

Rappresentazioni dell'attaccamento in bambini di età scolare con diagnosi di autismo (senza disabilità intellettiva)

Michele Giannotti, Margherita Raffaelli, Francesca Anderle, Fabio Filosofi, Simona de Falco, Paola Venuti

DIFFICOLTA' SOCIOCOMUNICATIVE E ATTACCAMENTO

Research report

Autism, attachment, and social learning: Three challenges and a way forward

Giacomo Vivanti^{a,b,*}, Heather J. Nuske^c

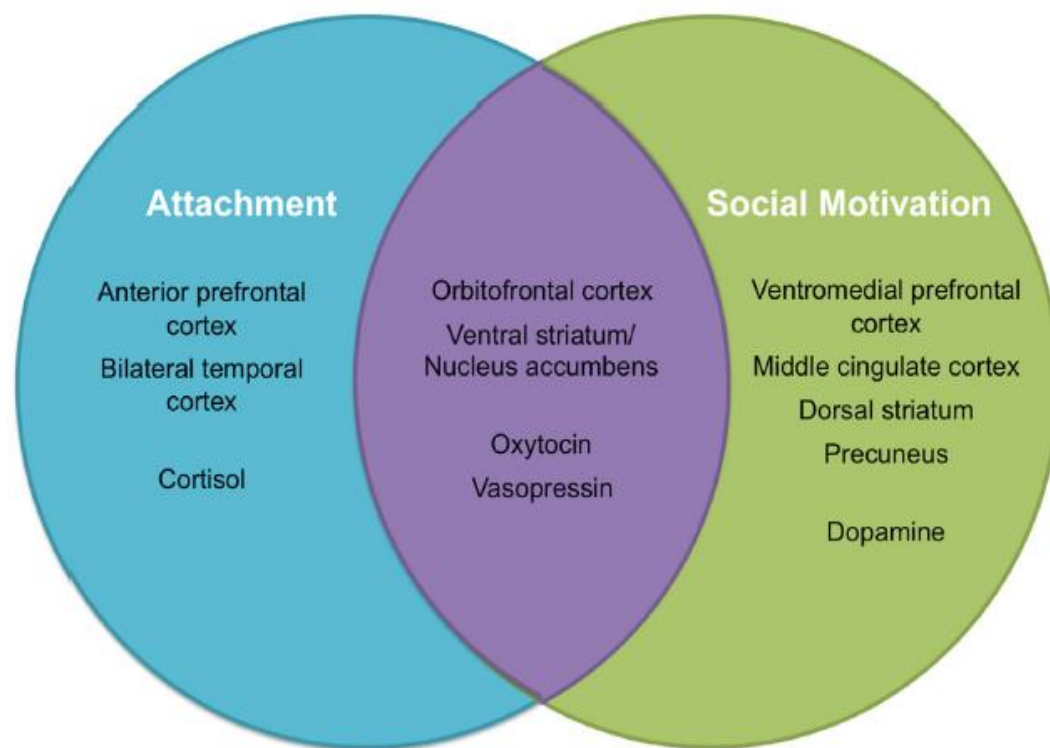


Fig. 1. Common and distinct biological systems associated with attachment and social motivation.

- Preservata capacità di sviluppare attaccamento sicuro
- Selettività familiare conservata

«the biobehavioral system that activates selective attachment responses in stressful or threatening factors might be conserved in ASD, leading children with ASD to seek proximity with selected people like their peers when in “dangerous” situations»

- Alti tassi di attaccamento insicuro solo in presenza di ID e severità ASD (Rutgers et al., 2004)
- Effetto dell'età cronologica

Comportamenti di attaccamento



Attachment & Human Development



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A qualitative study of attachment relationships in ASD during middle childhood

Belinda M Keenan, Louise K Newman, Kylie M Gray & Nicole J Rinehart

■ Uso contraddittorio della figura di attaccamento

- Minore effetto *Base sicura*
- Minore utilizzo del genitore come *Porto sicuro*

