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Anxious Attachment as a Mediator between Parental Abuse in Childhood and Partner Attributions in Adulthood

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**Anxious Attachment as a Mediator
between Parental Abuse in
Childhood and Partner
Attributions in Adulthood**



Honors Thesis

Naomi Michele Pearson

Department: Psychology

Advisor: Lee J. Dixon, Ph.D.

November 2022

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General Audience Project Summary

Parenting in childhood can positively or negatively affect physical and mental health and behaviors in adulthood. When a child undergoes abuse or neglect from their caregiver, they often develop inadequate adjustment, due to insecurity in close relationships, which may continue throughout their lives. Furthermore, this insecurity, established in childhood, can manifest in adult romantic relationships, as assurance-seeking, jealousy, and hostility, causing insecurely-attached individuals to attribute blame onto their partners, internal attributes, or circumstances. These pessimistic attributions, caused by parental-influenced feelings of ambivalence and separation anxiety, may lead to increased tension and dissatisfaction within close relationships. A sample of 150 students enrolled in the introductory psychology course (PSY 101) at the University of Dayton, a private, midwestern, four-year college, will complete self-report questionnaires for this project. While there is a significant body of research that links parental abuse/neglect to insecure attachment and insecure attachment to attribution within relationships, this study aims to mend the gap between endurance of childhood abuse and attribution, with the mediating role of insecure, anxious attachment. If this link is supported, then it indicates a need for community resources geared toward reversing anxious childhood attachment, which results from abuse. Understanding this dynamic would enable marriage counselors to identify abuse as a contributing factor for issues regarding blame and insecurity within romantic relationships.

Abstract

Childhood processes of socialization, like those learned from parents, influence offspring attachment styles. Parental abuse can cause insecure-anxious attachment within children. Of the four major attachment styles, which are developed in childhood and can continue into adulthood, as maintained by attachment theory, anxious attachment most often leads to feelings of insecurity in close relationships. Attribution theory suggests that the explanation for others' behaviors can be explained either through dispositional (internal)

or situational (external) factors. People who have anxious attachments, are more likely to falsely attribute their partners' behavior than their securely attached counterparts, due to heightened rejection sensitivity. While research has demonstrated the link between parent-child relationships and anxious attachment and the link between anxious attachment and attributions, it has not examined the mediating role of insecure-anxious attachment in the relationship between parental abuse/neglect and partner attribution style in adulthood, which is the aim of this study. Data from questionnaires will be collected from 150 students enrolled in Psychology 101 at the University of Dayton, a private, midwestern, four-year college. The Relationship Scales Questionnaire (Griffin & Bartholomew, 1994) and the Revised Adult Attachment Scale (Collins, 1996) will be used to measure attachment style in participants. The Attitudes Toward Marital Satisfaction (Wallin, 1954) measure will be applied to assess optimism in romantic relationships. The Relationship Attribution Measure (Fincham, 2013) will be used to determine attribution styles. Items from the Childhood Trauma Questionnaire (Bernstein et al., 1994) will be implemented to evaluate perceived childhood abuse/neglect. Based on the aforementioned prior research, the authors hypothesize that being anxious attachment would mediate the relationship between parental abuse in childhood and partner attributions as an adult.

Keywords: anxious attachment, parental abuse, partner attribution, rejection sensitivity

Disclaimer

As this thesis discusses content regarding abuse, reading it may lead to unpleasant thoughts or feelings. If these thoughts or feelings become overwhelming, please seek guidance from a qualified mental health professional.

Dedication

Dedicated to Judy Costello, Samuel Motz, Dan Pearson, and Ellie Worpenberg. Thank you.



University of
Dayton

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Anxious Attachment as a Mediator between Parental Abuse in Childhood and Partner Attributions in Adulthood

Attribution theory posits that individuals assume the underlying origins of others' actions. These assumptions are labeled either as dispositional, meaning that the action is ascribed to an internal, personal flaw, or situational, where the action is attributed to circumstances. When considering the mood behind the determined judgements, attributions are significant in research, as they help explain optimistic and pessimistic feelings toward others, which have been linked to relationship satisfaction (Fletcher & Thomas, 2000). Moreover, attributions are meaningful because they can instigate conflicts within relationships (Fincham et al, 2000), as when one makes postulations about their partner's behavior, they are assuming the assigning of the variable to dispositional or situational factors, which thereby leads to formulated positive or negative perceptions of the spouse.

Attachment styles, which are developed in childhood and continue into adulthood, can determine if one will make positive or negative attributions in relationships, and thus their level of relationship satisfaction. Attachment theory proposes that the level of emotional security of the infant-caregiver bond (as determined by the caregiver) will influence factors in later development, like feelings of trust, ability to engage in healthy relationship behavior, and functioning. Furthermore, performance in relationships can be determined by attachment style (Gallo & Smith, 2001), where insecure attachments are correlated to poorer relationship functioning. Ainsworth (1979) developed three categories of attachment: secure, anxious, and avoidant; this project concentrates on anxious attachment. Secure attachment refers to a strong, nurturing relationship between caregiver and offspring, in which the child is most likely to appropriately adjust in later development. Insecure-avoidant attachment style results from a tendency to elude attachment through distancing from the caregiver; these individuals are unlikely to engage in intimate relationships with peers and partners. Insecure-anxious attachment, the focus of this study, evolves due to high fear and uncertainty in caregiver-child relationships, often recognized by separation anxiety from caregiver. Ainsworth

concludes that anxious attachment may be characterized by both fear of estrangement, and during times where caregivers are present, ambivalence regarding abandonment.

