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THE EFFECTS OF THREE TYPES OF CHILDHOOD MALTREATMENT ON YOUNG ADULTS' CAPACITIES TO MAINTAIN CLOSE RELATIONSHIPS

By

Linda Ellen Burke

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ABSTRACT

THE EFFECTS OF THREE TYPES OF CHILDHOOD MALTREATMENT
ON YOUNG ADULTS' CAPACITIES TO MAINTAIN CLOSE RELATIONSHIPS

By

Linda Ellen Burke

Research on the effects of childhood abuse tend to limit their investigations to the effects of a single, narrowly defined form of abuse, and the effects examined often include only overt and severe behavioral difficulties. The present study examined the effects of parental emotional, physical and sexual abuse on college students' current romantic relationships. Attributions of both personal and parental responsibility for abuse were hypothesized to moderate the effects of a history of abuse and young adults' relationships. Controlling for the effects of parent conflict, results indicated that parental abuse has both direct and indirect (via the moderating effects of attributions) on young adults' current relationships. In particular, emotional abuse emerged as the most salient and detrimental form of abuse for this sample. Furthermore, attributions of responsibility were found to either buffer or exacerbate the effects of abuse depending on the sex of the young adult, sex of the parent, nature of the attributions, and type of abuse experienced.

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My gratitude also goes out to the participants of this study, who shared the intimate, and at times painful, details of their lives. It is my hope that their willingness to disclose what is too often surrounded by secrecy has helped to more clearly illuminate the nature and implications of child abuse.

Finally, I would like to thank those friends who provided me with neverending support, humor, and, above all, a sense of perspective. In particular, I'm thankful to Jeff, who was patient when I was impatient, believed in my ability when I was discouraged, and was, simply, my best friend throughout this entire process.

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CHAPTER I

INTRODUCTION

Overview

Child maltreatment is one of the foremost problems that our society faces today. Historically, children have been subjected to abuse by social institutions. Fortunately, laws such as those banning child labor, which were implemented in the early 1900s, helped to protect children from further exploitation. However, it wasn't until approximately thirty years ago that society began to address the issue of abuse that occurs within the family. Since then, many researchers have attempted to illuminate the multiple facets of intrafamilial child abuse. In particular, researchers have focused on the potentially detrimental physical as well as psychological effects of abuse on children's development. In addition, there is considerable research addressing the long term effects of child abuse (see Augustinos, 1987; Browne & Finkelhor, 1986 for reviews of the literature).

The present study focused on the effects of three types of childhood abuse on young adults' capacities to maintain romantic relationships. This is an empirical route that has remained relatively untraveled. In fact, other researchers have noted the relative scarcity of studies exploring the association between late adolescent development and a

history of childhood abuse (Elmer, 1977). Moreover, what research is available linking abuse to later relationship problems has tended to focus on specific types of abuse and relatively narrow outcomes, for example, the rate of sexual dysfunction in adult survivors of childhood sexual abuse. **This approach neglects the multidimensionality of child maltreatment as well as the variety of possible outcomes.**

Prior findings indicate that child maltreatment can negatively affect a child's ability to form friendships (Egeland & Sroufe, 1981; Oates, Forrest, & Peacock, 1985) and act in a prosocial manner with other children. It is likely that these problems continue through adolescence and subsequently affect the young adult's ability to develop and maintain intimate relationships. However, the question of just how and in what way a history of child abuse affects a young adult's ability to form relatively long lasting and deeply intimate relationships remains unanswered by empirical research. Certainly, the extent to which a young adult is successful or unsuccessful in this endeavor will have profound implications for the nature of their relationships later in life.

In addition to exploring the effects of child abuse on intimacy formation, this study will examine the role of other variables in this relationship. One of these variables is parent conflict. This study will assess whether parental conflict can, in part, account for negative

implications of abuse for young adults' intimacy formation. The bulk of findings presenting the negative effects of parental conflict on the child come from studies assessing the effects of divorce on children (Chess, Mittleman, Korn, & Cohen, 1983; Hetherington, 1989; Kurdek & Sinclair, 1988; Long, 1986; Wallerstein, 1985). More recent evidence, however, suggests that it is not divorce, per se, that results in negative effects, but rather parental conflict (Enos & Handel, 1986; Kulka & Weingarten, 1989). In addition, Wolf (1988) has noted that child abuse and parental conflict very often occur within the same home. Given this relationship between parental conflict and child abuse, it is important to untangle the potentially unique from the shared effects these two situations may have on the functioning of the young adult.

Secondly, this study will address the young adult's current attitude toward the abuse and his or her abuser. Within the realm of social psychology, attributional theories have addressed the issue of a victim's notion of who is responsible for the violation (Janoff-Bulman, 1979). In regards to the present study, the extent to which the abuse survivor does or does not accept blame for the abuse, (e.g., "I was responsible for my mother/father's negative behavior toward me", etc.) and the extent to which the young adult blames the abusive parent (e.g. "My mother/father was to blame for his/her negative behavior toward me") may

relate to the survivor's current functioning. It is probable that freeing oneself from responsibility for the abuse will buffer the effects of abuse and result in more adaptive functioning than believing that some stable and internal factor caused it.

Bridging the Gap: Can Past Research Answer Present Questions?

Although past research assessing the consequences of child abuse has added much to our understanding of its complexity and severity, as a whole the generalizability of these findings to the questions posed by this study are at best limited. The literature to date is plagued by several theoretical and methodological difficulties that point to a need for a somewhat different and more comprehensive approach.

First, outcome factors are usually limited to highly specific measures of psychological and behavioral well-being, such as depression, conduct disorder, and sexual dysfunction. There are a few exceptions, and among these are studies showing that abused children typically have greater peer problems and poorer social skills than nonabused children. These findings suggest the possibility of later intimacy problems, but it is difficult to extrapolate from these results to the experiences of young adults, for whom interpersonal relationships typically are far more complex.

Secondly, definitions of abuse tend to adhere to narrow criteria and the preponderance of studies dealing with abuse lean towards easily detected forms of abuse. For example, physical abuse is usually defined as blatant physical harm, which neglects more subtle but potentially detrimental behavior such as locking a child in a closet as a means of discipline. The same problem characterizes research involving sexual abuse. Usually, sexual abuse is defined as intercourse or obvious sexual contact between a child and adult. However, many clinicians now recognize that less conspicuous seductive behavior, such as continuously watching a child undress or not respecting a growing child's need for privacy in the bathroom may create significant confusion and subsequent problems in achieving developmental tasks. Psychological abuse, such as continuous denigration, can be damaging as well, especially to the child's development of self-esteem. However, this form of abuse is more difficult to measure and fewer studies have attempted to address its effects. A related problem is that usually only one or at best two forms of abuse are explored within the same study. This makes it impossible to decipher to what extent each type of abuse uniquely contributes to specific outcomes.

Finally, studies tend to ignore other aspects of family or individual functioning that may be relevant but are not directly linked to the issue of abuse. Examination of the

quality of the child's relationships with his or her parents in the abuse literature is largely limited to mother-child pairs, in which the mother is the identified abuser. Both parents need to be included in any study examining the effects of maltreatment, regardless of which parent is the perpetrator. In spite of these difficulties, there is some evidence, albeit often indirect, that various forms of childhood maltreatment have both short and long term negative implications for interpersonal functioning, and, ultimately, the capacity to form intimate relationships. The following review of the literature will help to lay an empirical foundation for the current study.

Effects of child maltreatment

In recent years, the emergence of child abuse as a major social concern has resulted in the rude awakening not only that child abuse is a pervasive problem, but also that its effects are potentially devastating to the victim both at the time of the abuse and in later life. The extent of the adult's continued experience of pain as a result of earlier abuse is extensively documented in both the empirical literature as well as in clinical reports. Reported effects range from poor social adjustment and low self-esteem to high levels of alcoholism and depression (Briere & Runtz, 1990; Finkelhor, 1984; Gil, 1988; Harter, Alexander, & Neimeyer, 1988; Herman, 1981).

Because abuse means that a child's trust in persons

with whom he or she has close relationships is undermined (Gagliano, 1987; McCarthy, 1990), it also seems likely that another long term effect is a continued difficulty in forming intimate relationships. Yet, the literature does not provide information on the differential effects of various types of maltreatment on this outcome variable. Instead, the majority of what is known tends to fall into one of the following categories: 1) longitudinal studies that typically extend only to the child's eighth or ninth year (Friedman & Morse, 1974; Pianta, Egeland, & Erickson, 1989), 2) cross sectional studies that assess the immediate effects (such as aggressive behavior, school performance, depression, etc.) of one or at most two types of abuse on a clinical population of preadolescent children (Farber & Joseph, 1985; Martin, 1976; Martin & Rodeheffer, 1980; Reidy, 1977), or 3) information about the effects of childhood sexual abuse on adult women's adjustment (although there is some empirical work, much of this is provided via clinical descriptions and case studies) (Courtois, 1988; Gagliano, 1987; Herman, 1981).

In general, studies seeking to identify the effects of child maltreatment do so by examining specific categories of abuse. A common approach utilized by researchers who are exploring the effects on a sample of children is to compare the levels of problem behaviors exhibited by a group of abused and a group of nonabused children. Studies of

interpersonal skills and deficits have focused on concrete indicators or behavioral outcomes, such as number of friends or teacher's reports of how well the child gets along with peers. For example, in a study of 37 abused children with an average age of 8.9 years, Oates, Forrest, & Peacock (1985) found that, in comparison to a group of 37 nonabused children matched for age, sex, ethnic group, school and social class, the abused group exhibited fewer interactions with friends, lower expectations and beliefs in future occupations, and lower self-esteem. Giblin, Starr, & Agronow (1984) observed the interactions between mothers and their children (ages ranging from 3-5 years) and compared results for an abused and nonabused group. They found that the abused children exhibited more negative affect, less attention, and were less alert in their interactions with the mother. The small number of subjects as well as the fact that only mother-child interactions were observed significantly limit the generalizability of these findings, however. In addition, these studies failed to examine the effects of specific types of abuse. Furthermore, Oates, Forrest, & Peacock neglected to indicate how they operationalized abuse in their study.

Other researchers have addressed some of these methodological problems in their own work. In particular, several studies have distinguished between different forms of childhood maltreatment and the associated consequences.

The following is a review of these studies, categorized according to the three types of abuse included in the present study: physical abuse, emotional abuse and sexual abuse.

Physical abuse. For the present study physical abuse was defined according to Gil's (1970) criteria which include "the intentional, nonaccidental use of physical force...on the part of the parent or other caretaker...aimed at hurting, injuring, or destroying the child" (p. 6). This could include behaviors ranging from inflicting injury that requires medical attention to constant but less intense acts such as pushing, hitting or slapping.

In one of the earliest follow-up studies of the effects of physical abuse, Friedman & Morse (1974) recontacted 41 children and their families 5 years after the children had visited the University of Rochester Medical Center. At that time, Holter & Friedman (1968) had conducted a study involving these children, who had been judged to have experienced physical abuse, neglect, or an accident. In their follow-up study, Friedman & Morse questioned the mothers about the existence of certain developmental and behavioral problems, but no differences between the physical abuse, neglect and accident cases were found. However, they did find that the mother-child relationship was poorer in the physical abuse and neglect groups than in the accident group (as evaluated by mother-child interactions). Although

no behavioral differences were noted between groups, a small sample size, lack of a comparison group, as well as questionable classification of groups (it is unclear to what extent children in the accident group may also have experienced abuse) make these findings tentative at best.

Martin (1976) found that victims of physical abuse exhibited withdrawal, learning problems in school, psychiatric symptoms such as enuresis and hyperactivity, opposition, hypervigilance, and compulsivity. One year later, Martin & Beezely (1977) assessed 50 abused children at a mean at of 4.5 years after the abuse had occurred. The children ranged in age from 22 months to 13 years. They replicated the findings of Martin's earlier study and also found that a significant percentage (52%) possessed low self-esteem, school problems (mostly related to their destructive behavior and withdrawal), and an overall impaired ability to play freely and uninhibitedly enjoy themselves. Egeland, Sroufe, & Erickson (1983) found that physically abused preschoolers were extremely distractible, noncompliant, low in ego control, self-esteem and creativity, and displayed more negative affect than nonabused children. Martin & Rodeheffer (1980) also indicate that physically abused children experience interpersonal ambivalence, constant mobilization of defenses in anticipation of attack, defensiveness in social contacts, tendency to care for their parents emotionally and

physically, and impaired socialization skills with peers.

Similar findings have been noted by researchers assessing the effects of physical maltreatment of adolescents. Acting out, generalized anxiety, depression, adolescent adjustment problems, emotional thought disorder (defined by the authors as homicidal ideation, hypomanic symptoms, etc.), helplessness and dependency were all symptoms displayed by a group of 77 physically abused youth (Farber & Joseph, 1985).

Many researchers have found that one of the primary effects of physical abuse on children is a heightened level of aggression and hostility (Martin, 1976; Martin & Rodeheffer, 1980; Reidy, 1977). Reidy (1977) compared the relative levels of aggression of three groups of children (abused, non-abused-neglected, normal). Results of teacher ratings of aggression, free play ratings of aggression, and level of TAT aggressive imagery, indicated that abused children display significantly greater degrees of aggression than either of the other two groups. Another approach to the understanding of the effects of physical abuse is described in terms of the "belt theory" (Welsh 1976), an intriguing theory linking severe parental punishment not only to delinquency marked by high levels of aggressive behavior, but also to the habituation of fear. According to Welsh, children who are subjected to chronic severe parental physical abuse become habituated to the punishment,

and are therefore less likely to avoid engaging in deviant behaviors, since the threat of the consequences hold little or no weight with them.

Emotional abuse. Emotional abuse (also referred to as psychological abuse) is probably the most heterogeneously defined form of abuse in the existing literature, thereby making it the most difficult form of maltreatment to accurately identify (Garrison, 1987). The National Center on Child Abuse and Neglect define psychological abuse as "injury to the intellectual or psychological capacity of a child as evidenced by an observable and substantial impairment in the child's ability to function within a normal range..." (Landau, Salus, Stiffman & Kalb, p.2). Helfer, McKinney, & Kempe (1976) identified specific ways in which normal developmental lines are obstructed by psychological abuse including extreme parental put-downs, labeling, humiliation, scapegoating, lying, unrealistic expectations of the child, fear-inducing techniques, inconsistency, burdening the child with excessive responsibility and name-calling. In this study, these sorts of parental behaviors constituted psychological abuse.

Psychological maltreatment is often referred to as the "core issue" in child maltreatment (Garbarino & Vondra, 1987; Hart & Brassard, 1987; Hart, Germain, & Brassard, 1987). Hart and colleagues have argued that psychological abuse is the unifying component that reaches across all

forms of child maltreatment and the most detrimental effects of abuse are psychological (e.g. low self-esteem).

Unlike the majority of children who are physically abused, children who have suffered psychological abuse, alone, tend to express "internal" symptoms rather than more acting out behaviors. Garbarino (1987) found that psychologically abused children were more apt to be anxiously attached to parents, experience fear and distrust, and have lower levels of self-esteem than nonabused peers. Massive repression of feelings and impaired ability to empathize with others (Polansky, 1981), as well as increased rates of delinquency (Polansky, 1981; Garbarino, 1987) are also potential results of psychological abuse.

In an attempt to cast some light on the range of psychological abuse, Egeland & Sroufe (1981) compared the behaviors of a group of 267 children at varying intervals between the ages of 3 months and 24 months. This study compared children of hostile/verbally abusive mothers (mothers who continually found fault with their children and criticized them harshly), and children of psychologically unavailable mothers (mothers who were unresponsive, passively rejecting of children) to a comparison group of non-abused children. The researchers found that children whose mothers were categorized as hostile/verbally abusive were anxiously attached and expressed more anger, frustration and noncompliance than children in the control

group. Interestingly, children whose mothers were psychologically unavailable were not only more anxiously attached than the controls, but also more anxiously attached than the group with hostile/verbally abusive mothers. Children whose mothers were psychologically unavailable also **expressed more anger, frustration, whining and negative behavior and less positive behavior than children in the control group. It possible that, at least up to a point, children encounter fewer problems when they get some** attention from their mothers, albeit negative, versus getting little or none.

On a more abstract level, all of the findings of the Egeland and Sroufe (1981) study suggest that abuse undermines interpersonal functioning. Although the psychologically abused child may be more anxious and the physically abused child more aggressive in interactions with others, both experience disturbed relationships with others. This study assessed whether these disruptions in interpersonal relationships will also be apparent later in life.