■ Risposte estreme con adulti non familiari

■ Impatto caratteristiche ASD

- Scarso riconoscimento e comprensione emozioni
- Scarsa condivisione e reciprocità
- Problemi regolazione emotiva e co-regolazione

■ Difficoltà dei caregiver

- Comprendere e predire comportamento del bambino
- Mentalizzare il bambino
- Minore empatia e responsività emotiva del bambino percepita

An investigation of the security of caregiver attachment during middle childhood in children with high-functioning autistic disorder

Felicity Chandler and Cheryl Dissanayake



Table 3. Adjusted mean (standard deviation (SD)) child and parent ratings on the IPPA-R.

Variable	Group	
	HFA (n = 21)	TD (n = 17)
Child ratings		
Total score (SD)	50.98 (12.79)	53.03 (12.91)
Trust score (SD)	41.71 (5.18)	42.89 (5.24)
Alienation score (SD)	23.18 (5.22)	22.19 (5.28)
Communication score (SD)	32.26 (5.50)	32.26 (5.57)
Parent ratings		
Total score (SD)	40.00 (16.57)	49.00 (11.42)
Trust score (SD)	36.90 (6.34)	39.76 (4.78)
Alienation score (SD)	26.76 (5.53)	23.00 (4.20)
Communication score (SD)	30.05 (5.27)	31.76 (4.59)

IPPA-R: Inventory of Parent and Peer Attachment-Revised; HFA: high-functioning autism; TD: typically developing.

Rappresentazioni esplicite

Bambini dagli 8 ai 12 anni (N= 38)

2 questionari utilizzati:

- Inventory of Parent and Peer Attachment (IPPA-R)
- Kerns Security Scale, SS

NESSUNA DIFFERENZA TRA I GRUPPI

ma rimangono delle discrepanze
(Bauminger et al., 2010)

Bassa concordanza genitori-bambini

DALLA COMPORTAMENTO ALLA RAPPRESENTAZIONE



IMPLICITE (procedurale) vs **ESPLICITE** (dichiarative)
Interviste semi-strutturate vs questionari autovalutativi

RAPPRESENTAZIONI DELL'ATTACCAMENTO E AUTISMO

Difficoltà nella formazione delle rappresentazioni implicite dell'attaccamento (Rogers et al., 1993; Teague et al, 2017)

Attachment and Autism Spectrum Disorder (Without Intellectual Disability) During Middle Childhood: In Search of the Missing Piece

Michele Giannotti* and Simona de Falco

Department of Psychology and Cognitive Sciences, University of Trento, Rovereto, Italy



Neurodiversity

Explicit and implicit attachment representations in cognitively able school-age children with autism spectrum disorder: A window to their inner world

Michele Giannotti , Arianna Bentenuto, Paola Venuti, and Simona de Falco

> [Children \(Basel\)](#). 2023 Sep 30;10(10):1633. doi: 10.3390/children10101633.

Child Attachment Representations and Parenting Stress in Mothers and Fathers of School-Age Children with a Diagnosis of Autism Spectrum Disorder: A Pilot Cross-Sectional Study

Michele Giannotti ¹, Paola Venuti ¹, Simona De Falco ¹

Affiliations + expand

PMID: 37892296 PMID: [PMC10605204](#) DOI: [10.3390/children10101633](#)

N= 72 famiglie

7-13 anni (media 122 mesi)



23
ASD



22
DSA



27
TD

GROUP MATCHING: età cronologica, SES familiare (Hollinghead, 1975)
Intelligenza fluida (CPM Raven, 1962); Intelligenza verbale WISC IV; Wechsler, 2003)