Anxious attachment can cause poorer relationship functioning due to perpetuated fear of abandonment and insecurity. Those with anxious attachment are more likely to pessimistically attribute spousal behavior (Kimmes et al., 2015), which results in responding to perceived conflict with seeking reassurance or with aggression (Collins et al., 2006), both of which cause further insecurity and additional divergence between spouses. Additionally, anxious attachment style has been linked to attributions by several researchers, including Collins et al. (2006), who propose that those with an insecure-anxious attachment style, are more jealous and prone to engage in partner attributions that often demonstrate disappointment in their spouse's dispositional ability to support. Anxious attachment, onset by insecure attachment in childhood, can cause pessimistic partner attributions in adulthood, which generate more conflict, leading to several issues, including continual dissatisfaction in and termination of relationships. Individuals, with insecure-anxious attachment, who continuously form pessimistic partner attributions, resulting in high levels of conflict, may experience confusion as to the reason for their insecure-anxious attachment, which is often traced back to a childhood of abuse or neglect.

Parental abuse/neglect refers to periods of physical, sexual, or psychological maltreatment during the developmental stage, in which the parent violates the child. There are a wide range of short-term and long-term effects, including mental health issues (e.g., Post Traumatic Stress Disorder resulting from endured trauma), physical health issues, like malnutrition, and behavioral issues, like drug use. Society often contributes to the perpetuation of childhood abuse, sometimes causing the regeneration of the cycle of abuse. Riggs et al. (2011) finds that childhood abuse can cause insecure attachment patterns, alluding to the notion that this paper aims to examine, that is that anxious attachment, which may lead to partner attribution, can be onset by instances of endured parental abuse or neglect. Therefore, I am seeking to expand on existing research, which demonstrates links both between parental/caregiver abuse in childhood and anxious attachment and anxious attachment and partner attribution. Moreover, I

hypothesize that insecure-anxious attachment serves a mediating role in the relationship between childhood abuse and partner attribution. If the assessed link is supported, then it would provide greater understanding to clinicians and equip them with both therapeutic regimens and potential intervention mechanisms for their clients.

Methods

Participants

Participants in this study would complete multiple comprehensive self-report questionnaires. The sample ($N = 150$) would be comprised of male and female undergraduate students enrolled in the introductory psychology course (PSY 101) at the University of Dayton, a midsized, private, midwestern, four-year institution in Ohio. The sample would be restricted to those currently in a romantic relationship that has lasted for at least three months, and who are between the ages of 18 and 25 years old. In exchange for their participation in this research study, participants would receive 1.0 credit toward their required research participation.

Materials

Participants would submit their contributions with a standardized 141-item questionnaire packet, in addition to completing consent, debrief, and confidentiality forms in-person to maximize data integrity. Each questionnaire packet would include measures that pertain to participants' demographics, attachment styles, partner attributions, childhood trauma, relationship experience, optimism, and rejection sensitivity.

Demographics. Each participant would complete a self-report questionnaire, which evaluates demographic information. Items would relate to sex, age, ethnicity/race, relationship status, length of relationship, etc. (see Appendix B).

Attachment. The Relationship Scales Questionnaire (RSQ₁; Griffin & Bartholomew, 1994), a self-report questionnaire, is a 30-item, 5-point scale, in which participants rank the degree to which each statement describes their attitude in close

relationships. The RSQ₁, includes basis from measures for adult attachment, and insecure attachment styles in relationships can be measured with it (see Appendix C). The Revised Adult Attachment Scale (RAAS; Collins, 1996) is an 18-item, 5- point scale, self-report questionnaire, in which participants rate how accurately each statement represents their characteristics in romantic relationships, will also be used to assess attachment (see Appendix D).

Partner Attribution. To measure partner attributions, the Relationship Attribution Measure (RAM; Fincham & Bradbury, 2013), a 28-item, 6-point scale, in which participants will rank their feelings about the reasons why a spouse active negatively across four proposed scenarios, will be used (see Appendix E).

Parental Abuse. Assessing parental abuse is complex. The Childhood Trauma Questionnaire—Short Form (CTQ; Bernstein et al. 1995) is a 28-item, 5-point self-report scale, that measures trauma on five subscales: emotional abuse, physical abuse, sexual abuse, emotional neglect, and physical neglect, resulting from parental abuse or neglect in childhood and adolescence. The CTQ-SF will be reordered, with additional items regarding age of first abuse and the relationship with the perpetrator and used (see Appendix F).

Relationship Experience. The Experiences in Close Relationships Scale-Revised (ECR-R; Fraley et al., 2000) is a 36-item Likert scale intended to measure one's self-reported level of anxious and avoidant attachment (e.g., "I am afraid that I will lose the love of my partner", "I rarely worry about my partner leaving me"). Participants rate the items on a seven-point scale: 1=strongly disagree, 7=strongly agree (see Appendix G).

Optimism. The Attitudes Toward Marital Satisfaction (ATMS; Wallin, 1954) is an 11-item, 5-point scale, self-report questionnaire that evaluates participants' relationship quality expectations of in their future marriages (see Appendix H).

Rejection Sensitivity. The Rejection Sensitivity Questionnaire (RSQ₂; Downey and Feldman, 1996), a self-report 14-item Likert scale, will be used to examine rejection sensitivity (see Appendix I). Each item asks the participants to answer two questions, "How concerned or anxious would you be about how the other person would respond?"

and “How do you think the other person would be likely to respond?” on a six-point scale (1=very unconcerned, 6=very concerned; 1=very unlikely, 6=very likely, respectively).

Procedure

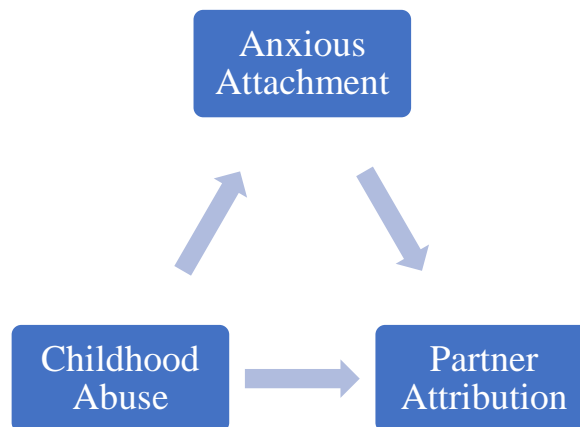
Prior to completing the self-report measures, participants would complete the provided informed consent form (see Appendix J). By completing the informed consent document, participants would indicate that they would be willing to participate in this study. To ensure anonymity, the informed consent document and contact information would be distributed and collected separately from the packet that includes the questionnaires and demographic information. Participants will complete packets containing the scales, measures, and demographic information. The order of various scales and measures will be randomized to control for order effects. Participants will receive a debriefing immediately after completing the questionnaires; furthermore, a thorough debriefing form will be included in the questionnaire packet (see appendix K) and a shortened debriefing form (see appendix L), which participants will be able to take with them, will be distributed upon completion and submission of the questionnaire packet. To protect participants’ confidentiality, while giving them credit for participating, they will be asked to print their names on a strip of paper and place it in a manila envelope upon completing the questionnaires (see Appendix A). Furthermore, any researcher assisting with this study will be informed of the necessity to protect participants’ confidentiality and will sign a confidentiality agreement (see Appendix M).

