some attachment behavior. The child feels protected but the parent does not appear to be fully responsive to their needs.

Anxious-controversial / durable, unsafe (C)

1. The child showed anxiety before his mother even left the room.
2. The child was overwhelmed by feelings of fear or crying when his mother left the room.
3. The child was not easily comforted when his mother returned.

Conclusion: High adhesion. The child feels safe only in the presence of the parent. He has bursts of anger and crying in his absence.

Disorganized / Disoriented (D)

1. The child makes nervous moves when his mother prepares to leave the room.
2. The child exhibited some contradictory behavior such as wanting to cry but trying to contain it.
3. The child appeared to still feel fear after the mother's return.

Conclusion: Scary or indifferent parent (possibly due to personal trauma or death of parent). It can lead the child to depression.

Research tool

The Attachment Q-Sort (Everett Waters April (1995) Questionnaire

The table below presents the results of the 4-year twin survey.
QUESTIONNAIRE (for twins up to 6 years old)

1. General information

Fill out a questionnaire from:				
	1. Mother <input checked="" type="radio"/>	2. Father <input type="radio"/>		
Questionnaire Completion Date:		Year 2019	Month March	Day Wednesday
1	Date of birth of twins	Year	Month	Day
2	Day care and up to 2.5 years:	in a nursery 1. <input type="radio"/>	2. At home <input type="radio"/> X	3. Both <input type="radio"/>
3	Entering Nursery Age (if they went)	Years	Months	Days
4	Age of entry into the property (if they went)	Years 4	Months	Days
5	Zigzag	1. Monozygotes (in the same bag.) <input type="radio"/>	2. Divergent (in different sacks) X <input type="radio"/>	3. δεν γνωρίζω <input type="radio"/>
6	Twin	1. Boys <input type="radio"/>	2. Girls <input type="radio"/>	3. Boy- Girl X <input type="radio"/>
7	Other children	Yes <input type="radio"/>	No <input checked="" type="radio"/> X	
8	Twin birth order	1. First <input checked="" type="radio"/> X	2. Second <input type="radio"/>	3. Third <input type="radio"/>
9	Other brothers	1. Boys <input type="radio"/>	2. Girls <input type="radio"/>	3. Boys- Girls <input type="radio"/>
10	Language spoken at home	1. Greek <input type="radio"/>	2. English <input type="radio"/>	1. Greek and another language <input checked="" type="radio"/> X

2. Birth history

		A'	B'	Comments
1.	Duration of pregnancy (in weeks)			36 Weeks
2.	Method of childbirth (a) normal			
	β) Caesarean	X	X	

3.	Birth weight			
4.	Number of days in intensive care unit			
5.	Number of days in a specialist care unit			
6.	Was your child "difficult" as an infant?			I did not face any particular difficulty.
7.	Is your child "hard" as a toddler?	Yes	No	I have more difficulties with the boy.

3. Current state of physical development (please indicate πρόβλημα in the corresponding column of 1st / 2nd child or 2nd / 2nd child, filling in at the same time the type of problem etc) in the Comments column):

		A´	B´	Comments
1.	Vision problems	-	-	
2.	Hearing problems	-	-	
3.	Speech / speech therapy problems	Yes	Yes	The children use both Greek and Albanian.
4.	Epilepsy	-	-	
5.	Asthma	-	-	
6.	Eczema	-	-	
7.	Allergies	-	-	
8.	Brain paralysis	-	-	
9.	Others	-	-	

Attachment to parent (please the parent completing the questionnaire consider the following positions to be the same)

		Never	Rarely	Sometimes	Often	Always
1.	The child has no problem staying in a room with a stranger without his parent.			X		
2.	The child is able to communicate with a stranger without his or her parent in the room.			X		
3.	The child is willing to show his toys to a stranger and play cheerfully without his parent in the room.				X	
4.	The absence of the parent from the room leaves the child indifferent.	X				

5.	The child feels more secure when his previously absent parent returns home.				X	
6.	The child shows anxiety when he or she realizes that their parent is about to leave.				X	
7.	The child is overwhelmed by feelings of fear or crying when their parent leaves the room.			X		
8.	The child is easily comforted when his or her parent returns.					X
9.	The child makes nervous moves as his parent prepares to leave the room.		X			
10.	The child, when he realizes that his parent is about to leave the room, on one hand wants to cry and on the other he tries to restrain himself.				X	
11.	The child is scared when his or her parent returns after a short absence.		X			
12.	When the child finds something new, he wants to play it alone, without his parent.			X		
13.	When a child finds something new, he or she only wants to play with their parent.	X				
14.	The child understands when his parent is angry and tries to calm him down by asking if he is okay.	X				
15.	The child understands when his or her parent is angry and continues to play, when he or she does not recognize any expression, treating him or her as if they were all right.	X				
		Never	Rarely	Sometimes	Often	Always
16.	The child quickly greets his absent parent with a big smile.				X	
17.	The child does not greet his absent parent unless he first greets them.	X				
18.	The child often hugs his parent first.				X	
19.	The child constantly seeks to have physical contact with his parent.			X		
20.	The child uses the parent's expressions as a source of information (to understand what is happening) when something seems risky or scary.					X