Measure	Type	Outcome variables
Inventory of Parent and Peer Attachment (IPPA) (Armsden & Greenberg, 1983)	Self-reported questionnaire (28 item; 5- point Likert scale)	Three continuous subscales 1) Trust 2) Communication 3) Alienation
School-age Assessment of Attachment (SAA) (Crittenden 1997/2005)	Semi-structured interview	1) Continuous risk variable 2) Categorical classification 3) Unresolved trauma(Utr)

Stress genitoriale

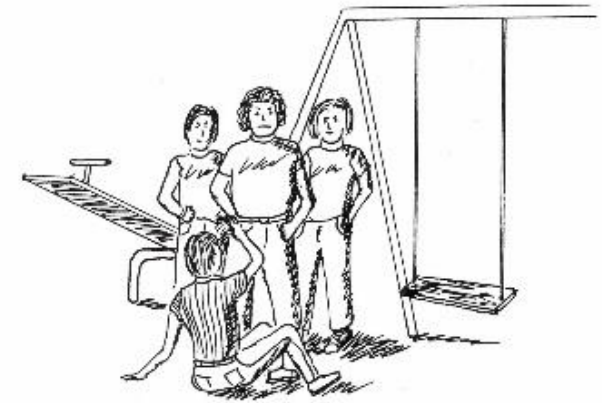
Parenting Stress Index – Short Form (PSI-SF; Abidin, 1995)

Analsi qualitativa trascritti

nVivo software

SCHOOL-AGE ASSESSMENT OF ATTACHMENT (Crittenden, 1997/2005)

1. Il ragazzo/la ragazza sta uscendo da solo/a.
2. Il/la miglior amico/a dell/a ragazzo/a sta andando a giocare con i suoi amici.
3. La famiglia si trasferisce in un nuovo quartiere.
4. Il ragazzo/La ragazza viene maltrattato.
5. Il padre del/la ragazzo/a se ne sta andando.
6. Il ragazzo/la ragazza sta scappando.
7. La madre del/la ragazzo/a sta andando all'ospedale.



El niño esta siendo molestado por sus compañeros de colegio.