Analyses of Major Model Questions

To test the main study hypothesis, a bootstrapping technique would be used. This method of mediational analysis, as described by Preacher and Hayes (2004), is preferred over Sobel’s test, as it does not assume normal distribution of indirect effects, thereby reducing Type II error. The results would be based on bias corrected and accelerated confidence intervals, which would be set at 0.95 with 1000 resamples. If the values of the estimated effect sizes within the confidence interval include zero, then a non-significant

effect would be indicated. Specifically, this bootstrapping method would be used to analyze the indirect relationship between experiences of parental abuse in childhood and partner attributions in adult relationships, through the mediating presence of insecure-anxious attachment, as depicted in the Mediation Model (Figure 1).

Figure 1: Mediation Model: Anxious-Attachment as the Mediator between Childhood Abuse and Partner Attribution



Discussion

Implications of Supported Hypothesis

This discussion assumes that my hypothesis would be supported through the use of the bootstrapping method to conduct a mediation analysis. Specifically, it assumes I would find an indirect relationship between childhood abuse and pessimistic attributions in relationships through insecure-anxious attachment. Childhood abuse is a predictor of insecure attachment (Baer & Martinez, 2006), which is a predictor of partner attribution (Gallo & Smith, 2001; Zoe et al., 2008). To expound upon this existing research, I would study the interaction of these three variables to explicate the existing relationship between parental abuse and partner attributions. Moreover, I am proposing that as experiences of childhood abuse causes insecure-anxious attachment to form, subsequently, that insecure-anxious attachment leads to forming pessimistic attributions in romantic relationships in adulthood, which can lead to conflict and poorer relationship functioning. Although

anxious attachment is likely not the entire pathway between the two variables, if the hypothesis is supported, then it will indicate that it is significant, and thus, useful in clinical settings.

With support from my literature review, I predict that my initial hypothesis, which proposes that anxious attachment is a mediator between parental abuse in childhood and partner attribution in adulthood, would be supported. This supported relationship would suggest a potential indicator for a point of failure, and more importantly, would equip clinicians with the knowledge to both remedy an insecure attachment in childhood that results from abuse (thus preventing later partner attribution) and to assist clients and couples with working through relationship struggles onset by this mediator. Furthermore, individuals who report experiencing parental abuse in childhood would benefit from having providers that understand potential effects and adjustments, both in terms of their attachment styles and pessimistic partner attributions, which foster poorer relationship functioning.

Recommendations for Future Research

My proposed study would be limited by several factors. Conceptually, it is limited in that although the data may indicate that abuse caused the formation of insecure-anxious attachment, several other variables may be responsible. Moreover, the experiences of abuse in this study and the perception of the caregiver-child bond are heavily reliant on self-report, which has the potential to be limited by unintentional biases. Additionally, as this study would occur at a private, midwestern university, amongst a narrow subset of majors/minors, the demographics of the broader sample population may not accurately represent the total population.

To combat these limitations, future researchers should consider conducting longitudinal studies on attachment, optimism, and attribution, at least twice over the course of at least one year to ensure that participant answers do not change seasonally as their time spent with their partner does. Future studies should determine if additional factors, like gender and age, are correlated to higher levels of attachment anxiety in individuals who experienced childhood abuse, and thus, pessimistic partner attributions,

which lead to poorer relationship functioning, conflict, and dissatisfaction. In determining these factors, future researchers should expand the scope of their study, not just to people who have different levels of education, ages, and socioeconomic statuses, but also to those who are in non-heterosexual relationships.

Despite these limitations, I believe that if the initial hypothesis of the proposed study is supported, it would lend valuable insight how these adverse childhood relationships can impair relationship functioning via the conduit of insecure attachment. Moreover, these findings would provide empirical evidence for this hypothesis, of which other researchers could determine the reliability and validity. My proposed findings could contribute to both the development of a therapeutic regimen for those who are making pessimistic partner attributions onset by anxious attachment, resulting from childhood abuse and the intervention of early anxious attachment to prevent the conflict and poorer relationship functioning that accompanies unresolved anxious attachment in adulthood.

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APPENDICES

Appendix A

Participant Credit Form

To receive credit for participating, please print your name and date below. You will be asked to place this slip of paper in a manila envelope when you have completed the study.

Name (printed)

Date

Appendix B**Demographics/Background Information Questionnaire**

Please complete the following questionnaire by checking or circling the appropriate number. Your responses will remain confidential. Please do not place your name on this questionnaire.

1. Are you currently in a romantic relationship? Yes _____ No _____

If you answered “No” to question 1, please discontinue participation in this study. To do so, simply turn in your packet to the research assistant.

2. Gender: Male _____ Female _____

3. Race:
_____ Caucasian (White) _____ Other

4. Age _____

5. Religion _____

6. How many romantic relationships have you been in? _____

7. Please indicate how long have you been with your romantic partner. (If more than one year, please respond with the number of years and months. If less than one year, simply respond with the number of months. If less than, one month, place a 1 next to “months.”)