Sexual abuse. Sexual abuse was defined for this study using somewhat less narrow criteria than the majority of prior studies. Most studies limit definitions of sexual abuse to physical contact between a child and another person at least five years older. However, if one acknowledges that sexual abuse is at its core an abuse of power and

exploitation of the powerless, the foundation for a broader definition becomes apparent. For this study, not only did sexual abuse include any form of sexual contact between a child and adult that exploits the power differential between the two, but also nonphysical interactions that serve a similar purpose. Maltz (1988) refers to this nonphysical abuse as "emotional incest" and suggests that an expansion of the definition include participation in child pornography, watching or performing in sexual acts, or engaging in provocative or explicit sexual discussions for the stimulation of the adult. The issue of sexual abuse is not one of merely engaging a child to participate in sexual acts. It is an issue of exploitation of boundaries and responsibilities for the purpose of gratifying the perpetrator at the expense of the child's physical and psychological development.

For the present study, the effects of intrafamilial sexual abuse only were examined, in large part because there is a consensus of opinion that this is both more harmful and more common than sexual abuse that occurs between a child and a non-family member (Finkelhor, 1984; Herman, 1981). Kempe & Kempe (1984) effectively summarize the difference between the two experiences,

> A single molestation by a stranger, particularly of a nonintrusive, nonviolent kind...may cause only transitory harm to normal children living with secure and reassuring parents. (p.188) Incest at any age appears to cause major difficulties...particularly in the distortion of development of close, trusting and

dependent relationships. (p. 189)

In reference to the extent of damage that is wrought upon the victim of childhood sexual abuse, Anna Freud (1981) stated that "where the chances of harming a child's normal developmental growth are concerned, it ranks higher than abandonment, neglect, physical maltreatment or any other form of abuse" (p. 34). According to Freud, sexual abuse not only subjects the child to often frightening and inappropriate sexual experiences for which he or she is not yet developmentally prepared, but also makes the child's oedipal fantasy a reality. The effects of this experience not only limit the achievement of later developmental tasks but also "disastrously disrupts the normal sequence in his (sic) sexual organization".

There is considerable research which assesses the nature and effects of childhood sexual abuse. Pierce & Pierce (1985) investigated the differences between 25 cases of male sexual abuse, mean age 8.6, and 180 cases of female sexual abuse, mean age 10.6. They found that the natural father was the most common perpetrator when the victim was a girl, whereas the most common perpetrator of boys was the stepfather. In addition, girls were more commonly abused at an older age (14 years) than boys (7 years).

Caffaro-Rouget, Lang, & van Santen (1989) compared the effects of sexual abuse on a group of 240 victims with a mean age of 8.47 and found that the closer the relation of

the perpetrator to the child, the longer the duration, and the more severe the abuse, the more devastating the effects. They found that abused children experience nearly three times the amount of behavior problems than nonabused children do. However, they also found that in 49% of the cases of abuse, no immediate signs of maladjustment were apparent. The obvious question that this raises is whether the criteria for "maladjustment" used in this study are appropriate indicators of problems for this group. Some of the criteria used here included drug and alcohol abuse, lying, stealing, and "behavior problems" in school. The problem with these criteria is that they constitute a constellation of externalizing behaviors, without any consideration to more internalizing problems such as self-destructive behavior and social withdrawal. In addition, the effects of sexual abuse may not be as salient during early childhood and may become more problematic as the child develops into adolescence, at which time issues associated with sexuality move into the forefront of his or her life.

Although Caffaro-Rouget, Lang, & van Santen found few immediate negative effects resulting from sexual abuse, the majority of clinical and empirical data argues against this. Intrafamilial sexual abuse, or incest, obliterates the appropriate boundaries between parent and child. Incest is above all a violation of trust on the part of the abusive parent and in many cases the nonabusive, but unprotective,

parent as well. A child depends on the security of stable boundaries and appropriate love and affection from parents. Without this, the child experiences significant difficulty achieving the developmental challenges he or she encounters. In addition, children's cries for help too often fall upon deaf ears, both within their own family and within their community. Although society has begun to recognize incest as a real and pervasive problem, most victims are threatened by their abusers to keep the "secret" and since the abuser is also the parent, more often than not the child obeys. As a result of these conditions, children who are sexually abused struggle with a variety of distressing feelings and difficulties.

Among the immediate effects of incest are the inability to trust others, especially those in authority (Gagliano, 1987; Hazzard, King, & Webb, 1986; Lindberg & Distad, 1985; Porter, Blick, & Sgroi, 1982; Sgroi, Blick, & Porter, 1982). Gagliano (1987) suggests that this is due to the fact that if the most important authority figure in the child victim's life is also his or her abuser, it becomes nearly impossible to either respect or trust other symbols of authority. Another primary effect is low self-esteem (Gagliano, 1987; Oates, Forrest, & Peacock, 1985; Porter, Blick, & Sgroi, 1982). Although males are often excluded from studies of sexual abuse on the premise that it is so much more prevalent among females, Tong, Oates, & McDowell (1987)

found an interesting sex difference in their study. They assessed the effects of sexual abuse on 49 children (37 females, 12 males). In comparison to a control group, the abused children were less self-confident and had fewer friends. In addition, girls experienced lower levels of self-esteem than the controls but there was no significant differences between the two groups of boys. This may have been an artifact of the relationship to the perpetrator, however, since girls in the study were more often abused by a father or step-father while boys were more often abused by strangers (and the closer the abuser is to the victim, the more intense the effects). Researchers and therapists have also noted that intense shame and guilt (e.g., as a result of feeling responsible for abuse, disclosing the abuse and "causing" a disruption in the family) (Damon, Todd, Macfarlane, 1987; Hazzard, King, & Webb, 1986; Lindberg & Distad, 1985), depression (Anderson, Bach, & Griffith, 1981; Hazzard, King, & Webb, 1986), inappropriate sexual behavior (Friedrich, Urquiza, & Beilke, 1986; Tufts, 1984), and overwhelming anger (which tends to be repressed, but may also be acted out in behaviors such as running away) (Anderson, Bach, & Griffith, 1981; Hazzard, King, & Webb, 1986; Tufts, 1984) are also negative effects suffered by victims of sexual abuse.

Although it is clear that the experience of sexual abuse is a horrifying and damaging one for many children,

there is a major problem with the available information concerning the effects of sexual abuse on children. The majority of reports are derived from anecdotal and case study data. The lack of sound empirical studies using standardized measurement instruments and control groups compromises the validity of the findings and greatly limits the extent to which the conclusions can be generalized. In addition, sexual abuse is often undefined or defined narrowly. Many studies utilize the reports of state agencies or hospitals, which represents a biased sample of what are probably the most severe cases.

Comparing the Effects of Various Types of Child Maltreatment

More recently, researchers have made an effort to distinguish between the effects of different types of abuse. Furthermore, not only are there different types of maltreatment, but there are a variety of possible experiences within each type as well as multiple effects that may result from different forms of maltreatment (Briere & Runtz, 1988, 1990; Egeland & Sroufe, 1981; Powers & Eckenrode, 1988). Therefore, in order to paint a complete picture of an abusive experience it is necessary to broaden the scope of what is considered abuse and assess the effects of various types of abuse in a single study or in studies with very similar designs. By doing so, not only does the description more closely approach the actual experience, but it is easier to connect specific forms of abuse with

specific psychological effects, such as problems associated with forming intimate relationships during late adolescence and young adulthood.

Egeland & Sroufe were two of the first researchers who attempted to assess the differential effects of distinct forms of abuse on children. In their 1981 study they assessed the effects on child development of behaviors of mothers who fell into one of 5 groups: physically abusive, verbally abusive, psychologically unavailable, neglectful, and a nonabusive control group. A total of 267 mother-child interactions and child performances (e.g. feeding and play situations, Ainsworth, Blehar, Waters, and Wall's Strange Situation, and the Bayley Scales of Infant Development (BSID)) were assessed from birth to 24 months. Physically abused children were found to be anxiously attached, more distractible, angry, and frustrated, and less persistent and enthusiastic than nonabused children. Children whose mothers were hostile and verbally abusive tended to be anxiously attached, express more anger and frustration, and be more noncompliant than nonabused children.

Interestingly, the negative effects endured by physically and verbally abused children were, in large part, no different than the effects experienced by children whose mothers were only hostile and verbally abusive. The one difference that did emerge indicated that children who were both physically and verbally abused obtained lower

developmental quotients on the BSID. Children whose mothers were psychologically unavailable (unresponsive and passively rejecting) tended to be angry, avoidant, highly dependent, and experienced difficulty accessing sufficient resources to deal with environmental demands than non-abused children. **Finally, neglectful mothers were more likely to have children who were anxiously attached, angry, frustrated, noncompliant and displayed more negative and fewer positive behaviors than children in the control group. Neglected children who were not physically abused were also rated as possessing poorer coping skills than neglected children who were physically abused.**

In a follow-up study of this same sample, Egeland, Sroufe & Erickson (1983) determined that the negative effects of abuse continue as the child develops. Comparing across the same groups used in the previous study, they found that physically abused preschool children were the most distractible of all groups and the least enthusiastic in teaching tasks. They were also the most noncompliant with mothers and teachers. Children whose mothers were rated as hostile/verbally abusive were rated as displaying the most anger and being the most avoidant of their mothers. Unfortunately, due to the small number of children from this group who were attending preschool, their adjustment in school could not be accurately assessed. Psychologically unavailable mothers tended to have children who experienced

a large number of pathological behaviors in preschool (as rated by a trained observer and a teacher/child care worker). These children received an overall "pathology score" that was significantly higher than any of the other abuse groups. However, neglected children fared the most poorly in many other ways. Their major difficulty was in accessing problem solving resources to deal with tasks presented to them. In comparison to the other abused children, neglected children had the lowest levels of self-esteem and agency in a problem solving task, the most negative and the least positive affect, the highest levels of dependency and the lowest levels of ego control. It appears that the impoverished environment of the neglected child can be potentially more devastating than the effects of other forms of abuse. Although other forms of abuse are painful and humiliating, they are at least interactive, and if nothing else the child learns how to survive and protect himself or herself against attacks. However, the neglected child is defenseless and cannot fights against indifference and rejection. In addition, it is possible that process of chronic neglect, unlike other forms of abuse, is not interspersed with periods of parental affection and support.

Briere & Runtz (1990) surveyed 277 female college undergraduate students using measures of parental psychological maltreatment, parental physical maltreatment, sexual abuse, self-concept, maladaptive sexual activity, and

anger/aggression. They found that victims of chronic psychological abuse had lower self-concepts than children who were physically or sexually abused. Physical abuse, on the other hand, was more likely to result in higher levels of aggression than psychological or sexual abuse.

Finally, those students who indicated that they had been sexually abused before the age of 14 by a person at least five years older (a criteria commonly used in the literature for defining child sexual abuse) reported higher levels of maladaptive sexual behavior. The authors acknowledge that psychological and physical abuse are often present together, but nevertheless, statistical analyses revealed that they each contribute uniquely to the effects experienced by the victim.

Martinez-Roig, Domingo-Salvany, & Llorens-Terol (1983) conducted a retrospective investigation of 97 children they labeled as psychologically maltreated. They found that parental neglect was most likely to result in impairment of intellectual and locomotor development and emotional and behavioral disorders. In comparison, those children who experienced severe abuse, e.g. physical violence, parental mental illness, and parent promiscuity, were most likely to develop neurotic disorders. However, the researchers failed to include a control group in their study, so it is impossible to infer from these findings to what extent these children are different from nonabused children matched for

relevant characteristics. In addition, although they categorize the abuse by intensity, there is obvious overlap of different forms of abuse within categories. For example, since the severe category contains both physical violence and promiscuous parents, it is difficult to determine how each of these uniquely contribute to the measured effects.

Evidence for the Effects of Child Maltreatment on Young Adults' Capacities for Intimacy

Most of the research examining the effects of child maltreatment on adolescents and adults has had two primary foci: the continued effects of child sexual abuse on women and the influences of physical child abuse on later involvement in physically abusive adult relationships. Results from both areas indicate that childhood maltreatment has negative consequences for later experiences of intimacy.

Longterm consequences of sexual abuse. Several long term outcomes of childhood sexual abuse have been noted by both researchers and clinicians. Peters (1984) assessed 119 women from the community and found that those women who had experienced sexual abuse involving physical contact were more likely to have been hospitalized for depression than nonvictims. Using multiple regression analyses, Peters determined that sexual abuse contributed independently to the effects. In a sample of 387 women, Bagley & Ramsey (1985) found that women who reported a history of child sexual abuse scored higher on two measures of depression

than did nonabused women. Other researchers have supported this finding as well (Jehu, Gazan, & Klassen, 1985; Meiselman, 1978).

Further examples of continued effects of childhood sexual abuse include anxiety (Bagley & Ramsay, 1985; Briere, 1984; Sedney & Brooks, 1984), alcoholism/drug abuse (Briere, 1984; Jehu, Gazan, & Klassen, 1985; Herman, 1981; Peters, 1984), impaired self-esteem (Bagley & Ramsay, 1985; Courtois, 1979; Herman, 1981; Jehu, Gazan, & Klassen, 1985), and feelings of isolation (Briere, 1984; Courtois, 1979; Herman, 1981).

One of the most detrimental effects adult survivors continually report is difficulty trusting others, especially those closest to them. Levay & Kagle (1977) reported that women who had been sexually abused were more successful with impersonal relationships but experienced considerable intimacy dysfunction when relationships moved toward deeper levels.

Christine Courtois (1988), drawing from her clinical interactions with female survivors of childhood sexual abuse, notes that they tend to "experience relationships as threatening instead of gratifying" (p. 112), and often in close relationships these women feel "trapped" and "unable to move past a certain point (of intimate involvement)". She also indicates that men are often simultaneously feared, idealized, and overvalued. Jehu, Gazan, & Klassen (1985)

identified the primary psychological problems of 22 women who had been sexually abused. Nearly 75% of the clients indicated a fear of intimate relationships with men. As a result, these women tended to engage in a pattern of shorter, more superficial relationships. These results were consistent with earlier findings (Lukianowicz, 1972; Meiselman, 1978). Jehu and his colleagues suggest that avoiding deep, long-term relationships arises from fears of recreating the earlier abusive relationship as well as from the experience of betrayal and exploitation.

Another aspect of adult intimacy that is affected by child sexual abuse is sexual functioning. Lack of enjoyment, avoidance of sexual activity (in most cases to avoid intense feelings of anxiety and fear this produces), impaired arousal and impaired orgasm are all potential effects of early coercive sexual experiences (Herman, 1981; Jehu, Gazan, & Klassen, 1985; Lukianowicz, 1972; Steele & Alexander, 1981).

Although a great deal of the evidence for intimacy dysfunction as a result of child sexual abuse is presented in the form of clinical data and case studies, it provides some of the most poignant, albeit difficult to replicate, glimpses of the experience of sexual child abuse. Herman (1981) interviewed 40 women (in their late 20s, early 30s) who had experienced incestuous relationships with their fathers and were currently receiving outpatient therapy.

She also interviewed 20 women whose fathers had clearly been seductive towards them (e.g. exhibiting themselves to their daughters, disclosing details of their sexual lives, etc.) but had not engaged in any sexual contact. Through their interviews, these women revealed their most painful memories and the devastating consequences that they continue to struggle with daily. Among these consequences, Herman notes that

> ...the legacy if their childhood was a feeling of having been profoundly betrayed by both parents. As a result, they came to expect abuse and disappointment in all intimate relationships: to be abandoned, as they felt their mothers had abandoned them, or to be exploited, as their fathers had exploited them. Given these possibilities, most women opted for exploitation. (pp. 99-100)

The terror of reexperiencing abandonment is presented here as more threatening than becoming the exploited, humiliated victim. This anecdotal data is consistent with research that has revealed that neglect and parental indifference (noted earlier in this paper) can have more problematic implications for the developing child than other forms of abuse. Many of the women in Herman's study engaged in temporary relationships and the majority of those that did marry often experienced various forms of further abuse. Whether married or not, most of these women reported numerous instances of abuse in their relationships. Often feeling as if they deserved the abuse, these women would remain the victim, becoming more and more distrustful of

intimacy. Ironically, they also reported becoming increasingly more desperate in their search for intimacy, which Herman interprets as their search for the feeling of specialness, albeit exploitative, they had found with their fathers.