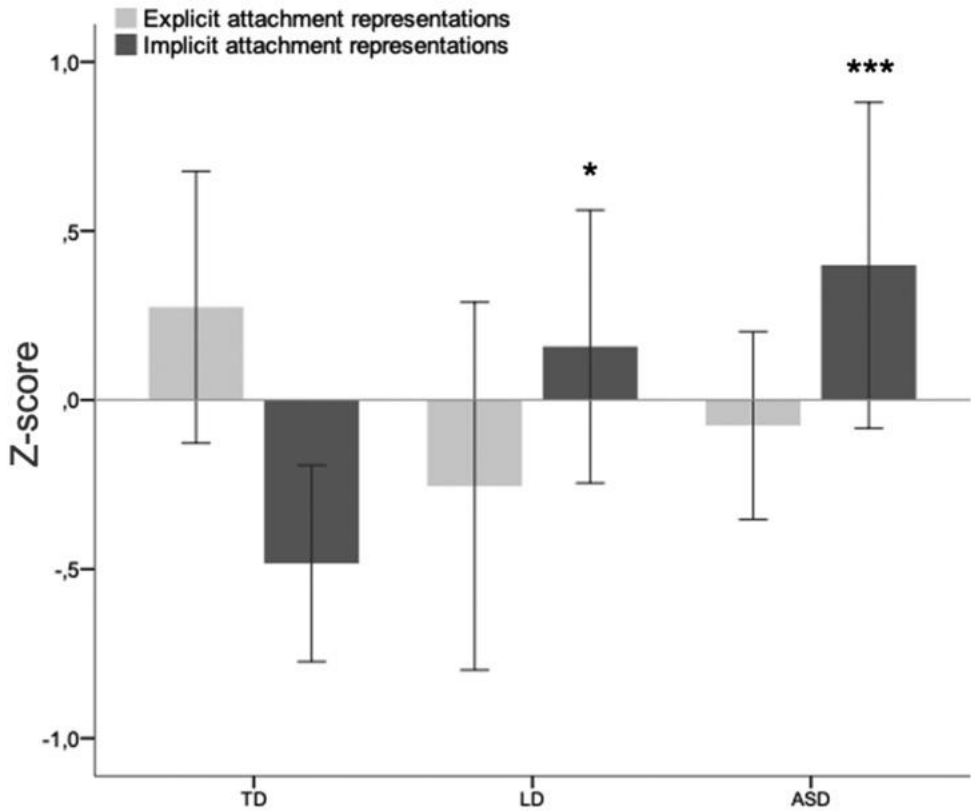
Crittenden, 2005, 1997

IL NOSTRO STUDIO: RISULTATI (1) – RAPPRESENTAZIONI DELL’ATTACCAMENTO

Table 1. Descriptive statistics of the study variables and group comparisons.

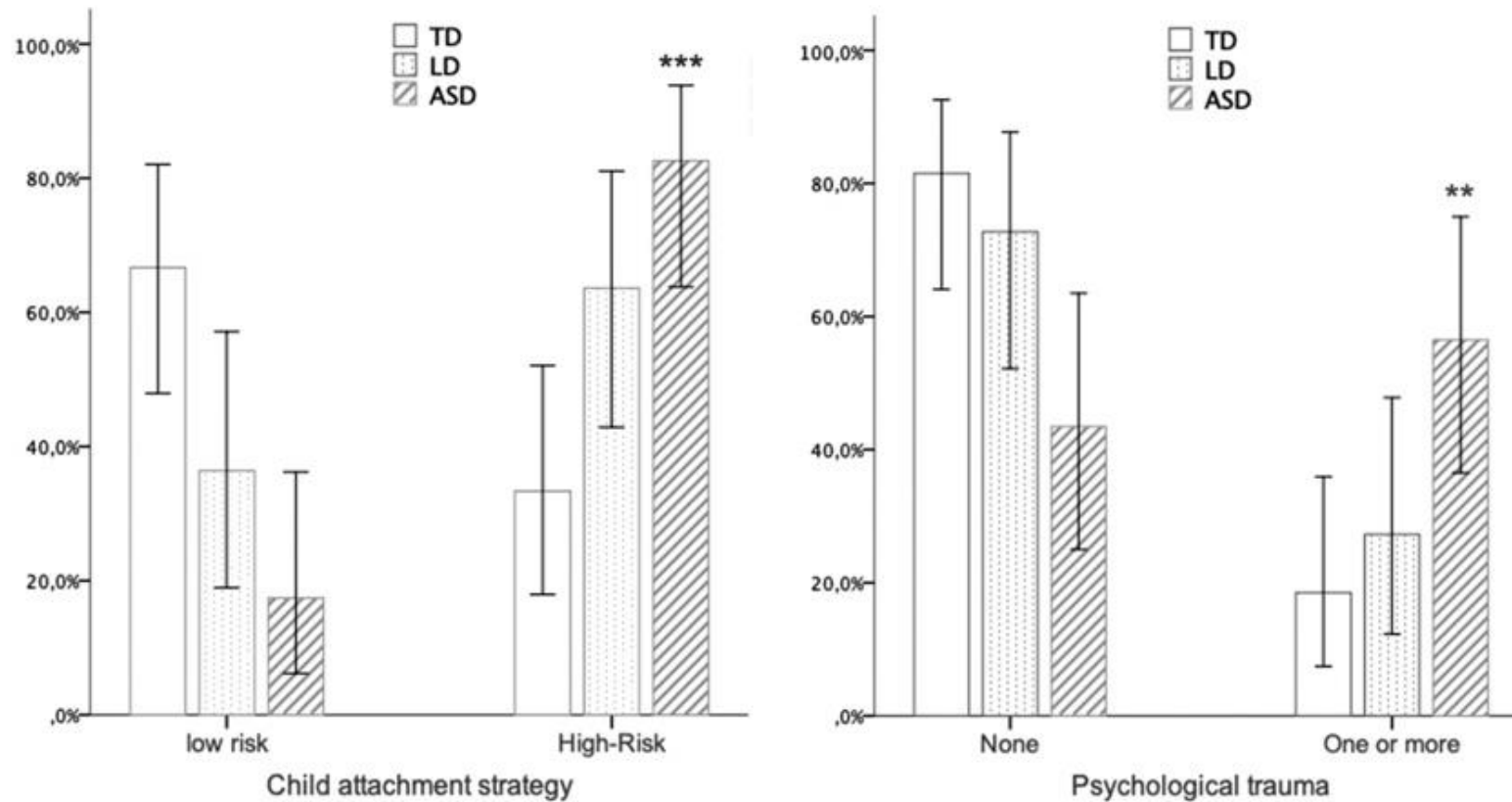
	ASD (n = 23)		SLD (n = 22)		TD (n = 27)		Group comparison		
	M	SD	M	SD	M	SD	F	Eta	p
Control variables									
Age (months)	124.46	17.38	124.50	16.23	118.44	24.06	1.22	.03	.29
SES	42.02	14.54	38.52	14.42	44.66	14.80	1.11	.03	.33
Nonverbal IQ	.41	.86	.20	.77	.59	.88	.88	.02	.41
Verbal IQ	22.45	4.00	21.73	4.94	22.48	4.67	.17	.01	.94
SRS	76.52	17.14	50.82	9.21	47.30	7.93	42.28	.55	<.001
Explicit representations									
IPPA total	60.58	8.99	58.14	16.77	65.37	13.89	1.95	.05	.15
Trust	41.50	4.79	41.00	6.67	43.67	5.24	1.69	.04	.19
Communication	35.71	5.93	35.91	7.83	37.33	5.78	.43	.01	.65
Alienation	16.63	3.72	18.77	5.21	15.63	5.36	2.68	.07	.07
Implicit representations									
SAA risk	5.22	2.41	4.45	2.06	3.00	1.66	7.03***	.17	<.01

