Attachment Diary: Coding Manual--Revised
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Introduction to the Revised Coding Manual:

Several significant changes have been made to revised Attachment Diary. Researchers who have been using the older version of the Attachment Diary should thoroughly familiarize themselves with the revisions to the diary. It is our expectation that the revisions will result in improvements in the reliability and validity of the measure.

Overview of the Revisions:

In the revised version, parents are asked to indicate the sequence of the child's behavior by numbering, in order, behaviors that were performed by the child. This is in contrast to the older version, in which parents were simply asked to indicate whether or not the behavior occurred by placing check marks by the behaviors. The older version often resulted in seemingly inconsistent data, with parents, for example, indicating that the child both ignored the mother, and that the child came to the mother. The revised diary provides the coder with the sequencing of the child's behavior and will aid in coding.

In the revised Attachment Diary, we also eliminated the reporting and coding of parent behavior. This was done for both empirical and theoretical reasons. In our research, we have found that asking parents to report on their own response to their child's distress has not resulted in data with discriminant or predictive validity. As a result, in all our published papers we have analyzed and presented results for the child's behavior only. The revision to the coding manual is also consistent with the coding of the Strange Situation (Ainsworth, Blehar, Waters, and Wall, 1978) in which the parent's behaviors are not coded.

Several minor changes have also been made to the Attachment Diary. First, we eliminated the child response "acted cool or aloof" which was coded as avoidance in the older version of the Attachment Diary. This seemed to be a confusing phrase for our respondents and did not differentiate avoidant infants from secure infants. Second, "cried" (Items 1 and 2—Part A) and "cried, screamed, or yelled" (Item 3—Part A), should not be coded as proximity seeking behavior in the absence of any other behavior that is also considered as proximity seeking. Third, we eliminated the code "Calmed or Soothed by Own Actions." Finally, parents are also asked to describe each situation before numbering the child's behaviors. We hope that this will reduce the number of respondents who do not provide narrative accounts for each incident.

Coding Manual:

The Attachment Diary was developed to assess individual differences in infants' attachment behaviors. The coding is based primarily on Ainsworth et al.'s (1978) observations of children in the Strange Situation. We strongly recommend that coders are formally trained to code the Strange Situation before coding the diary. We will be happy to send a set of 20 coded diaries to interested researchers, for the purpose of establishing reliability with our lab.

In the diary, parents are asked to recall three attachment relevant incidents that typically occur in any given day: times when the child is physically hurt, frightened, and separated from the parent. For each incident, parents report the sequences of the child's behaviors. For incidents regarding the child's being hurt or frightened, parents indicate the child's initial help-seeking behavior (part A), and the child's response to the parent's behavior (part B). For incidents involving separations, parents report the child's reactions to the separation and the reunion. In addition to completing all three items, parents are asked to write a short narrative describing each incident.

This coding manual presents our procedures for coding child behaviors. Procedures for coding incidents involving the child being hurt and frightened are identical and are presented first (Diary Items 1 and 2), followed by procedures for coding incidents involving the child being separated from parent (Item 3).

Coding of child behaviors is based primarily on items endorsed on the checklist, but verified by written narrative. Parents' narrative descriptions should be consistent with the items they endorse on the checklist. If the narratives are consistently not relevant to the particular incidents or if narrative and checklist do not correspond, retrain the parent or eliminate this parent's data.

In any given day, children can show from 0-6 proximity seeking/contact maintenance behaviors, 0-3 successful calming behaviors, 0-6 avoidant behaviors, and 0-6 resistant behaviors. When data are missing for one or two diary items, we prorate the data for that day. Data are then converted to standardized scores (standardized across all children), providing scores for proximity seeking/contact maintenance, successful calming, avoidance, and resistance for each day.

Coding Child Behaviors

Child behaviors are coded for proximity seeking/contact maintenance, ability to be soothed, avoidance, and resistance. Some of the child behaviors, if checked by themselves, may be difficult to categorize. In these cases, the narrative provided by the parent is often helpful. Please use this manual and your training in the Strange Situation as your guide for coding.

Coding Child Initial Behaviors when Hurt or Frightened (Items 1 and 2 - Part A)
Checklist responses will usually be coded as indicated below:

Proximity Seeking/Contact Maintenance
looked at me for reassurance
came to me
signaled to be picked up or held, reached for me
moved closer to me (but actual contact did not occur)
called for me

Avoidance
did not indicate he/she wanted or needed me
acted as if nothing was wrong
whimpered or cried briefly and kept going, did not look at me
went off by him/herself
looked at me very briefly then looked away and went on

<div align="center"><u>Resistance</u></div>

acted angry or frustrated (e.g., stomped feet, kicked legs)
cried and remained where he/she was, did not signal for me

<u>Considerations when coding items 1 and 2 - Part A</u>
1. <u>Differentiating avoidance and resistance</u>. Pay attention to the 'hotness' or 'coldness' of the child's behavior. Hotness suggests resistant behavior, while coldness suggests avoidant behavior. For example, a child who turns from the mother would be coded as resistant if he/she did so in an angry way but would be coded as avoidant if he/she did so in a cold or I-don't-need-you sort of way. It should be very rare that a child gets coded for both avoidant and resistant behavior in the same section (part A, part C) of a question.

