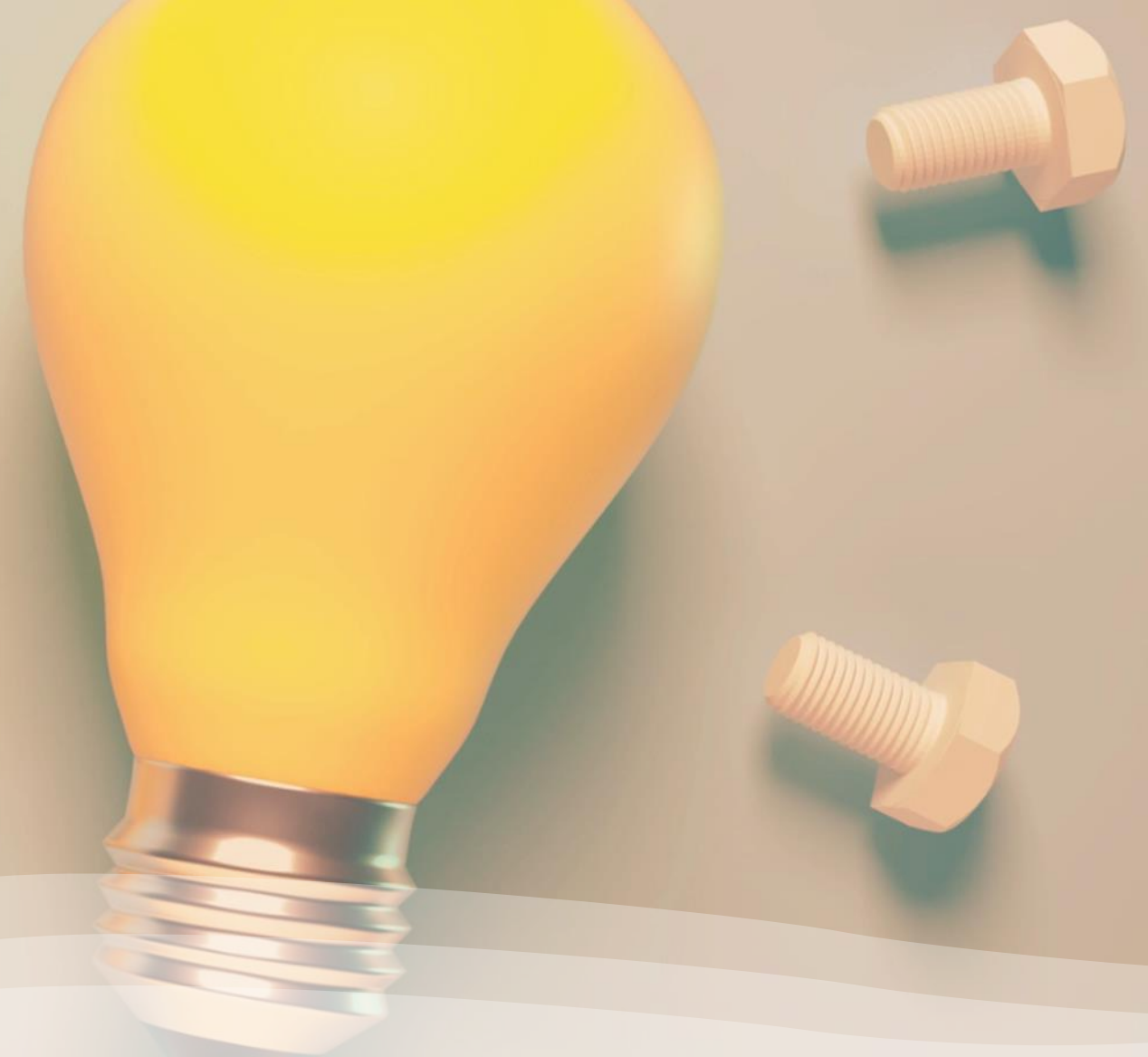


# Assessment



## Assessing Attachment Supportive Parenting

Introducing the Composite Caregiving Questionnaire

Dr Erinn Hawkins and Dr Anne-Marie Maxwell







## ACKNOWLEDGEMENT OF COUNTRY

Griffith University acknowledges the people who are the Traditional Custodians of the land. We pay respect to the Elders, past and present, and extend that respect to all Aboriginal and Torres Strait Islander peoples.