ASD: Autism Spectrum Disorder; SLD: Specific Learning Disabilities; TD: Typical Development; SES: Socioeconomic Status; IQ: Intelligence Quotient; IPPA: Inventory of Parent and Peer Attachment; SAA: School-age Assessment of Attachment. * $p < .05$, ** $p < .01$, *** $p < .001$.



Differenze significative soltanto in riferimento alle rappresentazioni implicite ($p < .001$)

IL NOSTRO STUDIO: RISULTATI (2) : STRATEGIE DI ATTACCAMENTO E TRAUMA



79% di bambini nello spettro utilizzano strategia di attaccamento ad alto rischio

50% di bambini nello spettro mostrano un trauma psicologico

IL NOSTRO STUDIO: RISULTATI (3) : STRESS GENITORIALE

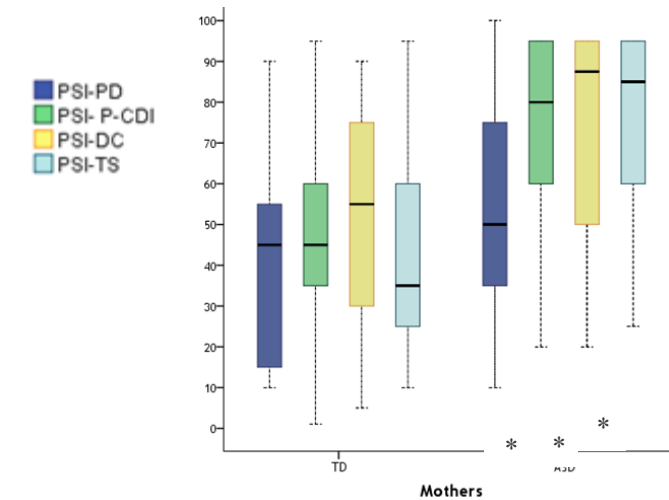
STRESS GENITORIALE

- Stress Totale [$F(1,73) = 8.40, p = .005$]
- Parent-Child Dysfunctional Interaction [$F(1,73) = 12.14, p = .001$]
- Difficult Child [$F(1,73) = 6.04, p = .016$]

