

Research indicates that the way mothers discuss past emotional events with children is associated with positive outcomes in children's cognitive development. Given such evidence, it is important to identify antecedents of mothers' elaborative reminiscing. Little is known about whether the role of mothers' history of caregiving experiences—reflected by attachment representations—is related to reminiscing style. It might be expected that how mothers talk about these events will be associated with children's social (i.e., social competence) and emotional (i.e., externalizing and internalizing problems) development. Thus, we examined the role of mothers' attachment representations in predicting maternal reminiscing and the significance of maternal reminiscing for child socioemotional outcomes. The sample comprised 66 mother-toddler dyads. The dyads were video recorded while talking about emotional events in the laboratory. Mothers were instructed to talk to their toddlers about an event in which the child was hurt, an event in which the child was scared, and an event in which the child was happy as they normally would. The videos were transcribed verbatim by research assistants for coding. Mothers completed the Attachment Script Assessment (ASA) to assess attachment representations and the Brief Infant Toddler Social and Emotional Assessment (BITSEA) to assess children's social competence and behavioral problems. Data collection is complete and the ASA and BITSEA are reduced. Correlations will be used to examine associations among variables. Higher levels of attachment security as assessed with the ASA are expected to be associated with more elaborative reminiscing. Moreover, higher levels of maternal elaborative reminiscing are expected to be associated with greater socioemotional competence in children, including higher social competence and fewer behavioral problems. Findings from this study will advance understanding of the antecedents and developmental significance of mothers' elaborative reminiscing style when discussing emotionally significant past events with children.