**Early attachments and Later Relationships**

**Define: internal working model**

A01 - description

A child whose first experience is of a loving relationship with a \_\_\_\_\_\_\_\_\_\_\_\_ caregiver will seek out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ relationships and behave functionally within them (without being too emotionally \_\_\_\_\_\_\_\_\_\_\_\_\_\_ or emotionally close). A child with \_\_\_\_\_\_ experiences of their first attachment reflect these in later life relationships. These individuals may \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to form relationships in the first place or they may behave \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when they have managed to form relationships

**Aim -**

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

**Relationships in adulthood as a parent**

**Point:**

**Evidence:** For example, some studies do appear to support continuity and so provide evidence to support internal working models. However, **Zimmerman (2000)** assessed infant attachment type and adolescent attachment to parents. The findings indicated that there was very little relationship between quality of infant and adolescent attachment.

**Evaluation:**

A03 - evaluation

**Point:**

**Evidence:** **For example**, there are alternative explanations for the continuity that is often observed between infant and adult attachments. A third environmental factor such as parenting style might have a direct effect on both attachment and the child’s ability to form relationships with others. Alternatively, the child’s temperament may influence both infant attachment and the quality of later life relationships.

**Evaluation:**

**Point:**

**Evidence:** **For example,** many assessments of early attachments and current day attachments rely on the use of questionnaires and interviews (self-report methods) as a means of categorising participants as a specific attachment type.

**Evaluation:**