# *Agenda*

1


Background in  
attachment-based  
interventions

2

Overview of the  
CCQ

3

Using the CCQ in  
Practice



# The importance of secure attachment relationships

Secure attachment relationships early in life have been found to support healthy social-emotional development.

Insecure attachment relationships are consistently associated with internalizing and externalizing problems.



## Attachment relationships according to the Bowlby/Ainsworth tradition



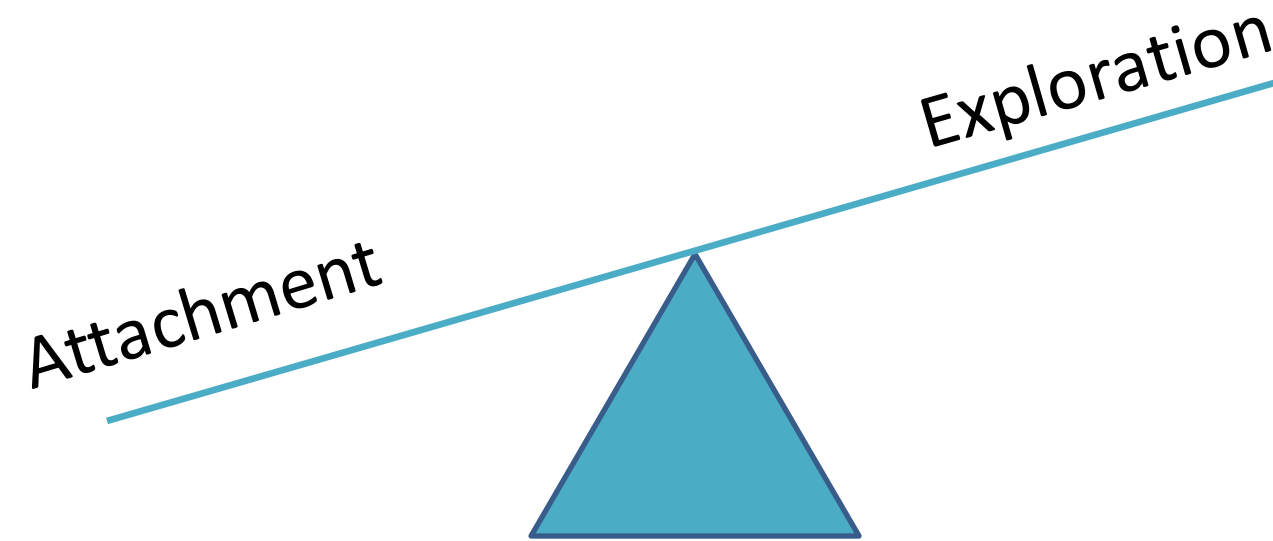
# Circle of Security®

Parent Attending To The Child's Needs



# Children Learn to Balance Two Needs

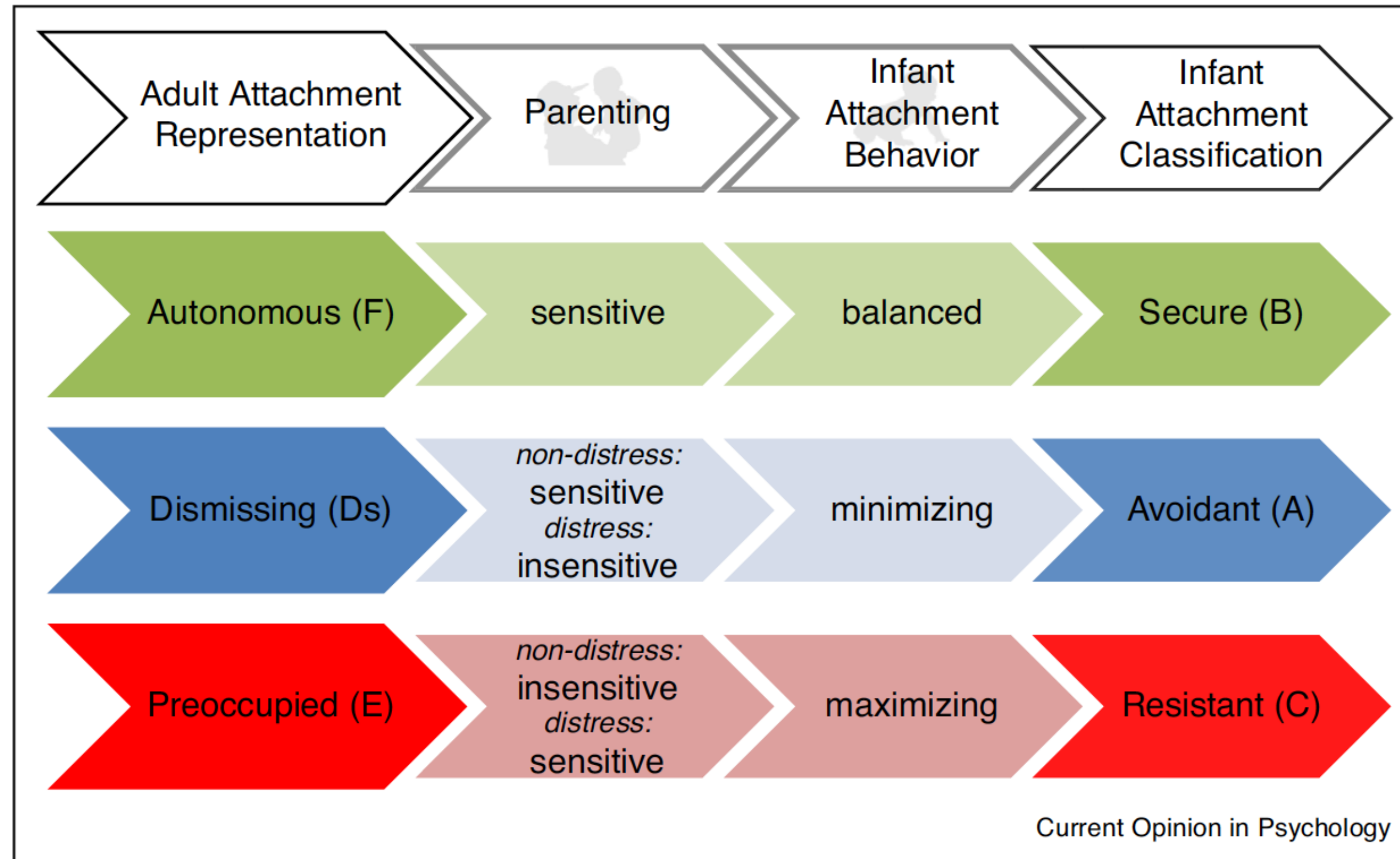
The instinct to seek proximity to a specific person who will comfort, protect and/or organize one's feelings when the environment feels unsafe



The instinct to follow one's innate curiosity and desire for mastery, when it is safe to do so