21.	If the parent confirms that the child is not in danger, he or she will approach objects that may have previously frightened him.				X	
22.	The child wants to know where their parent is when playing at home and notices if he or she is changing a room.		X			
23.	The child does not care about where the parent is when playing.		X			
24.	The child prefers to play only near his parent.			X		
25.	The child does what his or her parent tells him / her directly without having to give him or her instructions.			X		
26.	The child reacts by crying when he or she sees his or her parent crying, even if he or she does not know the reason for the crying.				X	
27.	The child shows indifference to his parent's crying.	X				
28.	The child expresses anger when the parent is dealing with his / her twin / brother.			X		
29.	Where the parent is present, the child wishes to be alone with the child.		X			
30.	The child feels jealous when his or her parent is involved with other people.			X		
31.	The child feels jealousy when his or her parent deals only with other people and not with the same person.			X		

Twin attachment

		Never	Rarely	Sometimes	Often	Always
1.	The child has no problem staying in a room with a stranger without his twin brother.					
2.	The child is able to communicate with a stranger without his twin brother in the room.		X			
3.	The child is willing to show his toys to a stranger and play cheerfully, without his twin brother in the room.			X		
4.	The absence of the twin / twin brother from the room leaves the child indifferent.	X				
5.	The child feels more secure when his previously absent twin brother returns home.					X
6.					X	

	The child shows anxiety when he realizes that his twin brother is about to leave the room.					
7.	The child is overwhelmed by feelings of fear or crying when their twin brother leaves the room.				X	
8.	The child is easily comforted when his or her twin brother returns.					X
9.	The child makes nervous moves as his twin brother prepares to leave the room.			X		
		Never	Rarely	Sometimes	Often	Always
10.	The child, when he realizes that his twin brother is about to leave the room, on one hand wants to cry and on the other he tries to hold on.				X	
11.	The child is scared when he returns to his previously absent twin brother.	X				
12.	When the child finds something new, he wants to play it alone, without his twin brother.		X			
13.	When the child finds something new, he only wants to play with his twin brother.		X			
14.	The child understands when his twin brother is angry and tries to calm him down by asking if he is okay.				X	
15.	The child understands when his twin brother is angry and continues to play, when he does not recognize any expression, treating him as if he were all right.		X			
16.	The child quickly greets his missing twin brother with a big smile.				X	
17.	The child does not greet his missing twin brother unless he first greets them.		X			
18.	The child often hugs his twin brother first.			X		
19.	The child constantly seeks to have physical contact with his twin brother.				X	
20.	The child uses the twin / twin brother's expressions as a source of information when something seems risky or scary to him / her.					X
21.	If the twin / brother confirms that he / she is not in danger, the child approaches objects that may have previously been frightening.				X	

22.	The child wants to know where their twin brother is when playing at home and observes if he or she is changing a room.				X	
23.	The child does not care about where the twin / brother is when playing.		X			
24.	The child prefers to play only near his twin brother.				X	
25.	The child does what his twin brother tells him directly, without having to give him instructions.			X		
26.	The child responds by crying when he or she sees his or her twin brother crying, even if he or she does not know the reason for				X	
27.	The child shows indifference to the crying of his twin brother.		X			
28.	The child expresses anger when the parent is dealing with his / her twin / brother.			X		
29.	At school he only wants to be with his twin brother.			X		
30.	She feels jealous when her twin brother plays with other children.				X	
31.	She feels jealous when her twin brother plays with other children and excludes her from the company.					X

Conclusion

The sample above consists of a pair of twins as the main purpose is to present the research tool.

In this pair of twins you do not notice any form of attachment to the parent. Both children have developed a healthy relationship with the mother without any evidence of malfunctioning evidence.

At the same time, however, according to the results of the second part of the answers on twin attachment, it seems that attachment between children appears. In particular, both children seem to find it difficult to function autonomously and feel fear and anxiety about feeling close to their brother.

They adopt resonant behaviors that are repeated throughout the process. They feel anxious and anxious with the loss of their brother, which can sometimes lead to crying or aggressive behavior. One child in particular seemed to experience a much more intense sense of insecurity and dependence on his brother, which often created the same feelings for the other child to whom he was concerned.

It is understood that the subject of attachment is of great concern to the scientific community at both social and genetic levels. As we are dealing with a situation that directly affects the psyche of the person experiencing it, it would be important to provide answers and adopt methods that will lead to more effective management of the situation.

In particular, when it comes to attachment between the twins it is important to know the emotions that children experience, mainly from parents and educators. There should also be special treatment during the school years so that children can develop their own personality and make a smooth transition from childhood to adulthood, without the attachment and attachment behaviors of a twin. another.

In this way, each twin will work autonomously with a complete personality and personal and sound reasoning. Therefore, it is very important to detect the signs of attachment from infancy, and the effective method of its management.