Years _____ Months _____

8. Please indicate the nature of your current romantic relationship.

1. Friends with Benefits

2. Dating (open relationship)

3. Dating (exclusively)

4. Engaged (not living together)

5. Engaged (living together)

6. Married

7. Other (please specify) _____

Appendix C
Rejection Sensitivity Questionnaire (RSQ₁)

Directions: The following are statements about you in relation to others. Instructions: Please circle the response that best describes your relationships. Respond to each statement by circling a number to indicate how much you agree or disagree with the statement.

1. I find it difficult to depend on other people.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

2. It is very important to me to feel independent.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

3. I find it easy to get emotionally close to others.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

4. I want to merge completely with another person.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

5. I worry that I will be hurt if I allows myself to become too close to others.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

6. I am comfortable without close emotional relationships.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

7. I am not sure that I can always depend on others to be there when I need them.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

8. I want to be completely emotionally intimate with others.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

9. I worry about being alone.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

10. I am comfortable depending on other people.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

11. I often worry that romantic partners don't really love me.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

12. I find it difficult to trust others completely.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

13. I worry about others getting too close to me.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

14. I want emotionally close relationships.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

15. I am comfortable having other people depend on me.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

16. I worry that others don't value me as much as I value them.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

17. People are never there when you need them.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

18. My desire to merge completely sometimes scares people away.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

19. It is very important to me to feel self-sufficient.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

20. I am nervous when anyone gets too close to me.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

21. I often worry that romantic partners won't want to stay with me.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

22. I prefer not to have other people depend on me.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

23. I worry about being abandoned.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

24. I am somewhat uncomfortable being close to others.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

25. I find that others are reluctant to get as close as I would like.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

26. I prefer not to depend on others.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

27. I know that others will be there when I need them.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

28. I worry about having others not accept me.

Not at all like me		Somewhat like me		Very Much like me
1	2	3	4	5

29. Romantic partners often want me to be closer than I feel comfortable being.

Not at all
like me

1

2

Somewhat
like me

3

4

Very Much
like me

5

30. I find it relatively easy to get close to others.

Not at all
like me

1

2

Somewhat
like me

3

4

Very Much
like me

5

Appendix D
Revised Adult Attachment Scale (RAAS)

Please read each of the following statements and rate the extent to which it describes your feelings about romantic relationships. Please think about all your relationships (past and present) and respond in terms of how you generally feel in these relationships. If you have never been involved in a romantic relationship, answer in terms of how you think you would feel.

Please use the scale below by placing a number between 1 and 5 in the space provided to the right of each statement.

1-----2-----3-----4-----5
Not at all **Very**
characteristic **characteristic**
of me **of me**

- 1) I find it relatively easy to get close to people.

- 2) I find it difficult to allow myself to depend on others.

- 3) I often worry that romantic partners don't really love me.

- 4) I find that others are reluctant to get as close as I would like.

- 5) I am comfortable depending on others.

- 6) I don't worry about people getting too close to me.

- 7) I find that people are never there when you need them.

- 8) I am somewhat uncomfortable being close to others.

- 9) I often worry that romantic partners won't want to stay with me.

- 10) When I show my feelings for others, I'm afraid they will not feel the same about me.

- 11) I often wonder whether romantic partners really care about me.

- 12) I am comfortable developing close relationships with others.

- 13) I am uncomfortable when anyone gets too emotionally close to me.

- 14) I know that people will be there when I need them.

- 15) I want to get close to people, but I worry about being hurt.

- 16) I find it difficult to trust others completely.

- 17) Romantic partners often want me to be emotionally closer than I feel comfortable being.

- 18) I am not sure that I can always depend on people to be there when I need them.

Appendix E
Relationship Attribution Measure (RAM)

Directions: Please circle the number that indicates how much you agree or disagree with each statement, using the rating scale below:

Disagree Strongly 1	Disagree 2	Disagree Somewhat 3	Agree Somewhat 4	Agree 5	Agree Strongly 6
----------------------------------	----------------------	----------------------------------	-------------------------------	-------------------	-------------------------------

1.) My behavior was due to something about me (e.g., the type of person I am, the mood I was in).

Disagree Strongly 1	Disagree 2	Disagree Somewhat 3	Agree Somewhat 4	Agree 5	Agree Strongly 6
----------------------------------	----------------------	----------------------------------	-------------------------------	-------------------	-------------------------------

2.) The reason for my behavior is *not* likely to change.

Disagree Strongly 1	Disagree 2	Disagree Somewhat 3	Agree Somewhat 4	Agree 5	Agree Strongly 6
----------------------------------	----------------------	----------------------------------	-------------------------------	-------------------	-------------------------------

3.) The reason for my behavior is something that affects other areas of my relationship

Disagree Strongly 1	Disagree 2	Disagree Somewhat 3	Agree Somewhat 4	Agree 5	Agree Strongly 6
----------------------------------	----------------------	----------------------------------	-------------------------------	-------------------	-------------------------------

4.) I hurt the person on purpose rather than unintentionally.

Disagree Strongly 1	Disagree 2	Disagree Somewhat 3	Agree Somewhat 4	Agree 5	Agree Strongly 6
----------------------------------	----------------------	----------------------------------	-------------------------------	-------------------	-------------------------------

5.) My behavior was motivated by selfish rather than unselfish concerns.

Disagree Strongly		Disagree Somewhat	Agree Somewhat	Agree	Agree Strongly
1	2	3	4	5	6

6.) I deserve to be blamed for my behavior.

Disagree Strongly		Disagree Somewhat	Agree Somewhat	Agree	Agree Strongly
1	2	3	4	5	6

Appendix F
Childhood Trauma Questionnaire-Short Form

CTQ-SF (reordered, with additional items regarding age of first abuse and the relationship with the perpetrator)

Directions: Please respond to the following questions about the experiences of your childhood up to and including the age of 18.

RATING SCALE:

- 1= Never True
- 2= Rarely True
- 3= Sometimes True
- 4= Often True
- 5= Very Often True

When I was growing up...