Until recently, it was widely believed that the childhood sexual abuse of males was too rare to consider it a worthwhile phenomenon to study. However, more recent evidence suggests that male sexual abuse is more common than previously thought. In contrast to female victims, boys tend to be younger at the time of abuse, more likely to be abused by a nonfamily member than girls, and more likely to come from a low income, one parent household (see Finkelhor, 1984 for a review of the literature).

Dating violence. Other evidence for the continuing effects of child maltreatment regarding difficulty in adult relationships comes from research involving dating violence. These studies focus on the implications of physical rather than sexual abuse. Makepeace's (1981) startling finding that 25%-30% of college dating relationships involved some form of physical abuse provided the impetus for later studies to explore the dynamics of this phenomenon. One consistent finding throughout this body of research is that individuals who become involved in abusive marriages are likely to have previously experienced some form of dating violence (Carlson, 1987; Breslin, Riggs, O'Leary, & Arias,

1990; Bogal-Allbritten, & Allbritten, 1985; Billingham, & Gilbert, 1990). In addition, more recent research reveals that college students who are physically abusive in relationships were more likely to have experienced a past of physical abuse than students who experienced no abuse (Matthews, 1983; Siegelman, Berry, & Wiles, 1984; Bogal-Allbritten & Allbritten, 1985; Riggs, O'Leary, & Breslin, 1990).

In a study of 800 undergraduate students at Rutgers University (Aizenman & Kelly, 1988) both men and women reported that violent behavior within their relationships most frequently occurred during their senior year in high school or freshman year in college. However, while there was a significant relationship between having received verbal and physical punishment as a child and being abused in current romantic relationships for women, this relationship was not significant for the men. It was unclear whether the authors attempted to determine whether there was a relationship between physical child abuse and perpetrating violence in current romantic relationships for men, however. The authors point out another problem with the study, which is that a gender difference may have existed in whether the same behavior is considered abusive by males and females. They posit that women may have a broader definition of what is abusive.

Follingstad, Rutledge, Polek, & McNeill-Hawkins (1988)

studied 48 female undergraduate and graduate students who had been victims of force in dating relationships. They found that women who experienced ongoing physical abuse were more likely to have a history of abuse by parents than those women who had experienced only one occasion of abuse within a dating relationship.

Other studies have indicated that both men and women who were physically abused as children are more likely to be involved in abusive relationships in college. Laner & Thompson (1982) analyzed the results from 371 college students and found that there was a significant relationship between current involvement in a violent relationship and a history of childhood abuse for both men and women. Marshall & Rose (1988) found that childhood abuse predicted a greater likelihood of both expressed and received violence for men but only predicted the receipt of violence for women. This is interesting because these researchers, unlike many others, found no significant difference between the reported rates of either expressed or received violence for men or women.

Intimacy

Clearly, aside from the gaps and methodological problems, there is substantial evidence that maltreatment compromises relational skills. However, in order to study this effect in a more comprehensive and articulated manner, we need to be clear as to what aspect of relatedness is

under investigation. The present study focused specifically on one's capacity for intimacy.

For many years, theorists and researchers have supported the position that the ability to form intimate relationships is an important if not necessary aspect of life. When asked his opinion on what achievements hallmark a normal person, Freud replied "Lieben und arbeiten" ("To love and to work") (cited in Erikson, 1968, p. 136). Moreover, in the past ten years there has been a dramatic surge in research dealing with the dynamics and correlates of intimate relationships. A review conducted by Clark & Reis (1988) identified nearly forty articles published since 1980 that explored the issue and importance of intimacy.

The origins of intimacy. Harry Stack Sullivan (cited in Mullahy, 1952) conceptualized the formation of intimate relationships as central to the process by which children evolve from egocentric to social beings. Sullivan was one of the first psychologists to emphasize the importance of considering interpersonal relationships in a field that was still clinging fervently to a strictly individualistic notion of personality. Sullivan proposed that the development of one's personality, per se, cannot be examined apart from the context within which the person interacts. While it is clear that the study of intimate relationships is both timely and of significant consequence, a serious question arises. What is intimacy?

Erikson (1950, p. 263) described intimacy as "the capacity to commit...to concrete affiliations and partnerships and to develop the ethical strength to abide by such commitments". According to Erickson's developmental theory (1950, 1968), the acquisition of intimacy instead of isolation is the sixth of eight challenges that mark the progression from infancy to adulthood. Put simply, how successful a person is when he or she encounters these challenges influences the level of psychosocial maturity she will reach. In addition, the achievement of subsequent levels of maturity is dependent upon the effective mastering of prior stages. This theory is consistent with the premise of this study, which is that negative interpersonal interactions early in life (between parent and child) can have a negative effect on that child's interactions later in life.

The theories of Erickson and Sullivan were unique because they were among the first to both emphasize the importance of intimacy as a psychological construct as well as recognize the achievement of intimacy as part of a developmental progression. However, there is relatively little empirical evidence linking specific childhood experiences with the ability to form intimate relationships later in life. Orlofsky (1978) and his colleagues conducted several studies that found that successful resolution of the intimacy crisis was dependent upon the successful resolution

of previous crises. For example, he found that subjects who were categorized as "isolates" (engage in the fewest and most superficial relationships of all categories) tended to lack a sense of basic trust, suggesting that these individuals experienced disruption during one of the earliest of Erickson's stages (trust vs. mistrust). However, by including only college males in his study, as well as drawing some inferential conclusions from the results, he presents findings that are somewhat limited.

Attachment and intimacy. Another source of information regarding the formation of intimate relationships is the literature dealing with attachment in childhood (for an overview of attachment theory see Bretherton, 1985; Hazan & Shaver, 1987; Weiss, 1982).

The foremost figure in the area of childhood attachment is John Bowlby (1969, 1977). Bowlby (1977) defines attachment as "any form of behavior that results in a person attaining or retaining proximity to some other differentiated and preferred individual, who is usually conceived as stronger and/or wiser" (p. 203). He argues for both the continuity and increasing complexity of attachment styles throughout the life course. For example, Bowlby asserts that, among other things, attachment is comprised of the following components: duration, early attachments usually endure throughout life, while those established later on are subject to greater variation; engagement of

emotion, many of the most intense emotions involve the formation, maintenance, and disruption (e.g., loss) of attachment relationships and therefore, the pathology of emotion can often be traced back to attachment relationships; learning, regardless of continuous parental punishment, attachment to that parent can still occur; and organization, as the child becomes more sophisticated (e.g. begins incorporating representational models of self and environment), different patterns of attachment behavior are established (e.g. if the attachment figure is present or the child aware of her whereabouts, attachment behavior ceases and the child begins to explore his or her environment). When the caregiver is present, the child experiences security and comfort, and when separated, the child experiences distress. Bowlby conceptualized the adequate fulfillment of the attachment figure role as the parent's ability to be responsive and available to the child and to protect the child from dangerous situations (Bowlby, 1977). The outcome of this is a successful affectional bond between parent and child, allowing the child to explore her world while maintaining a secure base with the parent. However, if these roles are not adequately filled by the parents, then Bowlby suggests that not only immediate problems may arise, but also that negative consequences could result in later life if early attachments are dysfunctional.

In particular, Bowlby delineated patterns of parental

behavior resulting in different problematic attachments. For example, if the parent is unresponsive to the child's needs, disparaging, and rejecting, the child may grow up constantly fearing the loss of the attachment figure. The fear of establishing attachment relationships would be a possible, if not probable, outcome of this type of prior attachment experience.

Based on Bowlby's assertions, Ainsworth and her colleagues conducted some of the earliest research to investigate the attachment process in infants (Ainsworth, Blehar, Waters, & Wall, 1978). They conducted a longitudinal study to determine the nature and stability of these behaviors in a group of infants. To investigate this process, they developed a method, known as the Strange Situation Task, that involved observing a child's behavior over two temporary separations and reunions with the mother, during which time either the child is alone or a stranger is present in the room with the child. Several of the child's behaviors were tracked, including smiling, crying, exploratory behavior, attitude towards mother upon the mother's return (e.g., avoidant, proximity seeking, resistant), and interaction with the stranger. According to the constellation of behaviors observed during the task, the child's attachment style was assigned one of three labels: secure (e.g., seeks proximity with mother, little tendency to resist interaction with mother, more interested in

interaction with mother than with stranger), anxious/ambivalent (e.g., gives the impression of both seeking and resisting contact, may appear more angry or passive than other infants), or avoidant (e.g., avoids mother at reunion, little tendency to seek proximity, little distress during separation/distress due to being left alone versus mother's absence). Results of the longitudinal data indicated that, among many other things, mother-child attachment behaviors remained relatively stable over time.

Intuitively, Bowlby's assertion that there is a strong causal relationship between one's early experiences and later relationship styles makes sense. Typically, a child's first relational experience occurs with his or her parents. Children learn how to trust, share, and form connections with others through experiencing these qualities within their own families (Erikson, 1968). It follows, then, that a child who is not provided with exemplars of nurturance and intimacy as a child would find the task of forming intimate relationships in the future difficult if not impossible.

Cindy Hazan and Philip Shaver (1987) made one of the most thorough attempts to demonstrate the importance and applicability of attachment styles as developed for infants and children to be applicable to adult romantic relationships as well. Working from the assumption that the attachment styles described by Ainsworth and her colleagues (1978) are applicable to adults' experiences of romantic

love, Hazan and Shaver conducted two studies to test the following hypotheses: 1) much as in infancy, 60% of the adult respondents would classify themselves as "secure" in their attachments with romantic partners, 20% as "anxious/ambivalent", and 20% as "avoidant", 2) the attachment style of the respondent will correspond to a certain pattern of characteristics (e.g., the "avoidant" adult will indicate fears of closeness and a lack of trust), 3) adults' perceptions of self and environment will also correspond to their attachment style (e.g., "avoidant" adults will be skeptical about the existence of romantic love), 4) retrospective reports of attachment relationships with parents will correspond to current attachment styles, and 5) "avoidant" and "anxious/ambivalent" adults should be especially vulnerable to loneliness. They adapted the behavioral observations of Ainsworth into a questionnaire format that helped identify the respondents as one of the three attachment types.

The findings of both studies (the second study being a replication of the first) partially supported each of the five hypotheses, with the exception of the fourth hypothesis. In the second study, the distinctions between the three styles was not clearly related to retrospective reports of parent-child relationships. The authors attribute this inconsistency to the younger age and higher degree of defensiveness of the avoidant subjects. However,

longitudinal data is the only truly accurate manner in which to assess the link between childhood and adult attachments and the cross-sectional nature of this study carries with it a number of confounding influences. In particular, it is likely that the subjects' recall of their past attachment relationships with their parents was confounded by their current attachment style.

Furthermore, these findings raise some serious questions in regards to whether it is truly legitimate to assume that a model of attachment that was developed within the context of parent-infant interactions can be transferred to complex adult-adult interactions. Hazan and Shaver admit that two important points must be dealt with in future research. First, while parent-child interactions tend to reflect a "one way street", adult-adult interactions in a romantic relationship tend to be more reciprocal (e.g., partners periodically switch roles as care provider, anxious security-seeker, etc.). Secondly, their analysis ignores sexual attraction, an important component of any adult romantic relationship. In addition, one should realize that intimacy is not limited to romantic relationships and it seems important to include information concerning both romantic, sexual relationships and non-sexual, close friendships as well. In their analysis of several romantic relationship questionnaires, Hendrick and Hendrick (1989) note that while Hazan and Shaver capture the "closeness"

component of love, they omit both passion and communication. They acknowledge the likelihood that "the attachment styles are the building blocks of interpersonal relationships" but go on to add that "future research on attachment and love will probably need to use multiple measures to better capture the complexity of adult life" (p. 792).

Defining intimacy for the present study. Although intimacy is often defined in qualitatively different manners, a common thread throughout the majority of the literature suggests that a sense of mutuality, connectedness, proximity, deep levels of sharing, and trust are all aspects of intimate relationships (Bersheid, 1983; Erikson, 1968; Dahms, 1972; Sternberg, 1986).

For the present study, intimacy was conceptualized within a two part framework consisting of closeness and intimacy, and conflict and conflict resolution within the relationship.

Closeness and intimacy address relationship intimacy at an emotionally deep level by including the amount of respect, self-disclosure, affection, physical passion, commitment, reciprocity, security, and trust that the respondent associates with their most intimate relationships.

Zick Rubin (1970; 1973) identified two fundamental aspects of liking: affection, which implies warmth and closeness, and respect, which implies a somewhat more

emotionally distant component of liking. He also indicates that self-disclosure, which is actually one form of trust, is a marker of relational growth and forward movement. Self-disclosure involves considerable risk, since it is the **true self one is revealing and this inevitably invites the possibility of rejection. Therefore, it is understandable** that the closer two people become emotionally, the more trust they establish and the more they self-disclose. It is important to note, as Rubin does, that mutual self-disclosure is the key here. Most people could probably call to mind a person who offers all types of self-disclosive information but is not necessarily considered an intimate, in part because he or she does not invite the other to do the same.

Hazan & Shaver's (1987) attachment styles also describe interpersonal aspects of intimacy, but their paradigm focuses specifically on the issues of trust and security. They determined that the three infant attachment styles noted by Ainsworth (1978) (secure, avoidant, anxious/ambivalent) were also useful for describing adult relationships. For example, they found that fear of intimacy, emotional highs and lows, and jealousy are characteristic of persons who consider themselves to possess an avoidant attachment style with others.

Bartholomew (1990) argued that Hazan and Shaver's descriptions were too narrow to adequately explain more

complex adult relationships. Based on a framework of positive and negative views of self and other, Bartholomew adapted and expanded Hazan and Shaver's measure to include four different styles of adult attachment. She suggests that a person who has a positive view of self but a negative view of others may adopt a "dismissing" style (i.e. enjoys being independent and is comfortable without close relationships), whereas a person who holds a negative view of self but a positive view of other tends to adopt more anxious styles. In addition, she goes on to note that secure attachments are developed by those people who hold positive views of self and other, and those who experience both themselves and others as negative tend to form fearful attachments.

The "triangular theory of love" (Sternberg, 1986) provides yet another useful way of conceptualizing and measuring deeply intimate relationships. Sternberg posits that love is composed of "three components that together can be viewed as forming the vertices of a triangle" (p. 119). The three ingredients to this framework are intimacy, passion, and decision/commitment. Similar to Rubin's conceptualizations, Sternberg argues that intimacy encompasses several elements, including a desire to promote the welfare of the loved one, mutual understanding of the loved one, and giving emotional support to the loved one. Two unique aspects of Sternberg's love triangle includes the

more romantic and sexual phenomena of certain relationships and the decision/commitment component, which refers to the individual's decision to remain in the relationship, potentially for a long period of time.

Finally, Ronald Rohner's (1986) Parental Acceptance-Rejection Theory also provides a useful paradigm for examining current relationships between intimate peers. Rohner contends that one can characterize close relationships according to the components of a "warmth dimension". This dimension consists of a continuum with acceptance at one end and rejection at the other. Put simply, depending on the amount of acceptance and rejection an individual experiences within a relationship with a significant other (in particular, Rohner notes the role of the parent), certain ways of relating to others may develop. For example, in a sample of 764 children between the ages of 7 and 11, Rohner found that those children whose parents provided them with warmth and affection were significantly more likely to deal with others in an "emotionally responsive" manner (e.g., expressing feelings to significant others with ease), whereas children whose parents interact with them in a hostile or indifferent manner tend to be more emotionally unresponsive in their interactions with others. In addition to emotional unresponsiveness, Rohner describes another characteristic of interpersonal style, dependency (e.g., wanting to be provided with lots of attention, being

made a fuss over, relying on others to solve problems, etc.). Although Rohner created this paradigm within the context of parent-child relationships and children's interpersonal styles, he points out that the warmth-rejection experience and the associated styles of relating can occur throughout an individual's development and within many relationships. Therefore, for the present study, Rohner's criteria for dependence and emotional unresponsiveness was used to assess interpersonal aspects of late adolescents' intimate relationships.

Conflict and conflict resolution are the final elements of intimate relationships that will be assessed here. Both the amount and nature of conflict within a relationship can be an indicator of intimacy. The way in which an individual deals with conflict, possibly even more important than either of these, is also considered.

Two researchers that have addressed this area and provided a measures of conflict resolution are Murray Straus and Caryl Rusbult. Straus (1979) asserted that it was important to differentiate between level of conflict within a family and the way in which it is managed, the latter being an strong indicator of whether relationship outcomes are positive or negative. To measure the management style within families, Straus developed the Conflict Tactics Scale. He proposed that strategies people use can be broken down into three categories: the use of rational discussion,

the use of verbal and nonverbal threats, and the use of physical force against another person.