# Intergenerational Transmission of Attachment





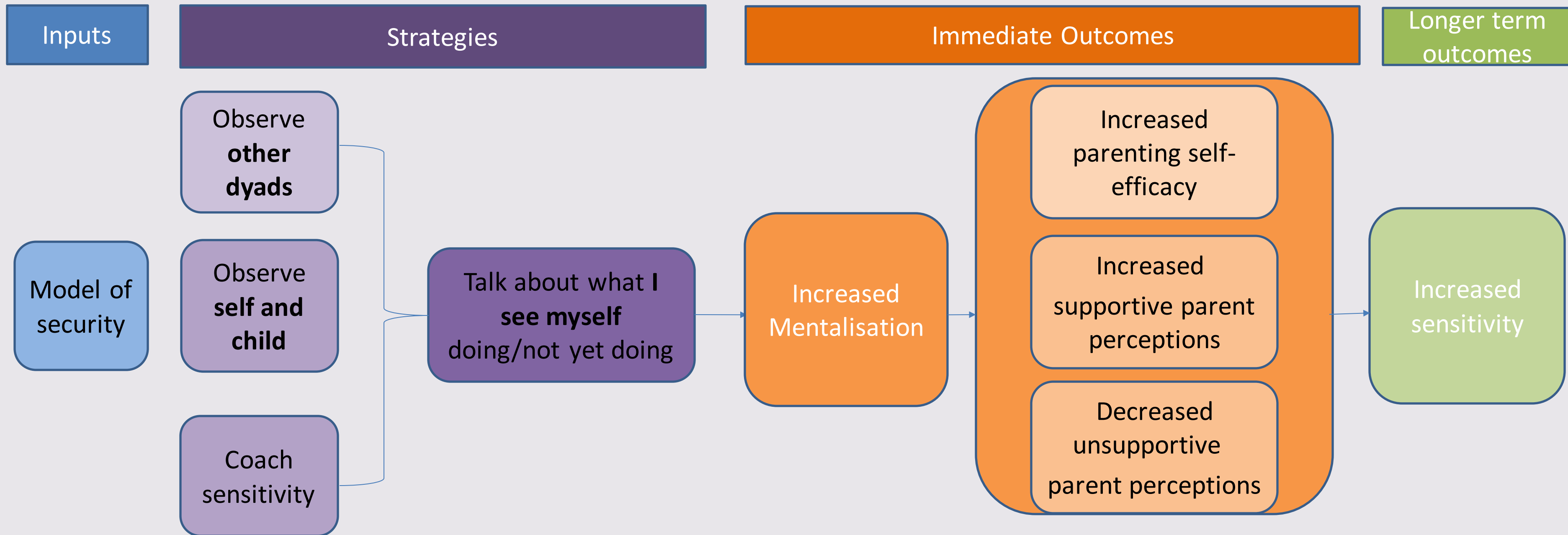
# Parental Cognitive Precursors of Attachment

- Mentalisation
- Empathy
- Affection
- Hostility
- Helplessness





# Logic of Attachment-Based Interventions





# Gold-Standard Attachment Measures

- Interview based:
  - Parent mentalisation
  - Parent perceptions
- Observational:
  - Parental behaviour
  - Strange Situation Procedure





A top-down view of a desk with a wooden surface. In the foreground, a tablet displays a form titled 'ASSESSMENT' with several rows of checkboxes, some of which are marked with red checkmarks. To the right of the tablet is a black pen. Above the tablet is a brown notebook with a pair of black-rimmed glasses resting on it. To the right of the glasses is another brown notebook with a yellow sticky tab. The background is a plain white surface.

# Limitations of these measures

- Time intensive
- Require intensive training and supervision to become reliable



A top-down photograph of four hands, two from the left and two from the right, all wearing white long-sleeved shirts. The hands are cupped together, holding a single, solid red heart in the center. The background is a light-colored wooden surface with a visible grain. The text 'Development of the CCQ' is overlaid in the center of the image.