SECTION 1:

- _____ 1. People in my family called me things like “stupid,” “lazy,” or “ugly.”
- _____ 2. I thought that my parents wished I had never been born.
- _____ 3. People in my family said hurtful or insulting things to me.
- _____ 4. I felt that someone in my family hated me.
- _____ 5. I believe that I was emotionally abused.

If you experienced any of the items in SECTION 1, about how old were you when they first began (circle one)?

0-6 years 6-8 years 9-11 years 12-18 years

How long did this occur? _____

Who did these things (ex: stranger, friend, uncle, aunt, parent, step-parent, brother, sister)?

SECTION 2:

- _____ 6. I got hit so hard by someone in my family I had to see a doctor or go to the hospital.
- _____ 7. People in my family hit me so hard that it left me with bruises or marks.
- _____ 8. I was punished with a belt, a board, a cord, or some other hard object.
- _____ 9. I believe that I was physically abused.
- _____ 10. I got hit or beaten so badly that it was noticed by someone like a teacher, neighbor, or doctor.

If you experienced any of the items in SECTION 2, about how old were you when they first began (circle one)?

0-6 years 6-8 years 9-11 years 12-18 years

How long did this occur? _____

Who did these things (ex: stranger, friend, uncle, aunt, parent, step-parent, brother, sister)?

SECTION 3:

- ____ 11. Someone tried to touch me in a sexual way or tried to make me touch them.
 ____ 12. Someone threatened to hurt me or tell lies about me unless I did something sexual with them.
 ____ 13. Someone tried to make me do sexual things or watch sexual things.
 ____ 14. Someone molested me.
 ____ 15. I believe that I was sexually abused.

If you experienced any of the items in SECTION 3, about how old were you when they first began (circle one)?

0-6 years 6-8 years 9-11 years 12-18 years

How long did this occur? _____

Who did these things (ex: stranger, friend, uncle, aunt, parent, step-parent, brother, sister)?

SECTION 4:

- ____ 16. There was someone in my family who helped me feel that I was important or special.
 ____ 17. I felt loved.
 ____ 18. People in my family looked out for each other.
 ____ 19. People in my family felt close to each other.
 ____ 20. My family was a source of strength and support.

If you did NOT experience any of the items in SECTION 4, about how old were you when you first noticed the problem (circle one)?

0-6 years 6-8 years 9-11 years 12-18 years

How long did this occur? _____

Who did these things (ex: stranger, friend, uncle, aunt, parent, step-parent, brother, sister)?

SECTION 5:

- _____ 21. I didn't have enough to eat.
- _____ 22. I knew that there was someone to take care of me and protect me.
- _____ 23. My parents were too drunk or high to take care of the family.
- _____ 24. I had to wear dirty clothes.
- _____ 25. There was someone to take me to the doctor if I needed it.

If you experienced any of the items in SECTION 5, about how old were you when they first began (circle one)?

0-6 years 6-8 years 9-11 years 12-18 years

How long did this occur? _____

Who did these things (ex: stranger, friend, uncle, aunt, parent, step-parent, brother, sister)?

SECTION 6:

- _____ 26. I had the perfect childhood.
- _____ 27. I had the best family in the world.
- _____ 28. There was nothing I wanted to change about my family.

If you experienced any of the items in SECTION 5, about how old were you when they first began (circle one)?

0-6 years 6-8 years 9-11 years 12-18 years

How long did this occur? _____

Who did these things (ex: stranger, friend, uncle, aunt, parent, step-parent, brother, sister)?

Appendix G
Attitudes Toward Marital Satisfaction

Directions: If you are already married, please skip to Appendix F. Please respond to the following questions about your attitudes toward marriage.

1. If you marry, to what extent will you miss the life you have had as a single person?

Not At All						Very Much
0	1	2	3	4		5

2. In your opinion, to what extent will it trouble you to give up your personal freedom when you marry?

Not At All						Very Much
0	1	2	3	4		5

3. In your opinion, will adjustment to married life be difficult for you?

Not At All						Very Much
0	1	2	3	4		5

4. Do you ever have doubts as to whether you will enjoy living exclusively in marriage with one person after marriage?

Never						Frequently
0	1	2	3	4		5

5. In your opinion, to what extent will the responsibilities of married life be enjoyable to you?

Not At All						Very Much
0	1	2	3	4		5

6. How happy do you think you will be if you marry?

Not At All						Very Much
0	1	2	3	4		5

7. Do you think you will find (or have found) a person who is a suitable marriage partner for you?

Yes						No
-----	--	--	--	--	--	----

8. Do you ever have doubts about your chance of having a successful marriage?

Never						Frequently
0	1	2	3	4		5

9. Do you think it would be advisable for you always to remain single?

Yes						No
-----	--	--	--	--	--	----

10. Do you worry ever that the person you marry wouldn't fulfill his/her responsibilities in the marriage?

Never						Frequently
0	1	2	3	4		5

11. A bad marriage is better than no marriage at all.

Yes

No

Appendix H

Experiences in Close Relationships Scale-Revised

Directions: The statements below concern how you feel in your relationships with your romantic partner. We are interested in how you generally experience relationships, not just in what is happening in a current relationship. Respond to each statement by circling a number to indicate how much you agree or disagree with the statement.

1. I'm afraid that I will lose my partner's love.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

2. I often worry that my partner will not want to stay with me.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

3. I often worry that my partner doesn't really love me.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

4. I worry that romantic partners won't care about me as much as I care about them.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

5. I often wish that my partner's feelings for me were as strong as my feelings for him or her.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

6. I worry a lot about my relationships.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

7. When my partner is out of sight, I worry that he or she might become interested in someone else.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

8. When I show my feelings for romantic partners, I'm afraid they will not feel the same about me.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

9. I rarely worry about my partner leaving me.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

10. My romantic partner makes me doubt myself.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

11. I do not often worry about being abandoned.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

12. I find that my partner(s) don't want to get as close as I would like.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

13. Sometimes romantic partners change their feelings about me for no apparent reason.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

14. My desire to be very close sometimes scares people away.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

15. I'm afraid that once a romantic partner gets to know me, he or she won't like who I really am.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