Following similar lines of reasoning, Rusbult, Johnson, & Morrow (1983) developed a measure of problem solving patterns in couples. Rusbult and her colleagues developed four problem solving responses: exit (separating, moving out, physical abuse of partner, divorce), voice (discussion problems, compromising, seeking help, etc.), loyalty (passively waiting for the situation to improve), and neglect (refusing to discuss problems, ignoring partner, criticizing partner, letting things fall apart). They further designate these four responses along two dimensions: passive (neglect and loyalty)/active (exit and voice) and destructive (exit and neglect)/constructive (voice and loyalty). One problem with this arrangement is that loyalty, while it may not necessarily be destructive, and, may in fact help to extend the duration of the relationship, may do so at the expense of other aspects of intimacy, such as respect. In a study comparing the responses of distressed and nondistressed couples, Rusbult and her colleagues found that distressed couples tended to engage in more destructive responses; however, only a very small effect was found between couple functioning and rate of constructive responding. Therefore, destructive patterns have more of an effect than constructive patterns on the functioning of couples.

In sum, the present study defined both experiences of childhood abuse and current experiences of intimacy in a multidimensional fashion and attempted to demonstrate the links between the two. In addition, this study examined two other variables that may play a role in the abuse/intimacy relationship.

The Role of Parent Conflict

The negative effects of growing up in a family experiencing divorce and/or high levels of parental conflict have been explored by a number of researchers. Although the findings relating divorce to negative outcomes for children are mixed, most researchers agree that it is not divorce, per se, that threatens the happiness of the child, but rather the existence and intensity of parental conflict. Enos & Handel (1986), surveying a sample of high school students, found that high levels of parental conflict resulted in poor adolescent adjustment, regardless of parental marital status. In another study, Kulka & Weingarten (1979) posit that the outcome for children whose parents experience significant conflict may be more detrimental the longer the parents remain together. Some of the effects of living in a home with parent conflict include lower self-esteem (Long, 1986) poor adjustment and adaptation (Chess, Mittleman, Korn, & Cohen, 1983; Kurdek & Sinclair, 1988) difficulties adjusting to the demands of growing up, one of which is forming intimate relationships

with other individuals. In addition, Wolf (1988) among others notes the powerful association between the occurrence of abuse and the presence of marital conflict. Therefore, a question arises concerning whether the problems that the children who are exposed to both forms of family distress can be attributed to the effects of abuse alone.

A hypothesis that was tested in the present study was that parent conflict accounts for some, but not all, of the association between childhood abuse and intimacy problems. While it is clear that it is detrimental for children to be exposed to continual parental conflict, it is likely that the experience of abuse is even more devastating. While some children may seek refuge to avoid witnessing their parents battles, the abused child is the target, and escape can often be impossible. Because the experience of abuse is more direct ("you are worthless", "I wish you had never been born") than that of parental conflict, it's effects are possibly more pronounced and more longstanding.

Attributions Related to the Abuse and Abuser

A second set of variables that may moderate the association between abuse and later difficulties with intimacy are the late adolescent's attributions about the abuse. Attributional theories are derived from the social psychology literature. Heider (1949, 1958) indicated that people have a need to predict and control their environments. One way this can be accomplished is by

creating reasons for others' behavior. Two central constructs within this theoretical framework are locus of causality and perception of responsibility. Locus of causality refers to the extent to which the observer perceives the cause of the behavior as originating either within or outside of the person. Heider also distinguished between varying levels of perceived responsibility for behavior. For example, a person may have performed an action but neither intended for it to happen nor foresaw the consequences. This person would likely be perceived as less accountable for a behavior than if he intended to do it and was aware of the possible consequences.

Bringing these two components of Heider's theory together, consider the following: you witness a motorist run a red light and hit a pedestrian. You may make an attribution of his behavior that is either internal (he is a careless and despicable person) or external (his brakes malfunctioned and he was unable to stop). Furthermore, the extent to which you perceive him as accountable for his actions will depend on whether his behavior was intentional (whether or not he wanted to hit the pedestrian) and the consequences were foreseeable (e.g., he knew his brakes needed repair and there was a possibility of his getting into an accident).

Another aspect of attribution, not discussed explicitly by Heider, is self-blame. Shaver and Drown (1986) indicated

the importance of distinguishing between causality and responsibility in attribution research. They define the cause of an event as "that antecedent, or subset of antecedents, that is sufficient for the occurrence of the effect...(cause is) an entity possessing an independent existence" (p. 701). Responsibility, on the other hand, is "a judgment made about a stimulus person by a perceiver who takes several different dimensions into account" (p. 701), such as intent to bring about the event. Shaver and Drown also suggest that attributing responsibility to oneself for "poor character or faulty judgment" (p. 701) would be likely to lead to present as well as future difficulties. This is especially pertinent for victims of assault. The responses to questions such as: Did I do something to cause my attack? Did I fail to do something to avoid it? can potentially affect the level of self-deprecation an individual experiences as well as the individual's subsequent adjustment to the attack.

Following this line of reasoning, a young adult's attributions about the cause, and degree of other and self-responsibility for an abuse experience during childhood may serve as a strong indicator of their current adjustment. Although no research has addressed this question directly, several studies have explored the nature and effects of developing certain attributions in cases of domestic violence and sexual assault. Cohn and Sugarman (1980)

examined the responses of 72 men and women who were given vignettes describing instances of either physical or sexual wife abuse and then asked to make attributions of responsibility of both offender and victim. Results indicated that women held women more responsible for sexual abuse than physical abuse, while men held women equally responsible for both physical and sexual abuse. The authors propose that women may continue to subscribe to the old myth that women aren't raped unless they want it, while men generalize this to include physical assault as well. In regards to responsibility of the offender, both men and women hold the offender more responsible for sexual than physical abuse, possibly due to the perceived planful nature of the sexual assault. The major problem with this study is that it involves observers of and not participants in abusive situations. While it is possible that societal attitudes reflected by an observer may be related to those held by either a victim or an offender, this inference is not conclusive. In addition, the effects of making certain attributions as opposed to others remains to be determined.

Research that directly assesses the attributions of victims suggests that victims may be better able to cope when they attribute the blame for the act to themselves (Lerner, 1980; Wortman, 1976). The explanation for this outcome is that attributing blame for victimization to oneself increases the amount of control one perceives both

for the event itself as well as for future events (e.g., since I am to blame, I can control whether this happens to me again or not). However, two points must be considered here in terms of the generalizability of these findings to the case of the young adult abused as a child: 1) the distinction between single and continuous occurrences of assault, and 2) the nature of the relationship between victim and assailant. Miller and Porter (1983) make the distinction between single assaults and ongoing abusive behavior. They suggest that women who are victims of ongoing physical abuse by their husbands are "comforted by any information that suggests that the cause of her partner's violence resides within him" (p. 144). The distinction here is that women who are victims of rape in a single instance are more concerned with why they, instead of other women, were attacked, while the abused wife is probably less concerned with this issue than the cause of the violence itself.

Extending this distinction to the case of the adult victim of child abuse, the young adult is probably less likely to wonder why their parents abused them instead of other children in the neighborhood (although in some cases the parents may have been abusive to one child, while leaving siblings alone). It is probably more important for the young adult to consider why the parent was abusive in the first place. In addition, the assumption that the

victim makes attributions of self-blame in order to gain control over the situation is not as clearly relevant in the case of child abuse. The child depends on the parent to be in control and provide a safe and secure environment for the child. Although the abusive parent clearly fails in providing a safe and secure environment, does the child therefore seek to assume control by blaming themselves for the abuse? Or does attributing self-blame for the abuse only perpetuate feelings of self-loathing and badness that have been instilled by the parent? It is the latter that seems more consistent with the literature dealing with the negative effects of child abuse and the related variables.

Summary: Considerations for the Present Study

In conclusion, the central focus of this study dealt with the differential effects of various types of child abuse on young adults' abilities to form intimate relationships in college. Specifically, this study examined the unique and combined effects of childhood physical, emotional and sexual abuse on their current relationships. For example, does the adult who was physically abused as a child experience anger and violence in current relationships? Does the young adult who was the victim of constant parental denigration experience a different pattern of difficulties, for example, does he or she have difficulty self-disclosing and trusting others?

It is probable that in certain cases, barriers to

intimacy are practical. A woman who becomes involved with abusive partners and has been threatened with harm by her partner is probably wary of what she says and does, but does this as much as for her own survival as because she has learned to behave in this way due to a childhood marred by abuse experiences. However, in another case, an individual may be fearful of even entering into a relationship because of a fear of losing individuality. In both cases, the way in which people approach and maintain relationships often can be traced back to the way in which their parents related to them. I am not proposing that every person who has fears of becoming intimate was abused; nor is true that all those who have been abused fear intimacy. However, I do consider that in those relationships that are most problematic (e.g. physically abusive, insecure, angry) there is a greater likelihood that one or both partners have experienced some level of childhood abuse.

Child abuse in this study was defined fairly broadly in an attempt to include and validate the effects of a wide range of abusive behaviors. By assessing a broad spectrum of abusive experiences, this study aims at avoiding the stereotypic label of abuse as that which is necessarily extreme. Although I expected to verify the devastating effects of more extreme levels of abuse, I anticipated that including a wide range of experiences would reveal that even the less extreme forms of child abuse can have significant

negative consequences for a person's ability to form and maintain intimate relationships.

The present study assessed aspects of physical, sexual and emotional abuse in the childhoods of college students between the ages of 17 and 25.

In addition to assessing the effects of abuse on current relationships, this study explored the potential effects of parental conflict on young adults' capacity for forming intimate relationships. Finally, for those students reporting a history of abuse, the potential moderating effects of attributions about personal versus parental responsibility for the abuse were assessed.

Hypotheses

1. Young adults who report that they experienced parental emotional abuse will tend to describe their current relationships as more anxious, more angry, less intimate, more emotionally dismissing, and will tend to engage in passive, rather than active, conflict resolution strategies than young adults who experienced other forms of maltreatment or no abuse.

2. Young adults who experienced a history of parental physical abuse will report involvement in current relationships that are more angry and more emotionally dismissing than those relationships of young adults who experienced other forms of maltreatment or no abuse. In addition, males who were physically abused by their fathers

will be more likely than females who were physically abused by a parent to be involved in angry relationships.

3. Young adults who experienced parental sexualization of the relationship will report being involved in less intimate, more angry, more anxious, and more emotionally dependent relationships than nonabused young adults.

4. In general, young adults reporting parental maltreatment who attribute blame for abuse to self rather than parents will report less intimate, more angry, more anxious, more emotionally dismissing relationships and will tend to use passive rather than active and constructive conflict resolution strategies.

5. Parent conflict will predict more angry, more anxious and less intimate young adult relationships. In addition, the contribution of parental abuse in predicting relationship outcome factors will be, in part, independent from the contribution made by parent conflict.

CHAPTER II

METHOD

Subjects and Procedures

Subjects were 342 students at a large, Midwestern university (158 males and 184 females; 87.2% White, 6.4% African American, .6% Hispanic, 2.6% Asian, and .9% Native American).

Participants read and signed an informed consent form and then filled out a series of self-report questionnaires assessing history of parental abuse, current capacity to form intimate relationships, level of parental conflict, and attributions about self and parent responsibility for the abuse. Participants were asked whether or not they were currently involved in a romantic relationship. If they were, they were instructed to complete the intimacy questionnaires in regards to this person. If they were not, participants were asked to think about their most intimate, non-family current relationship and complete these questionnaires in regards to this person. Approximately 65% (N=221; 90 males and 131 females) indicated that they were currently involved in an intimate relationship and 35% (N=118; 67 males and 51 females) indicated that they were not currently involved in a romantic relationship. Of those participants who indicated that they were currently involved in a romantic relationship, approximately 91% (N=202)

indicated that their relationships were with members of the opposite sex, 2% (N=4) indicated that their relationships were with members of the same sex, and 7% (N=15) did not indicated the sex of their partner.

A series of ANOVAs were run to determine whether these groups were statistically different in regards both to the abuse variables and the relationship outcome variables given the large percentage of respondents who indicated that they were not currently involved in romantic relationships. Whether or not the young adult was currently involved in a romantic relationship was not significantly associated with any of the abuse variables. However, as summarized by Table 1, whether or not participants were currently involved in a romantic relationship accounted for a significant amount of the variance in relationship outcome scores. Separate factor analyses were then run using those participants who indicated romantic or nonromantic relationships and somewhat different factor structures were found. Given that the primary interest of this study lies in the examination of close, romantic relationships, all subsequent analyses that tested the hypotheses were based on only those subjects who indicated that they were currently involved in romantic relationships.

Participants were tested in a group format. The entire battery took approximately two hours to complete. Each measure was administered separately, with the exception of

Table 1

Analysis of Variance Contrasting Romantic and Nonromantic Relationships on Initial Outcome Relationship Factors

Outcome factor	Group means		F-value
	Romantic	Non-romantic	
Intimate	.21	-.39	46.50b
Angry	.07	-.08	5.50a
Anxious	.41	.72	11.94b
Violent	.00	-.07	2.14

Note. a $p < .05$; b $p < .001$

the items measuring sexual abuse. These questions were embedded within one of the childhood abuse questionnaires in order to buffer the effects of these potentially sensitive questions. In return for their participation, students received extra credit in their psychology class.

Measures of Abuse

Several different measures were used to assess the nature and extent of parental abuse that these young adults experienced. An overview of the different measures for this sample is presentent in Table 2. Because it is important to determine the potentially unique effects that mother and father maltreatment can have, questionnaires that asked about "parent" abuse were changed to "mother" and "father". Participants were instructed to complete the parent abuse questionnaires in terms of the parents (i.e. biological or step) with whom they have lived the longest or in terms of a parental figure with whom they may have lived for a shorter time but who also maltreated them. For example, if a female participant's biological parents were divorced when she was 12 years old and her mother remarried a man who maltreated her, she was instructed to fill out the "father" questionnaires in regards to her step-father, even though she may have lived with her biological father for a longer period of time. Approximately 95% (N=325) of the young adults responded to maternal abuse questionnaires in regards to their biological mothers, 1% (N=4) in regards to their

Table 2

Childhood Abuse and Attribution Measures

Questionnaire/Scales	Cronbach's alpha	
	Mother	Father
Assessing Environments III-Form SD (AEIII; Berger & Knutson, 1984)		
Perception of Discipline scale	.91	.97
Physical Punishment scale	.93	.97
Parental Rejection scale	.89	.95
Positive Parental Contact scale	.84	.95
Family Experiences Questionnaire (FEQ; Briere & Runtz, 1988)		
Psychological Abuse scale	.84	.96
Parental Acceptance-Rejection Scale (PARQ; Rohner, 1986)		
Warmth/Affection scale	.95	.99
Aggression/Hostility scale	.88	.97
Neglect scale	.87	.97
Rejection scale	.79	.94
Parental Sexualization Scale (developed for this study)		
Sexualization scale	.93	.95
Perceptions of Responsibility for abuse (developed for this study)		
Personal Responsibility scale	.69	.68
Parent Responsibility scale	.54	.59

step-mothers, and 4% (N=14) in regards to adoptive mothers or other maternal figures. Approximately 89% (305) of the young adults responded to paternal abuse questionnaires in regards to their biological fathers, 6% (N=20) in regards to their step-fathers, and 5% (N=16) in regards to their adoptive fathers or other paternal figures.

Measures of physical abuse. Participants completed two separate scales assessing physical abuse. These scales are part of the Assessing Environments III-Form SD (AEIII; Berger & Knutson, 1984; See Appendix A). This self-report questionnaire assesses the nature of the respondent's childhood environment using a 4 point Likert scale. The two scales used to assess physical abuse were: Perception of Discipline scale (14 items, e.g., "My mother used harsh discipline with me") and Physical Punishment scale (12 items, e.g., "My mother used to spank me", "When I did something wrong, my mother sometimes tied me up").

Measures of emotional abuse. To assess the nature and extent of emotional abuse, participants completed a total of six scales from several different questionnaires. Participants responded to the 7 item Parental Rejection scale from Berger and Knutson's AEIII assessing the degree of parental rejection that the respondent experienced while growing up (e.g., "I never felt that my mother really loved me"). In addition, the Positive Parental Contact scale from the AEIII (9 items, scored in the direction of less positive

contact, e.g., "When I was a child my mother often found time to play with me", reverse scored) measured the extent to which young adults experienced positive and nurturing interactions with their mother and father. Participants also completed a portion of Briere and Runtz's (1988) Family **Experiences Questionnaire, measuring psychological abuse.** This four point Likert type scale includes three items (e.g., "How often did your father ridicule or humiliate you?") that were added to the AEIII questionnaire to reduce the number of separate questionnaires that participants completed.

