# Influence of attachment on later relationships

## Internal Working Model

John Bowlby (1969) suggested that a baby’s first relationship with their primary attachment figure leads to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of this relationship.

This internal working model acts as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for future \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The quality of a baby’s first attachment is crucial because this template will powerfully affect the nature of their future relationships. A baby whose first experience is of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ relationship with a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attachment figure will tend to assume this is how relationships are meant to be.

They will then seek out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ relationships and behave functionally within them, i.e. without being too uninvolved or emotionally close (which would typify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) or being controlling and argumentative (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).

A child with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ experiences of their first attachment will bring these bad experiences to bear on later relationships. This may mean they struggle to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ relationships in the first place or they may not behave appropriately within relationships, displaying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_behaviour towards friends and partners.

### Words/Phrases to use

|  |  |
| --- | --- |
| adult relationships | insecure-resistant |
| loving | insecure-resistant |
| bad | mental representation |
| template | childhood |
| functional | reliable |
| form | insecure-avoidant attachment |
| insecure-avoidant |   |

## Childhood relationships and attachment

Kerns (1994) - infant attachment types

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attached infants are more inclined to have good quality peer relationships during childhood
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attached infants are likely to have difficulties with making or maintaining friendships.

Sroufe et al. (2005) Minnesota child–parent study

1. infants who were rated high in social competence during childhood were more empathetic, popular and felt less isolated.
2. infants who are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attached will have positive expectations that others whom they relate to will be trustworthy and friendly

Myron-Wilson and Smith (1998) – bullying and attachment type in 7–11-year-olds

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ children: unlikely to be involved in bullies
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ : most likely to be victims
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: most likely to be bullies

## Adult relationships and attachment

Hazen and Shaver (1987) – ‘The Love Quiz’

### Aim:

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### Procedure:

\_\_\_\_\_\_\_\_\_\_ replies to the Love Quiz printed in an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ local newspaper were analysed. The quiz had \_\_\_\_\_\_\_\_ sections and asked participants to select 1 of 3 statements that best described their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. The first assessed the respondent’s current or most important relationship.
2. The second part assessed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ such as the numbers of partners
3. The third assessed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

### Findings:

|  |  |  |
| --- | --- | --- |
| **Findings: Attachment type** | **%** | **Later behaviour** |
| Secure |  |  |
| Insecure-avoidant |  |  |
| Insecure-resistant |  |  |

### Conclusions:

|  |  |
| --- | --- |
| **Securely attached adults** | **Insecurely attached adults** |
|  |  |