16. It makes me mad that I don't get the affection and support I need from my partner.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

17. I worry that I won't measure up to other people.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

18. My partner only seems to notice me when I'm angry.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

19. I prefer not to show a partner how I feel deep down.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

20. I feel comfortable sharing my private thoughts and feelings with my partner.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

21. I find it difficult to allow myself to depend on romantic partners.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

22. I am very comfortable being close to romantic partners.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

23. I don't feel comfortable opening up to romantic partners.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

24. I prefer not to be too close to romantic partners.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

25. I get uncomfortable when a romantic partner want to be very close.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

26. I find it relatively easy to get close to my partner.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

27. It's not difficult for me to get close to my partner.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

28. I usually discuss my problems and concerns with my partner.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

29. It helps to turn to my romantic partner in times of need.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

30. I tell my partner just about everything.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

31. I talk things over with my partner.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

32. I am nervous when partners get too close to me.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

33. I feel comfortable depending on romantic partners.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

34. I find it easy to depend on romantic partners.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

35. It's easy for me to be affectionate with my partner.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

36. My partner really understands me and my needs.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

Appendix I

Rejection Sensitivity Questionnaire (RSQ₂)

Directions: Each of the items below describes things college students sometimes ask of other people. Please imagine that you are in each situation.

You ask someone in class if you can borrow his/her notes.

1. How concerned or anxious would you be over whether or not the person would want to lend you his/her notes?

very unconcerned 1 2 3 4 5 6 very concerned

2. I would expect that the person would willingly give me his/her notes.

very unlikely 1 2 3 4 5 6 very likely

You ask your boyfriend/girlfriend to go steady.

3. How concerned or anxious would you be over whether or not he/she also would want to go steady with you?

very unconcerned 1 2 3 4 5 6 very concerned

4. I would expect that he/she would want to go steady with me.

very unlikely 1 2 3 4 5 6 very likely

You ask someone you don't know well out on a date.

5. How concerned or anxious would you be over whether or not the person would want to go out with you?

very unconcerned 1 2 3 4 5 6 very concerned

6. I would expect that the person would want to go out on a date with me.

very unlikely 1 2 3 4 5 6 very likely

Your boyfriend/girlfriend has plans to go out with friends tonight, but you really want to spend that time with him/her, and you tell him/her so.

7. How concerned or anxious would you be over whether or not your boyfriend/girlfriend would decide to stay with you instead?

very unconcerned 1 2 3 4 5 6 very concerned

8. I would expect that he/she would willingly choose to stay with me.

very unlikely 1 2 3 4 5 6 very likely

You ask your parents for extra spending money.

9. How concerned or anxious would you be over whether or not your parents would give it to you?

very unconcerned 1 2 3 4 5 6 very concerned

10. I would expect that my parents would not mind giving it to me.

very unlikely 1 2 3 4 5 6 very likely

After class, you tell your teacher that you have been having some trouble with a section of the course and ask if he/she can give you some extra help.

11. How concerned or anxious would you be over whether or not your teacher would want to help you out?

very unconcerned 1 2 3 4 5 6 very concerned

12. I would expect that the teacher would want to help me.

very unlikely 1 2 3 4 5 6 very likely

You approach a close friend to talk after doing or saying something that seriously upset him/her.

13. How concerned or anxious would you be over whether or not your friend would want to talk with you?

very unconcerned 1 2 3 4 5 6 very concerned

14. I would expect that he/she would want to talk with me to try to work things out.

very unlikely 1 2 3 4 5 6 very likely

You ask someone in one of your classes to go out for ice cream.

15. How concerned or anxious would you be over whether or not the person would want to go?

very unconcerned 1 2 3 4 5 6 very concerned

16. I would expect that he/she would want to go with me.

very unlikely 1 2 3 4 5 6 very likely

After graduation you can't find a job and you ask your parents if you can live at home for a while.

17. How concerned or anxious would you be over whether or not your parents would want you to stay home?

very unconcerned 1 2 3 4 5 6 very concerned

18. I would expect that I would be welcome at home.

very unlikely 1 2 3 4 5 6 very likely

You ask your friend to go out for a movie.

19. How concerned or anxious would you be over whether or not your friend would want to go out with you?

very unconcerned 1 2 3 4 5 6 very concerned

20. I would expect that he/she would want to go with me.

very unlikely 1 2 3 4 5 6 very likely

You call your boyfriend/girlfriend after a bitter argument and tell him/her you want to see him/her.

21. How concerned or anxious would you be over whether or not your boyfriend/girlfriend would want to see you?

very unconcerned 1 2 3 4 5 6 very concerned

22. I would expect that he/she would want to see me.

very unlikely 1 2 3 4 5 6 very likely

You ask a friend if you can borrow something of his/hers.

23. How concerned or anxious would you be over whether or not your friend would want to loan it to you?

very unconcerned 1 2 3 4 5 6 very concerned

24. I would expect that he/she would willingly loan it to me.

very unlikely 1 2 3 4 5 6 very likely

You ask your parents to come to an occasion that is important to you.

25. How concerned or anxious would you be over whether or not your parents would want to come?

very unconcerned 1 2 3 4 5 6 very concerned

26. I would expect that they would want to come.

very unlikely 1 2 3 4 5 6 very likely

You ask a friend to do you a big favor.

27. How concerned or anxious would you be over whether or not your friend would want to help you out?

very unconcerned 1 2 3 4 5 6 very concerned

28. I would expect that he/she would willingly agree to help me out.

very unlikely 1 2 3 4 5 6 very likely

You ask your boyfriend/girlfriend if he/she really loves you.

29. How concerned or anxious would you be over whether or not your boyfriend/girlfriend would say yes?

very unconcerned 1 2 3 4 5 6 very concerned

30. I would expect that he/she would answer yes sincerely.

very unlikely 1 2 3 4 5 6 very likely

You go to a party and notice someone on the other side of the room, and then you ask them to dance.