As a final measure of childhood psychological abuse, respondents were asked to complete Rohner's 60 item Parental Acceptance-Rejection Questionnaire (PARQ; Rohner, 1986; See Appendix B). This measure uses a 4 point Likert scale (1=almost always true of my mother/father, 4=almost never true of my mother/father) to assess the extent to which parents were experienced by the child as accepting or rejecting as indicated by specific behaviors (e.g. "My mother frightened or threatened me when I did something wrong") or more global impressions (e.g. "My father liked to spend time with me"). To measure psychological abuse, all of the questionnaire's four scales were be used: warmth/affection (20 items; e.g., "My mother said nice things about me", reversed scored), aggression/hostility (15 items; e.g., "My father nagged or scolded me when I was

bad"), neglect (15 items; e.g., "My mother ignored me") and rejection (10 items; e.g., "My mother seemed to dislike me").

Measure of sexual abuse. Since no sufficiently broad measures of sexual abuse could be found, this researcher developed several items to assess this type of abuse. Most studies limit their assessment of sexual abuse to one or two questions that ask something similar to "My parents forced me to engage in sexual acts with them". However, clinical evidence suggests that behaviors that are far more surreptitious can also be harmful (Maltz, 1988; Sgroi, Blick, & Porter, 1982). Therefore a total of 9 items assessing overt and covert types of sexual abuse were generated and were included in the present study (e.g., "My mother/father watched me undress and bathe (after I had learned to do these things myself)", "My mother/father engaged in sexual intercourse (vaginal and/or anal) with me", "My mother/father exposed me to pornography").

It is important to point out that the majority of participants in this sample reported little or no overt sexualization of the relationship by either mother (61.3%, N=211) or father (71.2%, N=245). Furthermore, most participants endorsed items on this scale that described more minor, covert forms of inappropriate parent behavior (e.g., "My father talked to me about his sex life and/or would ask me about the sexual aspects of my relationships",

"My mother walked around the house nude") (see Table 3). Therefore, it appears that, within this population, this scale has tapped into students's experiences of looser attitudes and more permeable parent/child boundaries around sexuality and this factor may more accurately reflect their **experience of a <u>sexualized</u> relationship rather than a <u>sexually abusive</u>** relationship.

<u>Measure of Attributions about Abuse</u>

Two scales, consisting of four items each, were developed for this study to assess the nature of the attributions young adults make in regards to their parents maltreatment of them while they were growing up. Participants responded to these questions on a 7 point Likert type scale (See Appendix C).

The first scale assessed the extent to which the young adult blames him or herself for the abuse ("To what extent were you responsible for your mother/step-mother's negative behavior towards you?", "To what extent were you responsible for your father/step-father's negative behavior towards you?", "To what extent could you have done something more to prevent or escape from your mother/step-mother's negative behavior?", and "To what extent could you have done something more to prevent or escape from your father/step-father's negative behavior?"). The second scale assessed to what extent young adults perceive their parents as being responsible for the abuse ("To what extent was your

Table 3

Percentages of Participants Endorsing Sexual Abuse Items

Item	Percentage of subjects endorsing item scale points					
	Never		Rarely		Occasionally or Frequently	
	M	**F**	**M**	**F**	**M**	**F**
My mother/father...						
9. would watch me undress and bathe (after I had learned to do these things for myself).	86	95	11	4	3	1
14. would sometimes fondle my genitals, buttocks, etc.	97	98	2	1	1	1
21. engaged in oral sex with me (giving and/or receiving).	98	99	1	.3	1	.7
32. talked to me about her/his sex life and/or would ask me about the sexual aspects of my relationships.	77	85	12	9	11	6
38. would expose her/his genitals to me.	94	96	4	3	2	1
43. exposed me to pornography (e.g., magazines, movies, etc.).	98	97	1	2	1	1
47. engaged in sexual intercourse (vaginal or anal penetration) with me.	98	98	0	1	1	1
50. walked around the house nude.	92	92	5	1	3	2
53. would kiss me in a passionate manner.	97	97	1	2	2	1

Note. M=Mother; F=Father

father/step-father responsible for his negative behavior towards you?", "To what extent was your mother/step-mother responsible for her negative behavior towards you?", "To what extent is/was your mother/step-mother's negative behavior towards you due to something that may have been beyond her control (e.g., alcoholism, mental illness, etc.)?", "To what extent is/was your father/step-father's negative behavior towards you due to something that may have been beyond his control (e.g., alcoholism, mental illness, etc.)?").

Measure of Marital Conflict

The 20 item Parent Conflict Scale (PCS; Frank and Tatham, unpublished measure; See Appendix D), assessed the respondents' perceptions of the degree of conflict in their parents' marital disputes ("My parents are able to resolve disagreements fairly quickly", negatively scored), without involving the adolescent in the parents' disputes ("My father tries to get me to side with him when he fights with my mother"). A validity study on a sample of 40 undergraduates and their mothers and fathers indicated that the Parent Conflict Scale correlated with parents' reports of marital functioning on the widely used Dyadic Adjustment Scale (Spanier & Cole, 1974); r for the correlation between students' scores on the PCS and scores averaged across mothers and fathers on the Dyadic Adjustment Scale was -.80. In the same study, the correlation between students' reports

on the PCS and parents' scores on a General Parenting Alliance Scale (Frank, Jacobson, & Avery, 1988) describing parents' ability to work together as parents, was -.72. In a study of college undergraduates from intact and non-intact families, Frank & Burke, 1992 found that college students from divorced families reported higher levels of parent conflict on this measure than those from intact families.

Outcome Measures

Participants completed a total of 18 scales derived from 5 separate questionnaires to assess their experiences within current intimate relationships. Table 4 summarizes these different measures and shows their respective scales and the scale reliabilities for this sample.

Measures of closeness and intimacy. The Romantic Relationships Questionnaire (Bartholomew, 1990; Appendix E) assessed the young adults' current relationship styles. This measure is based on items developed by Hazan and Shaver (1987) and assesses four relationship styles: Secure, Fearful, Anxious, and Dismissing.

The Secure scale assesses the level of comfort with emotionally close relationships (e.g., "It is relatively easy for me to become emotionally close to others. I am comfortable depending on others and having others depend on me. I don't worry about being alone or having others not accept me"). The Fearful scale assess the extent to which young adults are uncomfortable with emotional closeness in

Table 4

Breakdown of Questionnaires, Scales and Scale Reliabilities for Measures of Relationship Outcomes

Questionnaires/Scales	Cronbach's alpha
Relationship Styles Questionnaire (Bartholomew, 1990)	
Anxious Relationship scale	**N/A***
Secure Relationship scale	**"**
Fearful Relationship scale	**"**
Dismissing Relationship scale	**"**
Personality Assessment Questionnaire (PAQ; Rohner, 1986)	
Dependency scale	.84
Emotional Unresponsiveness scale	.82
Liking and Loving Questionnaire (Rubin, 1973)	
Liking scale	.92
Loving scale	.86
Triangular Theory of Love Scale (Sternberg, 1985)	
Intimacy scale	.94
Passion scale	.97
Decision/Commitment scale	.96
Conflict Tactics Scale (CTS; Straus, 1979)	
Verbal Aggression scale	.89
Violence scale	.91
Extreme Violence scale	.70
Problem Solving Questionnaire (Rusbult & Zembrodt, 1983)	
Voice scale	.84
Exit scale	.88
Loyalty scale	.68
Relationship Neglect scale	.81

Note. * indicates that these scales contained one item each, therefore, no alpha coefficient was calculated

relationships (e.g., "I am somewhat uncomfortable getting close to others. I want emotionally close relationships, but I find it difficulty to trust others completely, or to depend on them. I sometimes worry that I will be hurt if I allow myself to become too close to others"). The Anxious scale assesses the degree to which young adults desire extremely emotionally close relationships but feel these will not be forthcoming (e.g., "I want to be completely emotionally intimate with others, but I often find that others are reluctant to get as close as I would like. I am uncomfortable being without close relationships, but I sometimes worry that others don't value me as much as I value them"). The Dismissing scale assesses the extent to which respondents desire independence over close relationships (e.g., "I am comfortable without close emotional relationships. It is very important for me to feel independent and self-sufficient, and I prefer not to depend on others or have others depend on me"). Participants rated on a 7 point Likert Scale the extent to which each style accurately describes them. For the remaining questionnaires, participants were asked to respond to questions in terms of their current, most intimate, non-family relationship.

Rohner's Personality Assessment Questionnaire (PAQ; Rohner, 1986; See Appendix F) addressed the student's manner of relating within intimate relationships. Only two scales

that were relevant for the present study were used: dependency (8 items, e.g., "I like (intimate partner) to give me a lot of attention") and emotional unresponsiveness (6 items, e.g., "It is hard for me when I try to show the way I really feel to someone I like"). These scales used a 4 point Likert scale (1=almost always true for me, 4=almost never true for me). Because some of these items were written in terms of a mother-child relationship, it was modified to appropriately address intimate relationships between peers. For example, the question "I like my mother to give me a lot of attention" has been modified to "I like (intimate partner) to give me a lot of attention".

Rubin's (1973) 26 item Liking and Loving Questionnaire assessed two aspects of intimate relationships on two scales: liking (13 items; e.g., "_____ is the sort of person whom I would like to be") and loving (13 items; e.g., "I greatly enjoy being confided in by _____") (See Appendix G).

Participants also completed Sternberg's 45 item (1986) Triangular Theory of Love Scale to assess three components of their intimate relationships: intimacy (15 items; e.g., "I feel that I really understand ____"), passion (15 items; e.g., "I find _____ to be very personally attractive"), and decision/commitment (15 items; e.g., "I view my relationship with _____ as permanent"). Students rated, on a 9 point Likert scale (1=not at all, 5=moderately, 9=extremely), the

extent to which the statements within each scale accurately described their current relationship (See Appendix H).

Measures of conflict and conflict resolution. Straus' (1979) widely used Conflict Tactics Scales (CTS) was used to assess the styles of coping with conflict that participants used within their intimate relationships (See Appendix I). Three scales were used to assess: Verbal Aggression (12 items; e.g.,"I did or said something to spite my partner", Violence (12 items; e.g., "I threw something at him/her") and Extreme Violence (6 items; e.g., "I threatened him/her with a knife or gun"). Participants rated, on a 6 point scale, the degree to which they use each of the strategies when dealing with conflict, both in terms of how they respond and in terms of how their partner/friend responds. Evidence of concurrent and construct validity is reported by several sources, including Bulcroft and Straus (1975), and Jorgensen (1977).

Participants also completed Rusbult and Zembrodt's (1983) typologies of response to relationship dissatisfaction (See Appendix J). This 28 item questionnaire assesses strategies for dealing with conflict along two dimensions: activity/passivity, and destruction/construction. The resulting four styles are: active/constructive, or voice, (7 items; e.g., "We both worked together to solve the problem"), active/destructive, or exit, (7 items; e.g., "I ended the relationship"),

passive/constructive, or loyalty, (7 items; e.g., "When we have problems in our relationship, I patiently wait for things to improve"), and passive/destructive, or relationship neglect, (7 items; e.g., "When I'm really bothered about something my partner has done, I criticize him/her for things that are unrelated to the real problems"). Participants rated, on a 9 point scale, to what extent each of these strategies describes their own styles for dealing with problems in their relationships.

CHAPTER III

RESULTS

Factor Analyses of Abuse Measures

Factor analysis was used to reduce measures of childhood maltreatment to a smaller number of independent dimensions. Analyses for abuse perpetrated by mother or father were run separately. A total of 10 father abuse questionnaire scales were factor analyzed using a varimax rotation. This analysis resulted in two father abuse factors with eigenvalues greater than 1.0 that, together, accounted for 70.1 percent of the existing variance (Table 5). Two mother abuse factors were similarly extracted with eigenvalues greater than 1.0 that accounted for 65.5 percent of the variance.

As can be seen in Table 5, scales that assessed emotional abuse generally loaded on the first factor whereas both physical and sexual abuse loaded on the second factor. There was some overlap between factors; scales were assigned to the factor on which they had the highest loading.

Although physical abuse and sexualization loaded on the same (second) factor, there is significant clinical and empirical evidence that sexual abuse involves dynamics and effects for the child that are unique from those experienced by children who were physically abused. Hence, these scales were used independently in subsequent statistical analyses.

Table 5

Factor Analyses of Abuse Scales for Mothers and Fathers

	Factor Loadings	
Mother abuse scales		
	Factor 1	Factor 2
Warmth (*)	**.87**	.17
Neglect	**.86**	.20
Positive Contact (*)	**.79**	-.08
Rejection (AEIII)	**.79**	.08
Aggression/Hostility	**.75**	.43
Rejection (PARQ)	**.75**	.41
Psychological Abuse	**.54**	.44
Punishment	.20	**.81**
Discipline	.46	**.69**
Sexualization	-.08	**.56**
Eigenvalues	5.27	1.28
Percent of Variance	52.7%	12.8%
Father abuse scales		
Warmth (*)	**.90**	.20
Neglect	**.88**	.24
Rejection (AEIII)	**.85**	.15
Positive Parental Contact (*)	**.83**	.00
Rejection (PARQ)	**.66**	.56
Psychological Abuse	**.58**	.53
Punishment	.22	**.80**
Discipline	.51	**.71**
Aggression/Hostility	.60	**.68**
Sexualization	-.12	**.55**
Eigenvalues	5.82	1.27
Percent of Variance	58.2%	12.7%

Note. * indicates that scale items were reverse scored

Description of Final Abuse Scales

Based on the results of the factor analysis as well as theoretical considerations described above, a total of three abuse scales were developed. Since there is considerable evidence to suggest that children experience interactions with mothers differently from interactions with fathers, separate mother and father abuse scales were used in subsequent analyses.

The Mother/Father Emotional Abuse scale consists of items that tap into students' childhood experiences of parental hostility, verbal aggression, inattentiveness, and rejection. The Mother/Father Physical Abuse scale describes parental behaviors involving physical abuse (e.g., hitting, slapping, kicking) and harsh discipline (e.g., locking in a closet). Finally, the Mother/Father Sexualization scale assesses the extent to which parents displayed permeable parent/child boundaries around sexuality.

As one may have anticipated in a normal sample, the number of participants endorsing more extreme levels of abuse is relatively small (Table 6). In order to avoid a swamping effect in the statistical analyses created by the large number of participants experiencing relatively little abuse, the abuse variables were transformed into a four point scale, based on the distribution of scores for each abuse type. These transformed variables were used in all subsequent analyses.

Table 6

Percentages of Participants within Each Level of Abuse across Abuse Type

	Abuse Scale Scores			
	1 Little/No Abuse	2 Mild Abuse	3 Moderate Abuse	4 Severe Abuse
Type of Abuse				
Physical Abuse				
Mother	31.6% (N=108)	46.6% (N=159)	11.7% (N=40)	10.0% (N=34)
Father	33.8% (N=114)	45.1% (N=152)	9.2% (N=31)	11.9% (N=40)
Emotional Abuse				
Mother	31.4% (N=108)	48.3% (N=166)	7.8% (N=27)	12.5% (N=43)
Father	31.9% (N=108)	45.4% (N=154)	10.6% (N=36)	12.1% (N=41)
Sexualization				
Mother	61.7% (N=211)	16.7% (N=57)	16.1% (N=55)	5.6% (N=19)
Father	72.7% (N=245)	11.3% (N=38)	6.2% (N=21)	9.8% (N=33)

Intercorrelation of Abuse Scales and Parent Conflict

The intercorrelations between each of the parental abuse scales and parent conflict are shown in Table 7. Sexualization of the relationship by mothers and fathers was only weakly correlated with other forms of abuse. However, emotional abuse was quite strongly correlated with physical abuse for both mothers and fathers. One would expect this given the co-occurance of these experiences in abusive families. Yet, research has shown that these two types of abuse have unique as well as shared effects on the child, so that it is conceivable that they will show unique effects in regards to young adult relationships as well. Therefore, emotional and physical abuse were used separately in all analyses.

Correlations of parent conflict and types of abuse ranged from weak to moderate. This is also expected given that conflictual behavior between parents often sets the stage for abusive behavior between parent and child. To determine the unique effects of parent-child abuse, parent conflict will be controlled for in further analyses.