2. <u>Proximity seeking in resistant children</u>. Resistant children often show proximity seeking behavior. For instance, a child may seek out the mother, want to be held, and then fight to get down. In this case, the child would get scored for both proximity seeking behavior AND resistant behavior.

3. <u>Proximity seeking and avoidance</u>. If the child's initial response is to seek proximity to the caregiver, any avoidance that occurs later should not be scored. If, however, the child first avoids the mother and later seeks proximity, the child will receive a score for both avoidance and proximity seeking.

<u>Coding Child Subsequent Behaviors When Hurt or Frightened (Items 1 and 2 - Part B)</u>

<div align="center"><u>Ability to be Calmed or Soothed by Caregiver</u></div>

was soon calmed or soothed
sunk into me or held on to me until calmed down

<div align="center"><u>Contact Maintenance</u></div>

held on to me or went after me if I tried to put him/her down or go away
sunk into me or held on to me until calmed down

<div align="center"><u>Avoidance</u></div>

turned away when picked up or made contact
ignored me
turned, walked, or crawled away from me as if nothing was wrong
did not indicate he/she needed my help
continued to play, did not notice me

<div align="center"><u>Resistance</u></div>

remained upset, was difficult to soothe
stomped and/or kicked feet
did not easily let me hold him/her but remained upset (e.g., arched back, put arm in between us)
pushed me away angrily or in frustration
hit, kicked at me
became quiet and then fussy again
turned from me angrily or in frustration

Considerations when coding Items 1 and 2 - Part B
1. If someone else responds to the child (a teacher, sibling, etc.), then treat part B as missing data. Of interest is the ability to be soothed BY THE RESPONDENT.

Coding Child Initial behaviors When Separated (Item 3 - Part A)

Proximity Seeking/Contact Maintenance
went after me
held on to me, wouldn't let go
called after me
wanted to be picked up or held

Avoidance
was upset but did not indicate that he/she wanted or needed anyone
went off by him/herself
whimpered or cried briefly and kept going, did not look at me
acted as if nothing was wrong (coded as "was not distressed" if marked alone)
was happy to keep doing what he/she was doing (coded as "was no distressed" if marked alone)

Resistance
acted angry or frustrated (e.g., stomped feet, kicked legs)
hit, kicked, or pushed me

Considerations when coding Item 3 - Part A
In part A of item 3, the parent may indicate that the child was not distressed by the separation. Because children are sometimes left with familiar people or alternative caretakers, they may indeed not be distressed by the separation. Avoidant behavior is indicated only by the child showing in some way that he or she is upset, but then avoiding the parent and not seeking out comfort from other people.

Coding Child Behavior at Reunion (Items 3 - Part B)

Ability to be Calmed or Soothed by Foster Parent
if upset, was easily soothed and calmed by me when I came back
sunk into me or held on to me until calmed down

Proximity Seeking/Contact Maintenance
greeted me (e.g., smiled, said my name, said hello)
came to me   .
brought me a toy or other object,
signaled to be held and/or picked up
sunk into me or held on to me until calmed down

Avoidance

turned away as I picked up or made contact
crawled or walked away when he/she saw me
whimpered quietly to him/herself (may have looked at me briefly)
started to approach me then turned and wandered somewhere else
continued doing what he/she was doing before (didn't notice me)
looked at me briefly then looked away, did not smile or greet me

Resistance

pushed me away angrily
cried, screamed
stomped and or kicked feet
did not easily let me hold him/her but remained visibly upset (e.g., arched back,
      put arm in between us)
wanted to be held, fussed and wanted to get down, then wanted to be picked right back up again
cried and remained where he/she was
acted as if he/she was angry with me
hit, kicked me
if upset, was NOT easily soothed or calmed by me

Parent Attachment Diary

_____ CG/BP code   Scored by _____

_____ Child Code   Date _____ Day _____

1. A

PROX	1	0
AVOID	1	0
RESIST	1	0

2. A

PROX	1	0
AVOID	1	0
RESIST	1	0

3. A

PROX	1	0
AVOID	1	0
RESIST	1	0
No distress	1	0

1. B

PROX	1	0
CALM	1	0
AVOID	1	0
RESIST	1	0

2. B

PROX	1	0
CALM	1	0
AVOID	1	0
RESIST	1	0

3. B

PROX	1	0
CALM	1	0
AVOID	1	0
RESIST	1	0

TOTAL SCORES

RAW DATA	SCORE	N of OBSERVATIONS	AVERAGE
PROX SEEK **(1-6)**			
CALMED **(1-3)**			
AVOID **(1-6)**			
RESISTANT **(1-6)**			