31. How concerned or anxious would you be over whether or not the person would want to dance with you?

very unconcerned 1 2 3 4 5 6 very concerned

32. I would expect that he/she would want to dance with me.

very unlikely 1 2 3 4 5 6 very likely

You ask your boyfriend/girlfriend to come home to meet your parents.

33. How concerned or anxious would you be over whether or not your boyfriend/girlfriend would want to meet your parents?

very unconcerned 1 2 3 4 5 6 very concerned

34. I would expect that he/she would want to meet my parents.

very unlikely 1 2 3 4 5 6 very likely

Appendix J
Informed Consent to Participate in a Research Project

Project Title: Childhood and Romantic Relationships

Investigator(s): Naomi Pearson and Lee J. Dixon

Description of Study: Participants will be asked to rate the severity of several situations that involve negative romantic and familial interactions and disclose information regarding past history with both physical and psychological abuse in familial relationships. Participants will be asked to complete a series of self-report questionnaires that assess various qualities of romantic relationships such as relationship satisfaction with current romantic relationships, attributions in relationships, the typical style of bonding or emotional attachment with others, and how sensitive one is to rejection in different types of relationships. Additionally, participants will be asked to complete a self-report questionnaire that assess traumatic experiences in childhood. Participants will be asked to submit particular demographic information that may be considered of personal nature such as, whether or not they are in a current romantic relationship, the nature of that relationship (i.e., Friends with Benefits, Dating exclusively, etc.), and the length of their current romantic relationship. Participants will also be asked to disclose other demographic information, such as gender, religion, and race.

Adverse Effects and Risks: Participants may be uniquely identified based off their responses to the demographic information. If participants feel uncomfortable responding to the demographic information, they may discontinue their participation and still receive credit for their participation. Some items may ask you to what extent you reciprocated illegal activities. While your responses are confidential, if you are uniquely identified by your demographic information, confidentiality may not protect you from legal action. It is possible that you may experience some psychological distress when responding to questionnaires and scales regarding previous experience with different forms of abuse. Additionally, you will be asked to read about interactions between couples or family members that may involve offensive language or behaviors and that may be considered

abusive. It is possible that reading these interactions and completing these questionnaires may bring awareness of abusive behaviors that have occurred in your current romantic relationship, in past romantic relationships, or in familial relationships. This new awareness may be distressing and/or cause you to critically evaluate your current romantic and familial relationships. Emotional distress may result from critical evaluations of your current romantic and familial relationships or possible termination of your current romantic or familial relationships. If at any time while completing the questionnaires you begin to feel uncomfortable, please discontinue your participation, knowing that doing so will not affect your receiving credit for participating. Students who are experiencing distress are further encouraged to schedule an appointment at the university counseling center at XXX.XXX.XXXX. There is no charge for counseling services to undergraduates at UD.

Duration of Study: The study will take approximately 45-50 minutes to complete.

Confidentiality of Data: Your name will be kept separate from the data. You will not be asked to place your name on any of the questionnaires, and your responses will be identified with a research code. Both your name and the data will be kept in a locked filing cabinet. Only the investigators named above will have access to the locked filing cabinet. Please know that if you should choose to contact XXX or XXX, whose contact information is listed below, they are required as employees of the University of Dayton to report any and all harassment and/or dating/domestic violence, etc. to the university's Title IX coordinator. We do not mention this fact to discourage you from contacting either of us, but simply to help you make an informed decision. Having said this, UD employees who work at the UD Counseling Center, as clergy, and/or as doctors, as are not required to report such information.

Contact Person: Participants may contact XXX in XXX (XXX.XXX.XXXX, XXX@udayton.edu). If you have questions about your rights as a research participant you may also contact the acting chair of the Research Review and Ethics Committee, XXX in XXX, XXX-XXX-XXXX, XXX@udayton.edu.

Consent to Participate: I have voluntarily decided to participate in this study. The investigators named above have adequately answered all questions I have about this study, the procedures involved, and my participation. I understand that the experimenters will be available to answer any questions about research procedures throughout this study. I also understand that I may voluntarily terminate my participation in this study at any time. I also understand that the investigators named above may terminate my participation in this study if s/he feels this to be in my best interest. In addition, I certify that I am 18 (eighteen) years of age or older. I understand that by beginning to complete the following questionnaires I am giving my informed consent to participate.

The University of Dayton supports researchers' academic freedom to study topics of their choice. The topic and/or content of each study are those of the principal investigator(s) and do not necessarily represent the mission or positions of the University of Dayton.

Appendix K

Debriefing Form

Information about the study *Childhood and Romantic Relationships*

After you've read this form, please return it to the researcher, who will then give you a shortened version of this form to take with you.

Objective:

The parenting a child receives can, either positively or negatively, affect their physical and mental health and behaviors in adulthood. When a child experiences abuse or neglect from their caregiver, they often develop inadequate adjustment, due to insecurity in close relationships, which may continue throughout their lives. This insecurity, established in childhood, can manifest in adult romantic relationships, as assurance-seeking, jealousy, and hostility, causing insecurely-attached individuals to attribute blame onto their partners. These pessimistic attributions, caused by parental-influenced feelings of ambivalence and separation anxiety, may lead to increased tension and dissatisfaction within close relationships. While existing research links parental abuse/neglect to insecure-attachment and insecure-attachment to attribution within relationships, this study aims to mend the gap between endurance of childhood abuse and attribution, with the mediating role of insecure, anxious attachment. If this link is supported, then it indicates a need for community resources geared toward reversing anxious childhood attachment, which results from abuse.

Hypothesis:

We hypothesized that being higher in anxious attachment would mediate the relationship between parental abuse in childhood and partner attributions as an adult.

Your Contribution:

Because of your participation in this study, we will better understand how different factors such as severity of abuse in childhood and anxious attachment may contribute to

partner attributions in romantic relationships in adulthood. Because of your help, we hope that answering these questions will assist other researchers as they attempt to find answers to their questions related to this topic, and we hope that these answers will assist some psychologists as they attempt to help their clients who experience such problems as the ones addressed in this study.