Factor Analysis of Relationship Outcome Measures

Factor analysis was used to reduce measures of young adults' romantic relationships to a smaller number of dimensions. A varimax rotation including a total of 18 scales resulted in five outcome factors with eigenvalues greater than 1.04 that, together, accounted for 68% percent

Table 7

Intercorrelations (Pearson r) Between Parental Abuse and Parent Conflict and Among the Various Types of Abuse

	2.	3.	4.	5.	6.	7.
1. PC	.28b	.47b	.13a	.33b	.54b	.11a
2.MOTHPHY		.56b	.21b	.53b	.36b	.18b
3.MOTHEMOT			.14a	.44b	.60b	.20b
4.MOTHSEX				.10	.18b	.30b
5.FATHPHY					.65b	.24b
6.FATHEMOT						.13a
7.FATHSEX						

Note. a $p < .05$; b $p < .01$
PC=Parent Conflict; MOTHPHY=Mother Physical Abuse; MOTHEMOT=Mother Emotional Abuse; MOTHSEX=Mother Sexualization; FATHPHY=Father Physical Abuse; FATHEMOT=Father Emotional Abuse; FATHSEX=Father Sexualization

of the existing variance. This analysis included only those participants who reported on their romantic relationships. These are as follows: Intimate Relationships, Angry Relationships, Anxious Relationships, Distant vs. Dependent Relationships, and Constructive vs. Palliative Relationships. Z-scores were calculated for each questionnaire and then scales with loadings greater than .50 were averaged together to provide a single measure of each dimensions identified by the factor analysis. Table 8 summarizes the final factor analysis of outcome variables for those young adults who indicated that they were currently involved in romantic relationships.

Intimate relationships factor. This factor consists of 6 questionnaire scales: Sternberg's Passion scale, Intimacy scale, and Commitment scale, Rubin's Liking scale and Loving scale, and Rusbult and Zembrodt's Exit scale. Since the Exit scale was negatively loaded on this factor, this scale was recoded so that high scores would be consistent with intimate relationships. This factor assessed the participants' degree of commitment, passion, reciprocity, caring and affection in their current relationships as well as a disinclination to engage in passive/destructive strategies when dealing with interpersonal conflict.

Angry relationships factor. A total of 4 questionnaire scales and 32 items comprise this factor: Rusbult and Zembrodt's Relationship Neglect scale, and Straus' Verbal

Table 8

Factor Analysis of Outcome Relationship Variables for Young Adults Involved in Romantic Relationships

	Factor Loadings				
	Intimate	Angry	Anxious	Depend.	Passive
Scales					
Commitment/ Decision	**.91**	.06	-.07	.03	.08
Passion	**.88**	.02	-.10	.17	.07
Intimacy	**.85**	-.10	-.18	.05	-.08
Love	**.82**	-.02	.00	.26	.03
Like	**.72**	-.14	-.12	-.03	-.16
Exit	**-.62**	.51	.19	.13	.11
Violence	-.05	**.91**	.05	-.08	-.05
Verbal Aggression	-.05	**.80**	.15	.23	-.03
Extreme Violence	.09	**.61**	-.12	-.44	.02
Relationship Neglect	-.34	**.54**	.34	.17	.40
Secure	.11	-.03	**-.81**	.18	-.05
Fearful	-.06	.04	**.78**	-.07	.08
Emotional Unresponsiveness	-.38	.14	**.62**	-.09	.20
Anxious	.01	.10	**.50**	.41	-.07
Dismissing	-.13	.05	-.22	**-.67**	-.02
Dependency	.49	.19	-.07	**.59**	-.14
Loyalty	.20	-.13	.03	-.16	**.82**
Voice	.40	-.16	-.21	-.05	**-.61**
Eigenvalues	5.61	2.49	1.75	1.32	1.04
Percent of Variance	31.2%	13.9%	9.7%	7.3%	5.8%

Note. Depend.=Dependent

Aggression, Violence, and Extreme Violence scales. The Angry Relationships scale assessed the extent to which students' have experienced or engaged in patterns of verbal or physical aggression when they and their partner or friend encounter interpersonal conflict. In addition, this scale measures to what extent students' respond to conflict by behaving in a hostile manner rather than utilizing more successful problem solving skills.

Anxious relationships factor. This factor consists of 4 scales that assessed the extent to which participants describe themselves as anxious or fearful in relationships and whether they perceive themselves as having difficulty expressing their emotions within relationships. This scale consists of Bartholomew's Anxious scale, Fearful scale, and Secure scale (negatively loaded and subsequently recoded to be consistent with the factor), and Rohner's Emotional Unresponsiveness scale.

Dependent versus dismissing relationships factor. This factor consists of 2 scales that assessed the level of emotional dependency in respondents' relationships (high scores on this factor) versus the their tendency to dismiss emotionally close relationships (low scores on this factor). Bartholomew's Dismissing scale (negatively loaded and subsequently recoded so that high scores on this scale are consistent with high scores on the factor) and Rohner's Dependency scale comprise this factor.

Palliative versus active conflict resolution factor. This factor consists of Rusbult and Zembrodt's Loyalty scale and Voice scale (negatively loaded and subsequently recoded so that high scores on this scale are consistent with high scores on this factor). This factor assessed the extent to which young adults tend to cope with interpersonal conflict in their romantic relationships by either passively waiting for the situation to improve (high scores on this scale) vs. engaging in constructive problem solving (low scores on this factor).

Factor Analysis of Attribution Scales

Factor analysis of participants' attributions of mother and father maltreatment using a varimax rotation resulted in two factors with eigenvalues greater than 1.0 that accounted for 72.3 percent of the existing variance for father abuse attributions and 71.9 percent of the existing variance for mother abuse attributions. One factor described Personal Responsibility for abuse and the other Parental Responsibility for abuse (Table 9).

Descriptive Analyses

A series of t-tests were run to determine whether males and females reported significantly different levels of mother and father abuse. Results of these analyses are shown in Table 10. In general males were more likely to report mother emotional abuse and father sexualization of the relationship, whereas females were more likely to report

Table 9

Factor Analysis of Attributions of Parental Abuse

	Factor Loadings			
	Factor 1 Personal Resp.		Factor 2 Parental Resp.	
	M	F	M	F
Items				
To what extent are/were you responsible for your mother/ step-mother's or father/step- father's negative behavior (e.g, putting youd down, using harsh discipline, ignoring you, etc.) towards you?	**.85**	**.85**	-.01	.01
To what extent could you have done something more to prevent or escape from your mother/step-mother or father/step-father's negative behavior?	**.85**	**.87**	.09	.01
To what extent is/was your mother/step-mother or father/ step-father responsible for her/his negative behavior towards you?	.24	.12	**.78**	**.83**
To what extent is/was your mother/step-mother or father/ step-father's negative behavior towards you due to something that may have been beyond his/ her control (e.g., alcoholism, mental illness, etc.)?	-.14	-.10	**.84**	**.84**
Eigenvalues	1.60	1.51	1.25	1.39
Percent of Variance	40.0%	37.7%	31.2%	34.7%

Note. M=Mother; F=Father

Table 10

Group T-tests: Participant Sex and Parental Abuse

	Mean (SD)		Pooled variance estimate		
	Males	Females	F	df	t
Mothers					
Emotional	.13 (.80)	-.11 (.80)	1.00	340	2.71b
Physical	.11 (.84)	.18 (.07)	1.33	337	1.89t
Sexualiz.	-.10 (1.16)	.07 (.83)	1.92c	338	-1.57
Fathers					
Emotional	.04 (.72)	-.04 (.07)	1.61b	335	.91
Physical	.07 (.81)	-.05 (1.01)	1.55b	334	1.30
Sexualiz.	.13 (1.04)	-.12 (.93)	1.24	334	2.30a

Note. a $p < .05$; b $p < .01$; c $p < .001$; t $p < .06$
Sexualiz.=Sexualization

mother physical abuse. Therefore, in light of these differences and also because it was very likely that abuse differently affects males and females, data for males and females was analyzed separately in all subsequent analyses.

Test of Hypotheses

Regression procedures. Hierarchical regression analyses were used to determine the influence of young adults' experiences of childhood maltreatment in predicting current romantic relationship styles. Parent conflict was entered in the first step in order to control for these effects and subsequently determine the independent effects of parental abuse. The three types of parental abuse were entered on the second step and attributions on the third step. Two and three-way interactions between parental abuse and attributions were entered stepwise on the fourth and fifth steps, respectively. Analyses were run for mother and father abuse scales separately. Table 11 shows regression results for mother abuse and Table 12 shows regression results for father abuse.

Effects of parent conflict. Parent conflict significantly predicted more angry relationships for both males and females and more anxious and dependent relationships for females.

Effects of parent emotional abuse. As predicted, mother emotional abuse significantly predicted more anxious relationships for males and females and more angry

Table 11

Regression Analyses Predicting Relationship Outcomes for Females and Males from Parent Conflict, Maternal Abuse, Attributions and Interactions between Attributions and Abuse

	Outcome Variables														
	Intimate			Angry			Anxious			Dependent vs. Dismissing			Passive vs. Active Resolution		
	R2	B	r	R2	B	r	R2	B	r	R2	B	r	R2	B	r
Predictors															
Results for Females															
Step 1															
PC	.01	-.09	-.09	.05b	.22a	.22	.08b	.27b	.27	.04a	.20a	.20	.01	.11	.11
Step 2															
Type of Mother Abuse															
EMOTIONAL	.03	-.19	-.19	.06	.23a	.29	.07a	.29b	.35	.02	.15	.21	.01	.02	.06
PHYSICAL	....	.01	-.07	....	.04	.15	....	-.04	.11	....	.02	.11	....	-.06	-.02
SEXUALIZED	....	-.05	-.08	....	-.10	-.02	....	-.03	.05	....	-.07	.00	....	-.07	-.04
Step 3															
PERS RSP	.00	-.04.	-.07	.03	-.06	-.04	.00	.01	.03	.02	.08	.07	.02	.01	-.02
MOTHER RSP	....	.00	.00	....	-.17	-.02	....	-.02	.14	....	-.15	-.01	....	-.15	-.08
Results for Males															
Step 1															
PC	.01	-.10	-.10	.12b	.34b	.34	.02	.15	.15	.03	.19	.19	.01	-.09	-.09
Step 2															
Type of Mother Abuse															
EMOTIONAL	.04	-.07	-.15	.08	.17	.32	.17b	.48c	.43	.03	-.02	.06	.01	.02	-.06
PHYSICAL	....	-.11	-.14	....	.11	.28	....	-.07	.17	....	.01	.07	....	-.11	-.12
SEXUALIZED	....	.16	.15	....	.16	.16	....	.03	-.01	....	.17	.17	....	-.03	-.04
Step 3															
PERS RSP	.00	.00	.00	.02	.05	-.01	.00	.05	.09	.00	-.03	-.04	.00	-.02	.00
MOTHER RSP	....	.01	-.05	....	-.15	.03	....	-.02	.18	....	.08	.09	....	.02	-.01

Note: PC=Parent Conflict; PERS RSP=Personal Responsibility; MOTH RSP=Mother Responsibility
a $p < .05$; b $p < .01$; c $p < .001$

Table 12

Regression Analyses Predicting Relationship Outcomes for Females and Males from Parent Conflict, Paternal Abuse, Attributions and Interactions between Attributions and Abuse

	Outcome Variables														
	Intimate			Angry			Anxious			Dependent vs. Distant			Passive vs. Active Resolution		
Predictors	R2	B	r	R2	B	r	R2	B	r	R2	B	r	R2	B	r
Results for Females															
Step 1															
PC	.01	-.09	-.09	.05b	.22a	.22	.08b	.27b	.27	.04a	.20a	.20	.01	.11	.11
Step 2															
Type of Father Abuse															
EMOTIONAL	.07a	-.23	-.24	.08a	.17	.28	.13c	.40b	.43	.00	-.05	.09	.02	.12	.17
PHYSICAL	....	-.10	-.19	....	.12	.21	....	.05	.28	....	.02	.06	....	.07	.14
SEXUALIZED	....	.14	.09	....	-.21a	-.15	....	-.14	-.07	....	.02	.04	....	-.06	-.02
Step 3															
PERS RSP	.00	-.04.	-.07	.04	-.03	-.03	.00	.03	.03	.02	.08	.02	.03	-.03	-.03
FATHER RSP	....	.00	-.11	....	-.25a	-.02	....	-.01	.22	....	-.16	-.02	....	-.21	-.05
Results for Males															
Step 1															
PC	.01	-.10	-.10	.12b	.34b	.34	.02	.15	.15	.03	.19	.19	.01	-.09	-.09
Step 2															
Type of Father Abuse															
EMOTIONAL	.03	-.10	-.17	.03	.18	.24	.13b	.23	.36	.05	.23	.15	.02	.07	-.04
PHYSICAL	....	-.11	-.18	....	-.12	.13	....	.22	.32	....	-.26	.00	....	-.16	-.11
SEXUALIZED	....	-.01	-.06	....	.10	.11	....	-.10	.00	....	.16	.11	....	.08	.03
Step 3															
PERS RSP	.00	.00	.00	.01	.02	-.06	.00	.02	.02	.01	.02	-.05	.00	-.01	-.02
FATHER RSP	....	.03	-.08	....	-.13	.10	....	.00	.19	....	-.15	.02	....	-.05	-.07

Note: PC=Parent Conflict; PERS RSP=Personal Responsibility; FATH RSP=Father Responsibility
a $p < .05$; b $p < .01$; c $p < .001$

relationships for females. However, mother emotional abuse was not directly related to dismissing relationships or palliative vs. constructive styles of conflict resolution for males or females. Furthermore, mother emotional abuse was unrelated to angry relationships for males.

However, an interaction between mother emotional abuse and attributions of personal responsibility was significant for this factor for females (Figure 1). Among females not blaming themselves for their mother's emotional abuse, increasing abuse was associated with increasingly palliative conflict resolution styles. Alternatively, among females taking personal responsibility for mother emotional abuse, increasing abuse was associated with more active rather than palliative conflict resolution styles.

As predicted, young adult women who experienced father emotional abuse reported anxious relationships. In addition, an interaction between father emotional abuse and attributions of father responsibility was significant for females' angry relationships (Figure 2). Among females who did not blame their fathers for emotionally abusing them, as reported levels of abuse increased, levels of reported anger increased. Among females who did blame their fathers for their emotional abuse, as abuse increased, reported anger increased slightly.