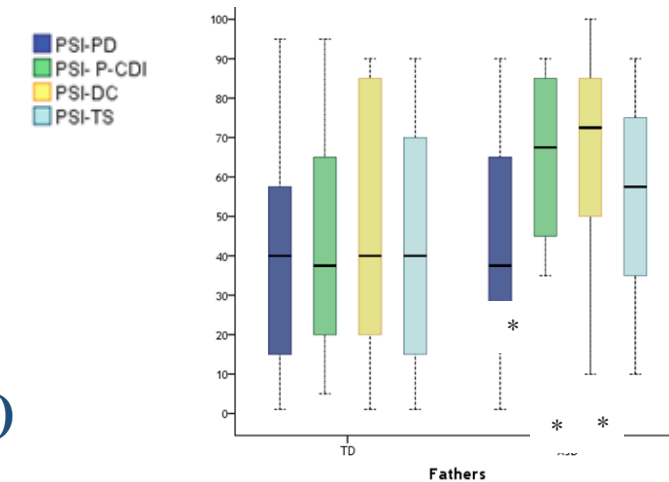
Nessuna differenza tra madre e padri nelle scale del PSI

- ▶ **55,6%** delle madri del gruppo ASD al di sopra del **cut-off clinico** (Test esatto di Fisher, $p < .01$) 16% nei padri
- ▶ Associazione tra **rappresentazioni implicite e stress genitoriale** ($p < .01$)

Figure 1.. Boxplot punteggi standardizzati Parenting Stress Index di madri e padri di bambini con e sviluppo tipico (TD) e ASD.

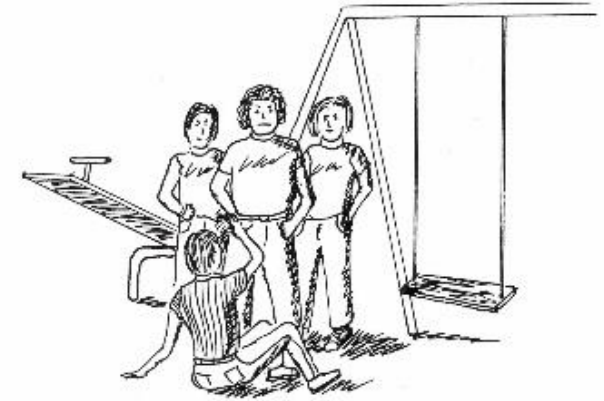


Note: PD: Parental Distress; P-CDI: Parent-child difficult interaction; DC: Difficult child; TS: Total stress



16 unità tematiche aggregate in 5 macro-categorie:

