

Title: *Relationships on Residential Care* - Temperament of children in residential care and perceived acceptance/rejection and style of discipline used by care workers

Abstract: The ability to adapt interpersonal interactions to temperamental characteristics is essential for high-quality care. The present study seeks to deepen our understanding of the reciprocal relationships between the caregivers' discipline styles and the temperament of the youth in Residential Care. Specifically, it aims to find out whether different temperamental characteristics in reactivity and self-regulation are related to and/or can predict the care workers' discipline styles and the affective relationships they maintain with the children. A total of 144 children aged 9–16 years (42.6% boys) and their caregivers from 22 residential care homes (Spain) participated. The Early Adolescent Temperament Questionnaire-Revised (EATQR) was used to assess temperament, the Affect Scale and Rules and Demands Scale was used to assess children's perceptions of affective relationships and discipline styles among their caregivers, and Behavior Rating Inventory of Executive Function (BRIEF-2) was used to assess children's self-regulation. Perceived warmth/communication was significantly higher than criticism/rejection and children perceived more inductive than rigid or permissive styles. Temperamental-scale fear was positively related to warmth/communication and an inductive style, and negatively related to criticism/rejection and a rigid style, whereas high intensity pleasure showed the opposite pattern. In addition, some self-regulation and temperament scales (Emotional Control Problems, Fear, Affiliation and High Intensity Pleasure) explained 26% of the perception of warmth/communication, while others (Inhibition Problems, Fear and Frustration) explained 15% of the variability of the rigid discipline style used by care workers. These results are highly significant as they highlight the relationship between the variables studied and confirm what previous studies with the general population have shown: children's temperamental characteristics are associated with and partially explain or evoke the educational styles used by their caregivers. In particular, the results encourage further exploration of these relationships to understand more precisely the bidirectional effects found in the reviewed studies and to provide care workers with tools to improve their skills in caring for these children. In this regard, considering the transactional relationships between parenting and temperament can improve professionals' actions in caring for children. Therefore, it is essential that care workers' interventions take temperamental characteristics into account, since the children who are especially vulnerable to the effects of negative parenting are precisely the children who evoke this kind of behaviours in caregivers.

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