The main effects of emotional abuse by fathers was unrelated to intimacy, anger, anxiety, emotional dependence

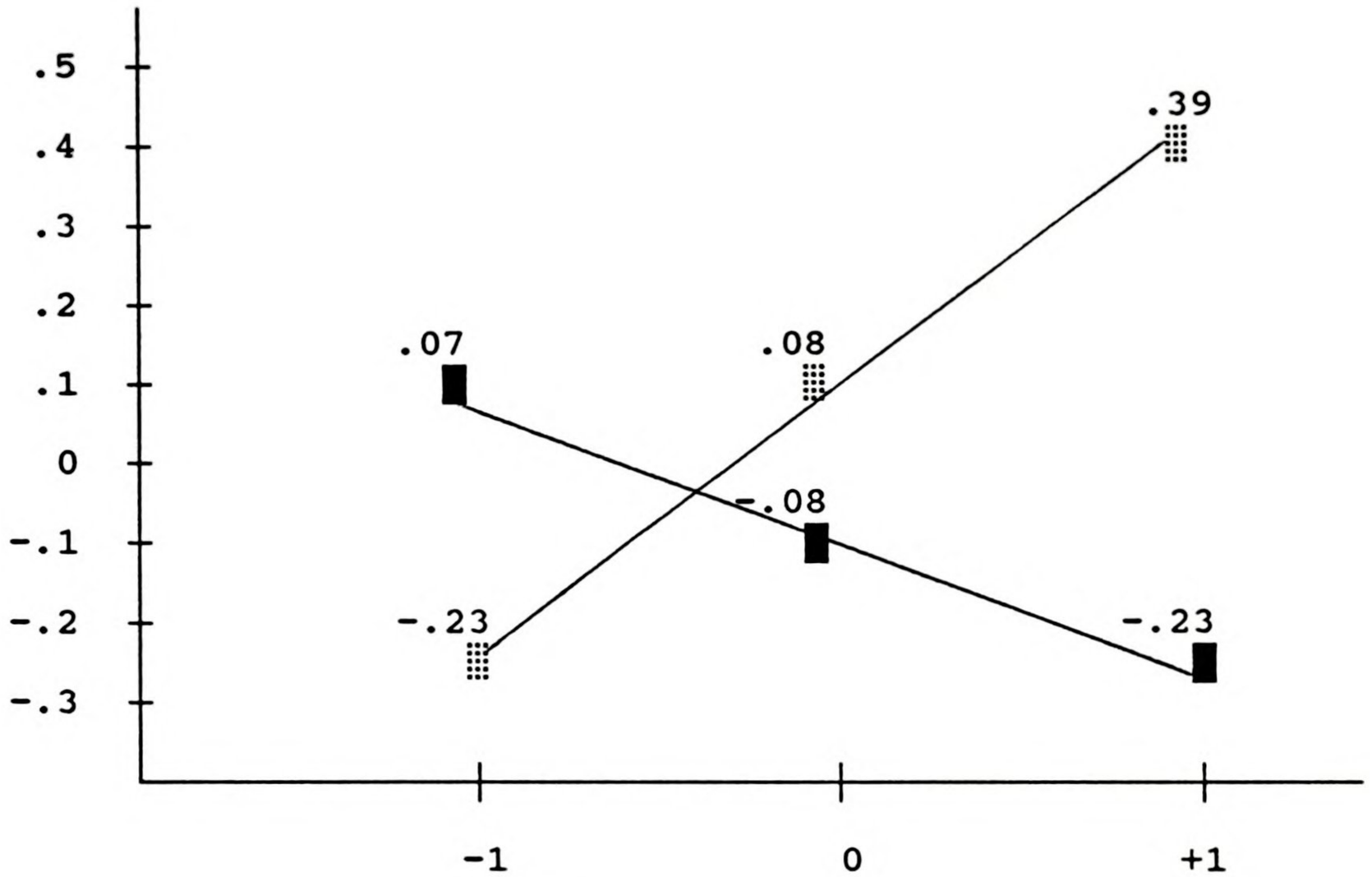

Figure 1

Interaction between Mother Emotional Abuse and Attributions of Personal Responsibility for Females

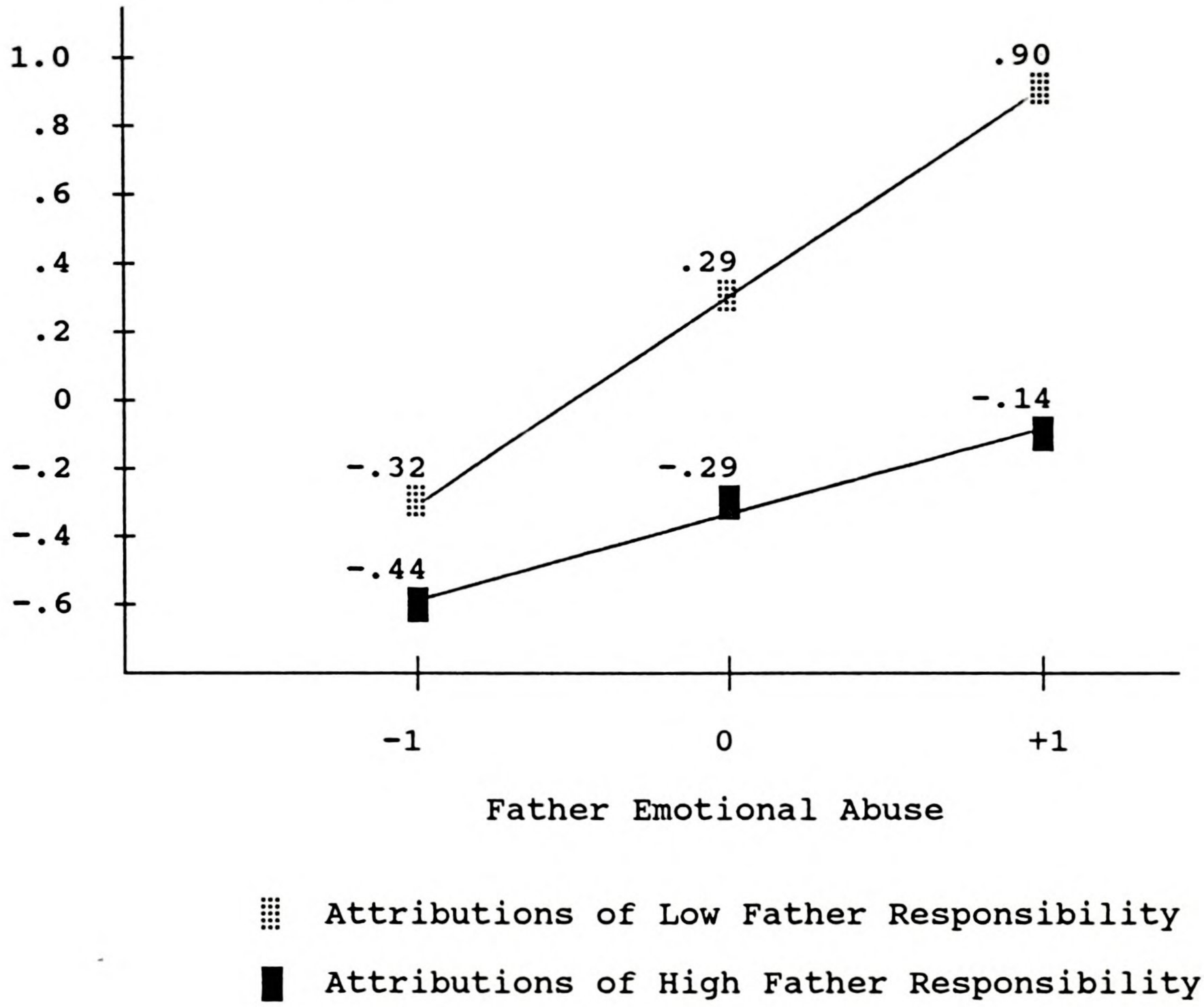

Figure 2

Interaction between Father Emotional Abuse and Attributions of Father Responsibility for Females

versus dismissing, or the tendency to use palliative vs. active conflict resolution styles romantic relationships for males. However, an interaction between father emotional **abuse and attributions of personal responsibility as well as an interaction between father emotional abuse and attributions of father responsibility were significant for males. Specifically, among males who did not blame themselves for their fathers' emotional abuse (Figure 3), as levels of abuse increased, levels of reported intimacy increased. Alternatively, among males who blamed themselves for their fathers' emotional abuse, as abuse increased, levels of reported intimacy decreased. In regards to anxious relationships, among males who did not blame their fathers for the emotional abuse they experienced (Figure 4), as reported levels of abuse increased, reported anxiety increased. Alternatively, among males who blamed their fathers for the emotional abuse they experienced, as reported levels of abuse increased, anxiety slightly decreased. Notably, males who experienced high levels of father emotional abuse and did not blame their fathers for this abuse reported the most anxious relationships.**

Effects of parent physical abuse. Mother physical abuse and father physical abuse were not directly related to angry or emotionally dependent vs. dismissing relationships for either males or females. However, an interaction between mother physical abuse and attributions of

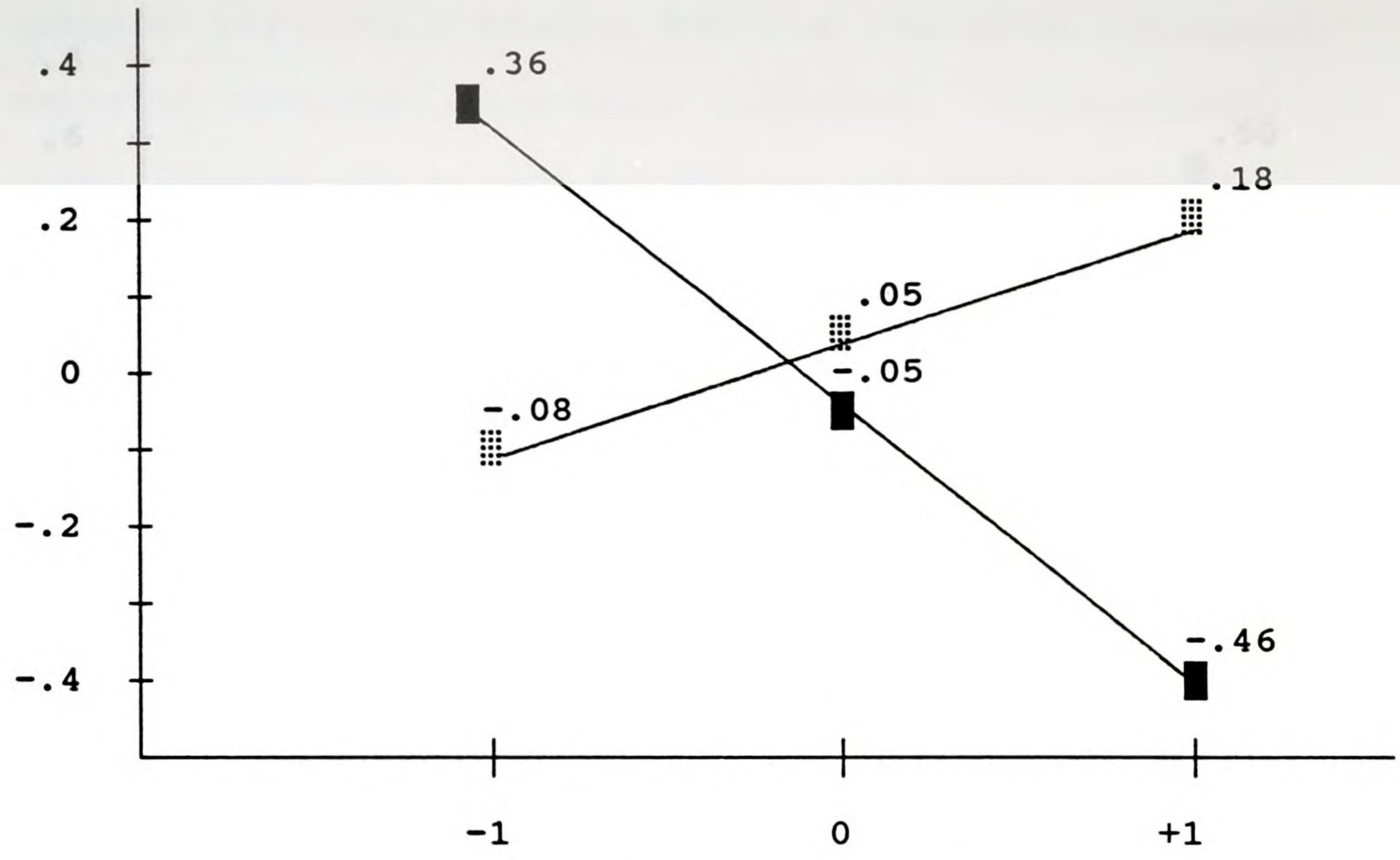

Figure 3

Interaction between Father Emotional Abuse and Attributions of Personal Responsibility for Males

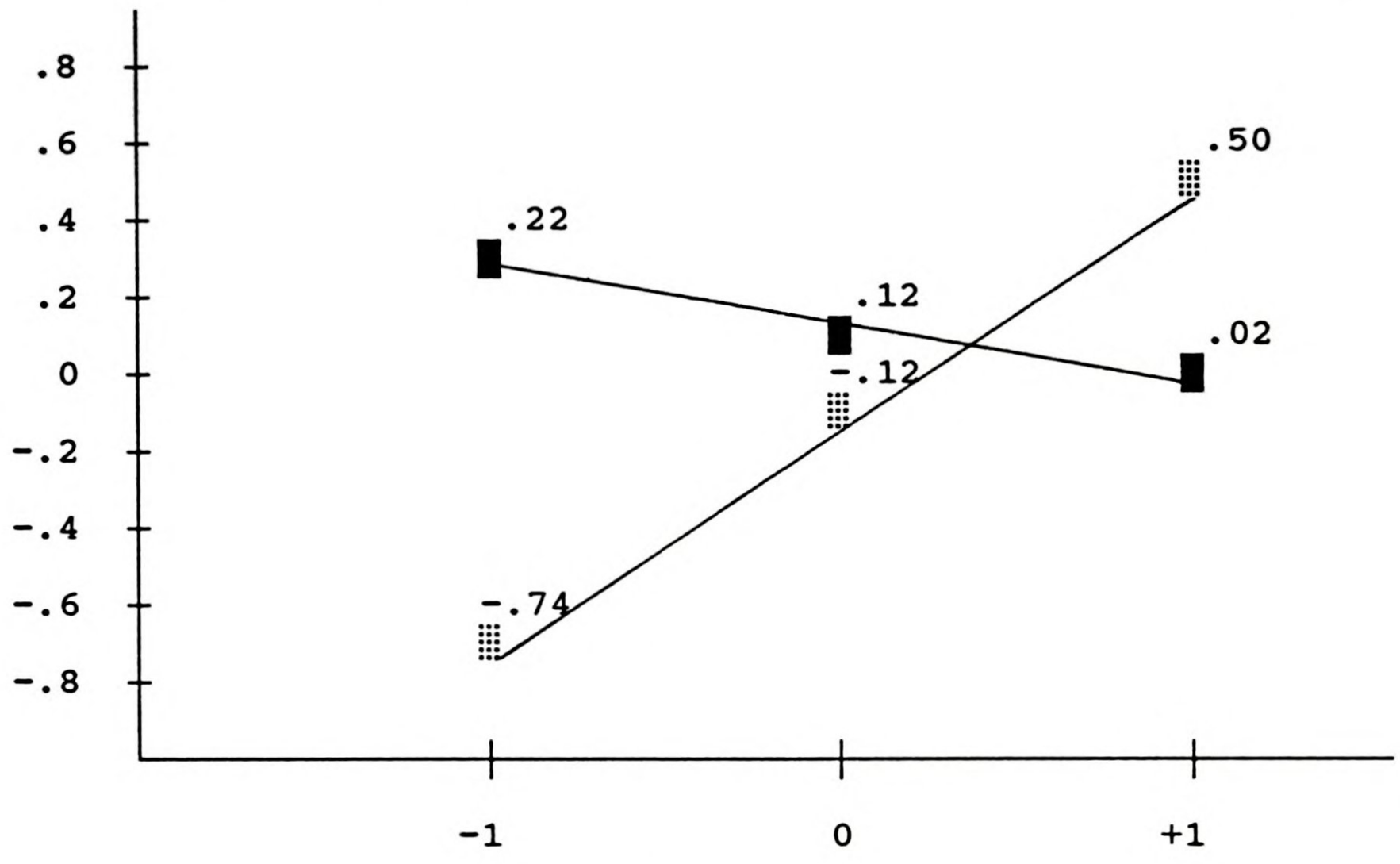

Figure 4

Interaction between Father Emotional Abuse and Attributions of Father Responsibility for Males

personal responsibility was significant for emotionally dependent vs. dismissing relationships for females (Figure 5). Among females who did not blame themselves for their mothers' physically abusive behavior, as abuse increased, reported emotional dependency increased. Alternatively, among females who blamed themselves for their mothers' physically abusive behavior, as reported abuse increased, reported levels of dismissal increased.

Furthermore, an interaction between father physical abuse and attributions of personal responsibility was significant for emotionally dismissing vs. emotionally dependent relationships for both females and males. Specifically, among females and males who blamed themselves for their fathers' physically abusive behavior (Figures 6 and 7, respectively), as reported physical abuse increased, they tended to dismiss close relationships. Alternatively, among females who did not blame themselves for their fathers' physically abusive behavior, as reported physical abuse increased, so did emotional dependency. However, among males who did not blame themselves for their fathers' physically abusive behavior, levels of abuse was unrelated to levels of emotional dependency.