Benefits:

By bettering our understanding of the dynamic roles of abuse in childhood and of insecure attachments in partner attributions in romantic relationships, clinicians can use this knowledge to identify abuse as a contributing factor for issues regarding blame and insecurity within romantic relationships. The results of this study may also help both researchers and clinicians better conceptualize *indicated need for community resources geared toward reversing the anxious childhood attachment, which results from abuse.*

Assurance of Privacy:

Your responses will be kept completely confidential. Researchers will identify your responses by a participant number in the data set with other participant numbers. Your name will not be associated with any document resulting from this study. **As your name is not associated with your responses, there is no way for the researchers to contact you if any of your responses on the questionnaires indicate any potential psychological problems for which you could benefit from counseling; however, the researchers highly encourage you to follow up with the Counseling Center upon feeling any distress associated with your participation in this study. (See Counseling Center information below).**

Please note:

- We ask you to kindly refrain from discussing this study with others to help us avoid biasing future participants.
- If you have any questions, please do not hesitate to contact any of the individuals listed on this page.
- For further information about this area of research, you may consult the references cited on this page.

Contact Information:

Students may contact XXX in XXX (XXX.XXX.XXXX, XXX@udayton.edu) if they have questions or problems after the study. If you have questions about your rights as a research participant, you may also contact the acting chair of the Research Review and Ethics Committee, XXX in XXX, (XXX) XXX-XXXX, XXX@udayton.edu.

Please know that if you should choose to contact XXX and/or XXX, as employees of the University of Dayton, they are required to report any and all harassment and/or dating/domestic violence, etc. to the university's Title IX coordinator. We do not mention this fact to discourage you from contacting either of us, but simply to help you make an informed decision. Having said this, UD employees who work at the UD Counseling Center, as clergy, and/or as doctors, as are not required to report such information.

Please note that some participants may have experienced some psychological distress when responding to questionnaires and scales, regarding previous experience with different forms of abuse. Some sample items may indicate physical abuse (e.g., **“People in my family hit me so hard that it left me with bruises or marks”**), or significant verbal, emotional, or psychological abuse (e.g., **“People in my family called me things like ‘stupid,’ ‘lazy,’ or ‘ugly.’”**) has occurred in your romantic relationship. Furthermore, certain questions relating to sexual or physical abuse such as **“Someone molested me”** and **“I was punished with a belt, a board, a cord, or some other hard object”** may indicate more severe forms of abuse have occurred in their parental-child relationships. Individuals who endorse that they have experienced these items (or similar items) may benefit from receiving counseling. **If you believe you may currently be in a dangerous situation, it is strongly encouraged that you immediately contact law enforcement and/or inform a counselor for your safety and protection.**

It is possible that reading these interactions and completing various scales and measurements may bring awareness of abusive behaviors that have occurred in your current romantic relationship or in past romantic relationships, which may be emotionally distressing.

IMPORTANT: If in reading these romantic and familial interactions and completing various measures, you felt distressed about your current romantic relationship, a past romantic relationship, or your familial relationships, **you may benefit from counseling and should consider contacting the University of Dayton Counseling Center at (XXX) XXX-XXX.** The Counseling Center is available free of charge to undergraduate students. If you find yourself experiencing distress after the Counseling Center is closed for the day, you may call the number and will be connected to an answering service, and a counselor will return your call.

Disclaimer: The University of Dayton supports researchers' academic freedom to study topics of their choice. The topic and/or content of each study are those of the principal investigator(s) and do not necessarily represent the mission or positions of the University of Dayton.

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Appendix L

Debriefing Form

Thank you for participating in our study! Your responses will remain confidential. Researchers will identify your responses by a participant number in the data set with other participant numbers. Your name will not be associated with any document resulting from this study. **As your name is not associated with your responses, there is no way for the researchers to contact you if any of your responses on the questionnaires indicate any potential psychological problems for which you could benefit from counseling; however, the researchers highly encourage you to follow up with the Counseling Center upon feeling any distress associated with your participation in this study. Contact information for the Counseling Center can be found in the contact information section of this document.**

Please note:

- We ask you to kindly refrain from discussing this study with others in order to help us avoid biasing future participants.
- If you have any questions, please do not hesitate to contact any of the individuals listed on this page.
- For further information about this area of research, you may consult the references cited on this page.

Contact Information:

Students may contact XXX in XXX, (XXX) XXX-XXXX, XXX@udayton.edu if you have questions or problems after the study. If you have questions about your rights as a research participant you may also contact the acting chair of the Research Review and Ethics Committee, XXX in XXX, (XXX) XXX-XXXX, XXX@udayton.edu.

If you feel distressed after completing this study, or for any other reason, **you may benefit from counseling and should consider contacting the University of Dayton Counseling Center at (XXX) XXX-XXXX.** The Counseling Center is available free of charge to undergraduate students. If you find yourself experiencing distress after the

Counseling Center is closed for the day, you may call the number and will be connected to an answering service, and a counselor will return your call.

Disclaimer:

The University of Dayton supports researchers' academic freedom to study topics of their choice. The topic and/or content of each study are those of the principal investigator(s) and do not necessarily represent the mission or positions of the University of Dayton.

Appendix M
Statement to Uphold Confidentiality
Romantic Relationships

As a researcher working on this study, I understand that I am required to take every step necessary to maintain the confidentiality of the participants. I will not discuss the participants, their surveys, or any other confidential information with anyone except those researchers working on this study. I will ensure that all data and identifying information remain secure in the research laboratory. If at any time I recognize a participant's information, I will notify the investigators Naomi Pearson and Lee Dixon so that the appropriate steps may be taken to insure the participant's confidentiality.

By signing this form, I am making myself responsible for the confidentiality of the study participants. The investigator has discussed with me the importance of maintaining the confidentiality of the study participants. I understand that, if any questions about confidentiality or any other issues of ethicality arise, I must inform the investigator for clarification and assistance. If I knowingly jeopardize the confidentiality of any participant, I understand that I will not be permitted to participate in the study.

Research Assistant _____ Date _____

Investigator _____ Date _____