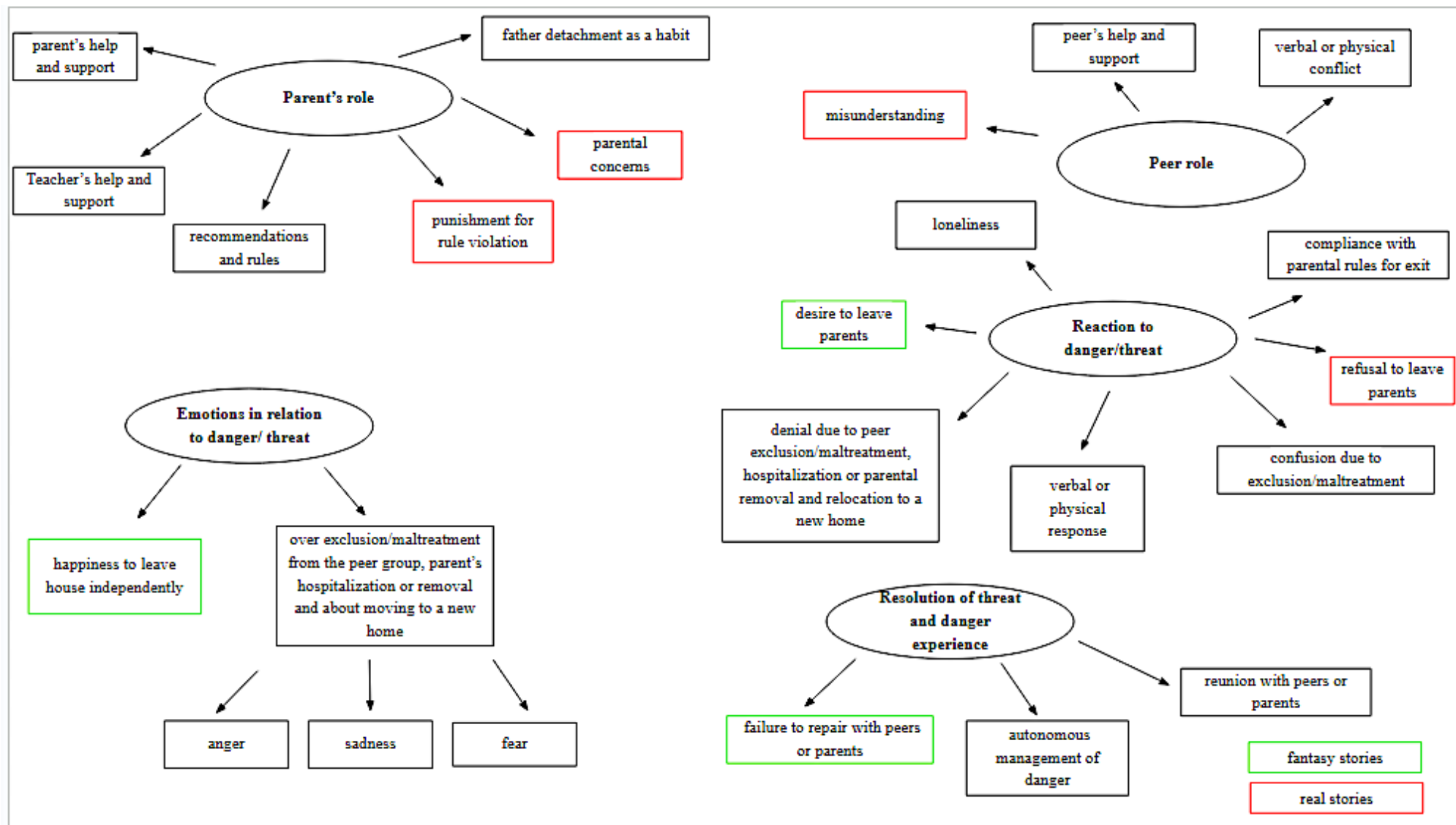
- 1) Ruolo dell'adulto;
- 2) Ruolo dei pari;
- 3) Emozioni legate al pericolo e alla minaccia;
- 4) Reazione al pericolo e alla minaccia;
- 5) Risoluzione dell'esperienza di minaccia e pericolo.



El niño está siendo molestado por sus compañeros de colegio.