Development of the CCQ



# The Composite Caregiving Questionnaire

- 42 items
- Completed by parents of children 0-6 years
- Aimed to assess constructs related to attachment security and targeted in attachment interventions
- Measures 5 parenting constructs important in promoting attachment security





# 5 Subscales of the CCQ

Parent self-  
efficacy in  
empathy

Parent self-  
efficacy in  
emotions

Parental  
hostility  
towards child

Caregiving  
helplessness

Parent  
Mentalising



Construct	Origin	# of Items	Scale Reliability/ Validity
Self-efficacy: Empathy (0-6 years)	Empathy and Understanding scale, Tool to Measure Parenting Self-Efficacy (TOPSE; Kendall & Bloomfield, 2005)	6	Good internal consistency Good content validity Acceptable construct validity
Self-Efficacy: Emotions (0-6 years)	Emotion and Affection scale, TOPSE (Kendall & Bloomfield, 2005)	6	Good internal consistency Good content validity Acceptable construct validity
Parent hostility (0-5 years)	Hostile Parenting scale, The Longitudinal Study of Australian Children (LSAC; 2006), Australian Institute of Family Studies	5	Good internal consistency Good predictive validity
Caregiving helplessness (1-11 years)	Helpless subscale, Caregiving Helplessness Questionnaire (CHQ; George & Solomon, 2011)	7	Good internal consistency Good construct validity
Parent mentalising (0-12 months)	Diamond Maternal Reflective Functioning Scale (Diamond et al. 2013)	18	Good internal consistency Good construct validity

# Self-Efficacy: Empathy

	0 - Completely Disagree	1	2	3	4	5 - Moderately Agree	6	7	8	9	Completely Agree - 10
This section is about how you understand your child. Using the scale, select how much you agree with each statement.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
I am able to explain things patiently to my child.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
I can get my child to listen to me.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
I am able to comfort my child.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>



# Self-Efficacy: Emotions

	0 - Completely disagree	1	2	3	4	5 - Moderately agree	6	7	8	9	Completely agree - 10
<p>The following section is about emotion and affection. Using the scale, select how much you agree with each statement.</p> <p>I am able to show affection to my child.</p>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
I can recognise when my child is happy or sad.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
I am confident my child can come to me if he/she is unhappy.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

# Parent hostility

	0 - Not at all	1	2	3	4	5	6	7	8	9	All the time - 10
Now thinking about the last 4 weeks, how much do these statements describe how you have been feeling or behaving with this child? Please use the scale below which refers to how often you have felt this way.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
I have been angry with this child.											
I have raised my voice with or shouted at this child.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
When this child cries, he/she gets on my nerves.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>



# Caregiving helplessness

	1 - Not at all like us	2	3 - A bit like us	4	Very like us - 5
<p>These questions explore how it feels to be a caregiver and, more specifically, how it feels when you and your child are together. The statements describe how some caregivers feel about their relationship with their child. Read each statement carefully and select the option that most clearly reflects your relationship with your child.</p> <p>When I am with my child, I often feel out of control.</p>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I often feel that there is nothing I can do to discipline/manage my child.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
When I am with my child, I often feel that my child is out of control.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I feel that I am a failure as a caregiver.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



# Parent Mentalising

	None or a little of the time	Some of the time	A good part of the time	Most of the time
Below are 18 statements about you and your child. Please read each statement carefully and select the option that best fits. I am aware of my child's cues (signals or behaviours)	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
What I think and feel can affect how my child feels.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
I think about how I felt as a young child.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
I struggle to know what my child wants.	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>



A top-down photograph showing four hands, two from the left and two from the right, all wearing white long-sleeved shirts. The hands are cupped together, holding a single, solid red heart in the center. The background is a light-colored wooden surface with a visible grain. The text "Validation of the CCQ" is overlaid in black, sans-serif font across the middle of the image.

Validation of the CCQ





# Using the CCQ in Clinical Practice

- Help formulate cases
- Develop treatment plans
- Monitor treatment progress





# Future research and development

- We continue to enhance the CCQ:
  - Using a large sample to look at the internal validity of each scale,
  - Using a community sample to confirm cut points, and
  - Following intervention to help create reliable change index.



# Contact us!



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Questions?