Crittenden, 2010, 1998

ANALISI QUALITATIVE DELLE NARRATIVE: risultati

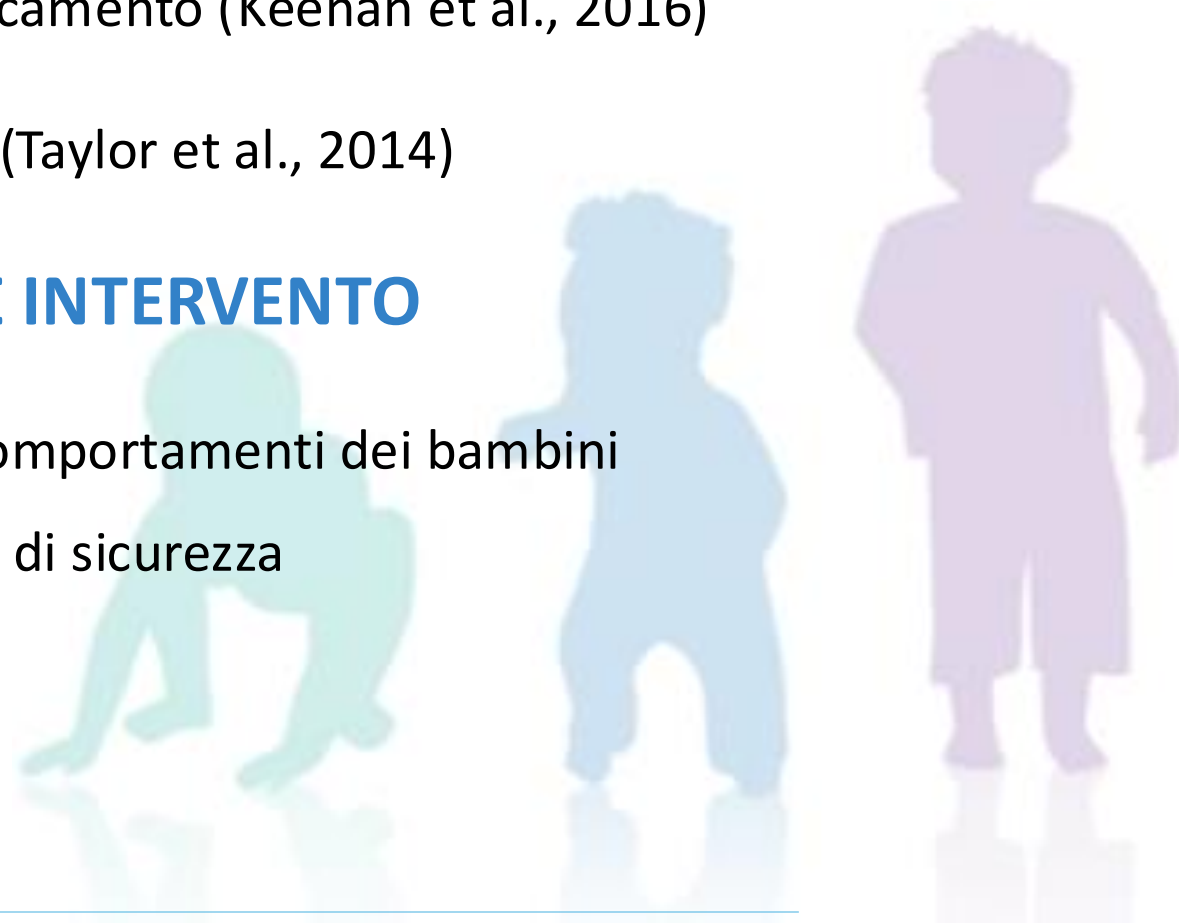


DISTINGUERE RAPPRESENTAZIONI ESPLICITE ED IMPLICITE IN UNA PROSPETTIVA MULTI-INFORMANT

- Possibilità di utilizzare le narrative basate sull'attaccamento (Keenan et al., 2016)
- Capacità di sviluppare rappresentazioni bilanciate (Taylor et al., 2014)

PERSONALIZZARE INTERVENTO

- Formulazione sulla funzione interpersonale dei comportamenti dei bambini
- Promuovere flessibilità delle strategie in contesto di sicurezza
- Supporto genitoriale includendo i padri



“io io amo io .. la mia famiglia è l'unica cosa che voglio e è anche il mio desiderio di qualsiasi pacchetto di carte che sono le mie preferite o qualsiasi altro o anche tantissimi altri soldi io preferirei sempre stare con la mia famiglia“

Giovanni 11 anni

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