Effects of parent sexualization. The main effects of mother sexualization were not directly related to intimate, angry, anxious or emotionally dependent vs. dismissing relationships for males or females. However, an

Dependent vs. Dismissing Relationship

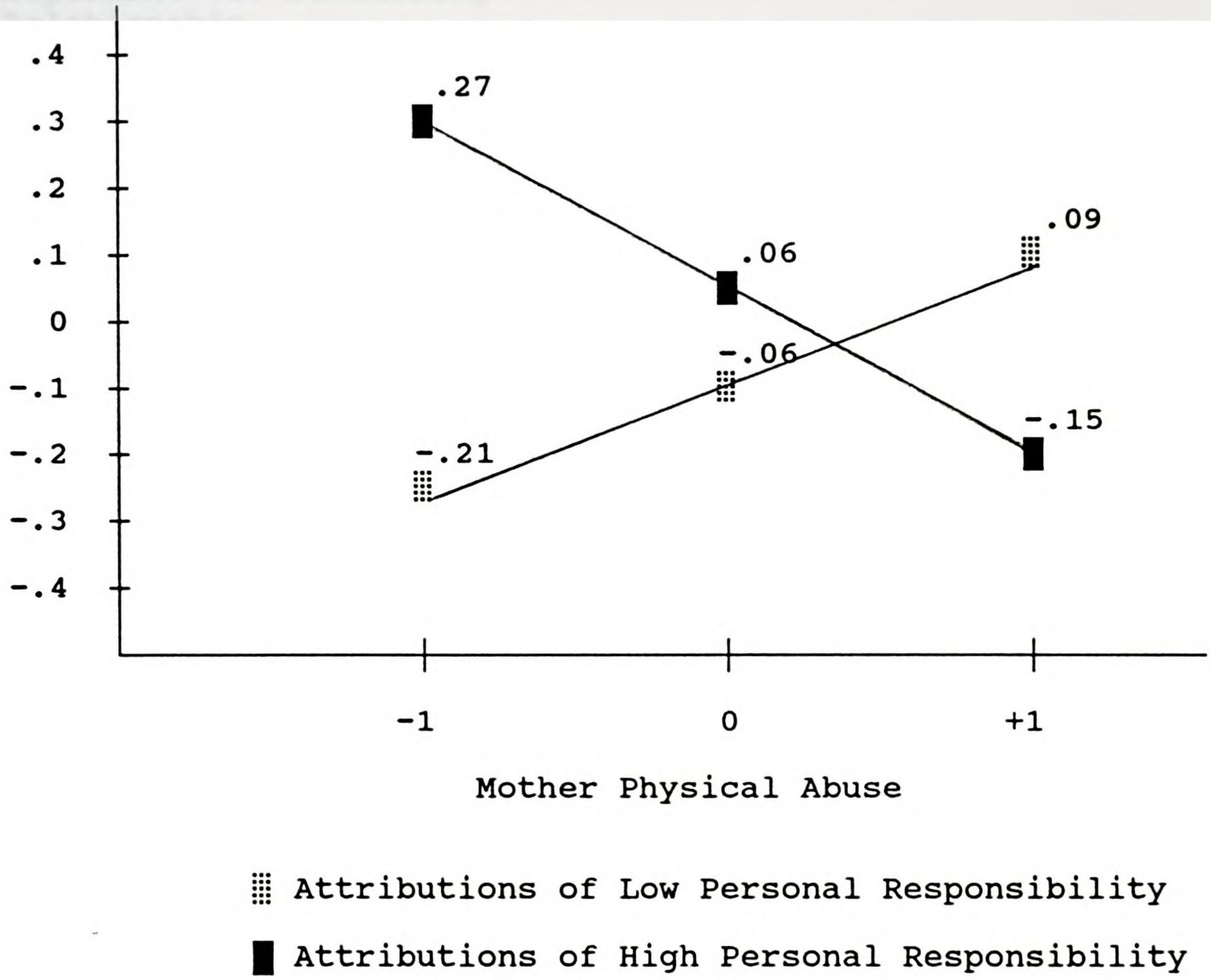

Figure 5

Interaction between Mother Physical Abuse and Attributions of Personal Responsibility for Females

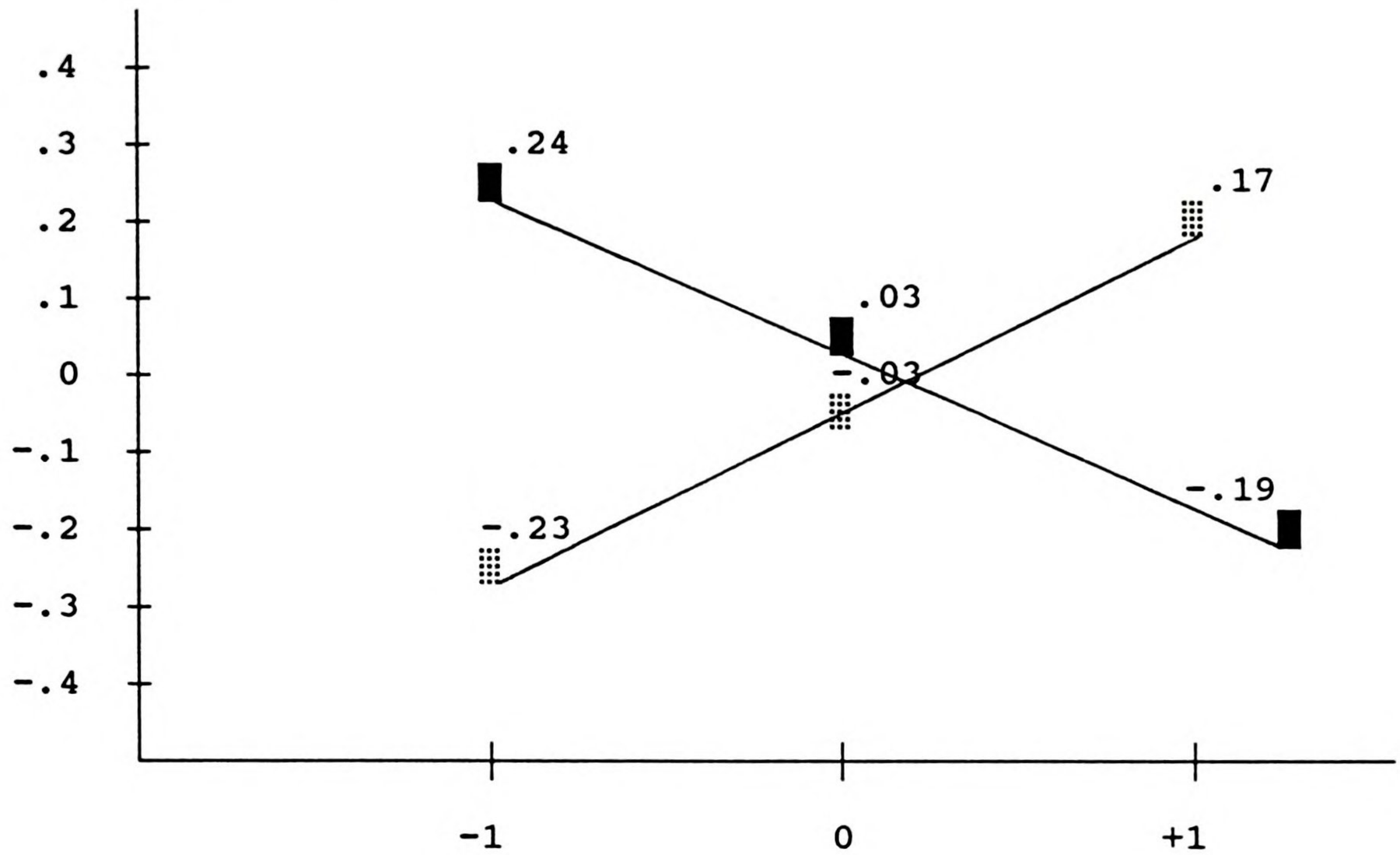

Figure 6

Interaction between Father Physical Abuse and Attributions of Personal Responsibility for Females

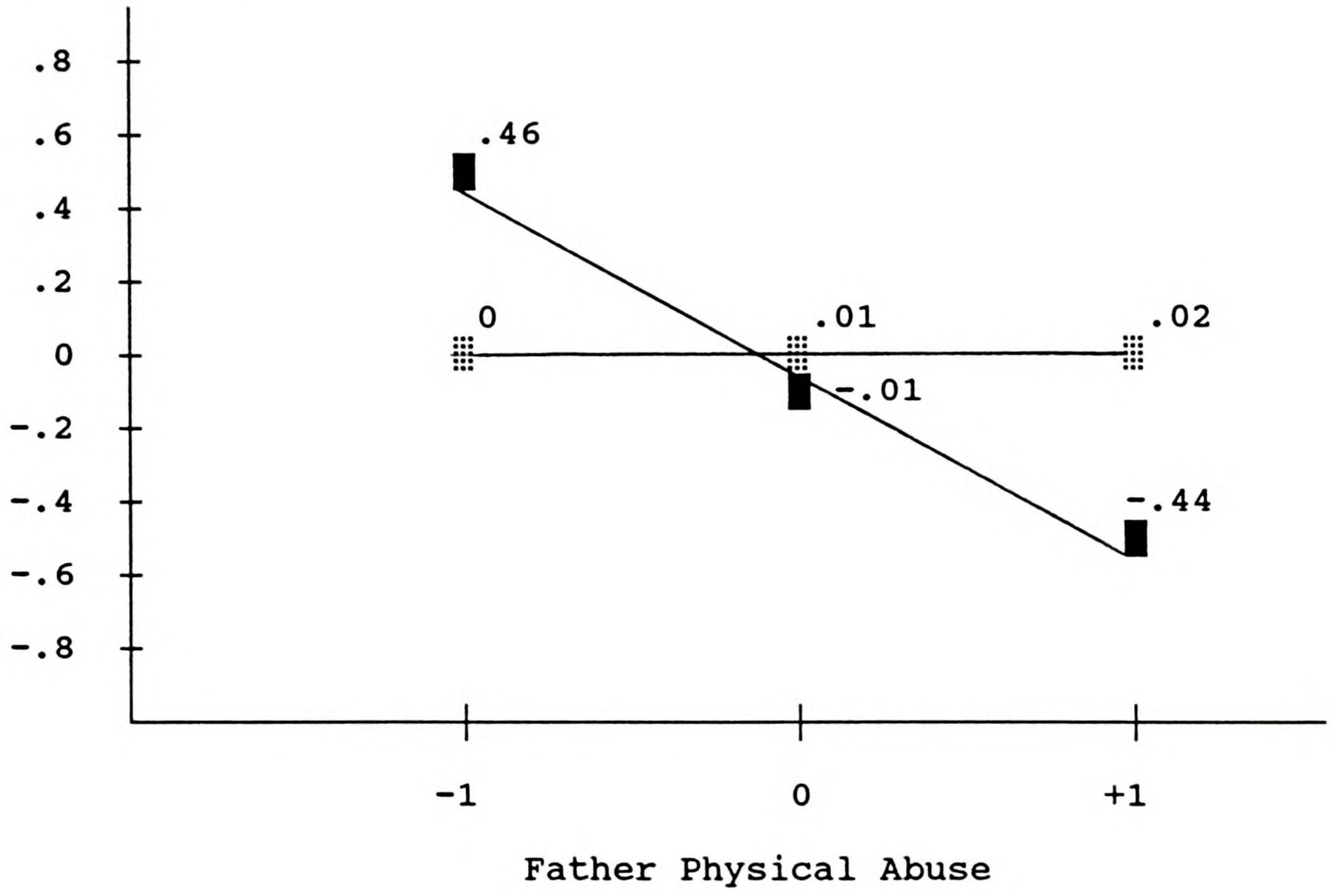

Figure 7

Interaction between Father Physical Abuse and Attributions of Personal Responsibility for Males

interaction between mother sexualization and attributions of mother responsibility was significant for emotionally dependent vs. dismissing relationships for females (Figure 8). Among females who did not blame their mothers for their sexualizing behavior, as sexualization increased, levels of reported relationship dismissal increased. Alternatively, among females who held their mothers accountable for their sexualizing behavior, as sexualization increased, emotional dependency increased.

Father sexualization was, unexpectedly, related to less angry relationships for females. However, father sexualization was unrelated to any other relationship outcome variables for either males or females.

Direct effects of attributions. Although the great majority of effects associated with attributions about abuse occurred indirectly in interactions with different forms of abuse, there was a direct effect between attributions of father responsibility and young women's involvement in angry relationships. Specifically, young women who did not blame their fathers for "negative behaviors" (defined as including hitting, yelling, rejecting, etc.) were more likely to be involved in angry relationships.

Dependent vs. Dismissing
Relationships

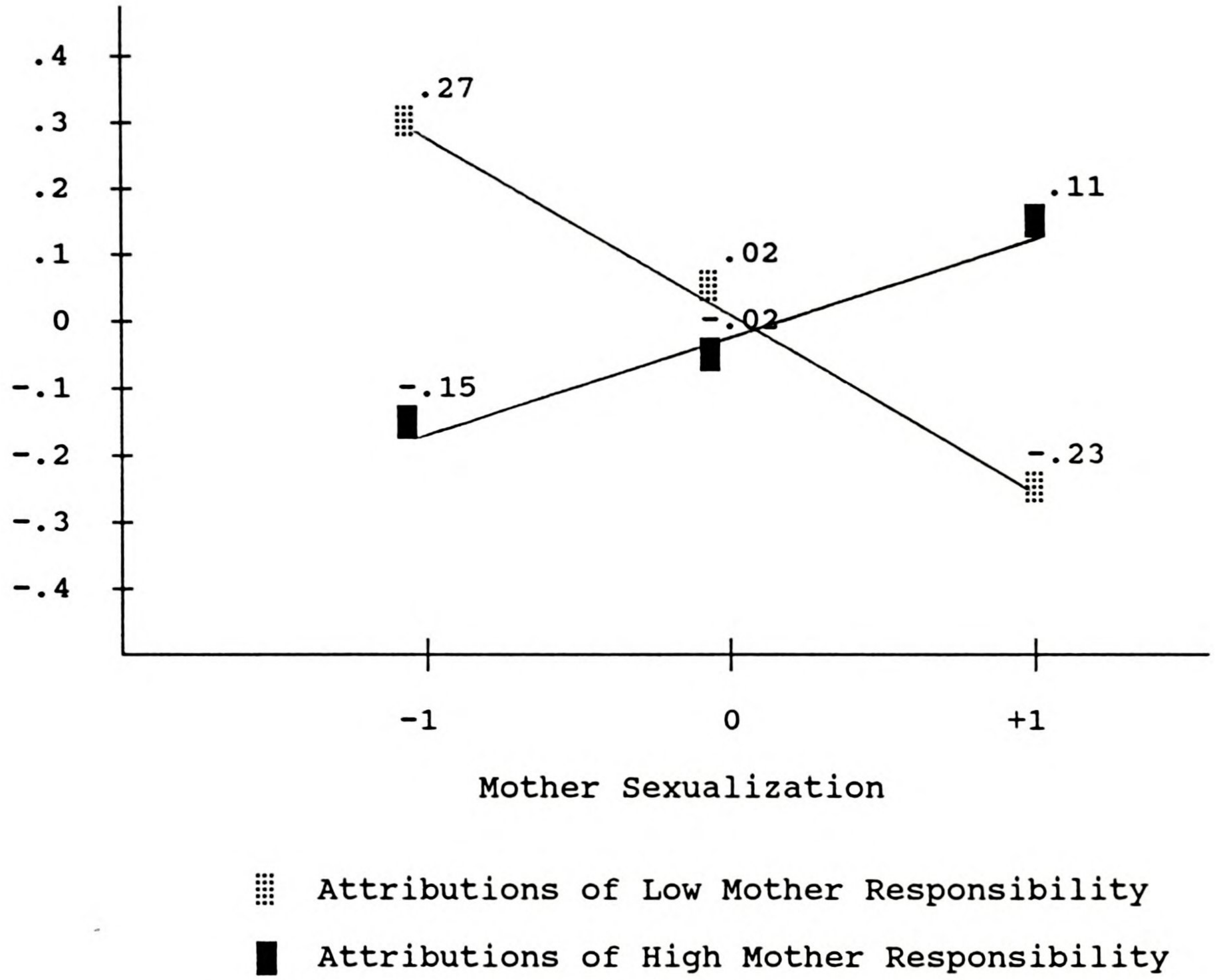

Figure 8

Interaction between Mother Sexualization and Attributions of Mother Responsibility for Females

CHAPTER IV

DISCUSSION

Abuse, Parent Conflict, Attributions, and Relationship Outcomes

In general, this researcher hypothesized that a history of parental maltreatment would be related to young adults' difficulties in current romantic relationships. In addition, young adults who make attributions of self blame for abuse rather than blaming their parents were hypothesized to report more difficulties in their relationships.

Parent conflict was clearly an important factor in the prediction of relationship experiences. This was expected given the established clinical and empirical evidence that supports the notion that, simply put, children learn how to relate by watching their parents. Therefore, one would expect that a child whose parents were in constant conflict would have difficulty using more appropriate and effective strategies when relating to peers.

It is interesting to note that parent conflict predicted angry relationships for both males and females as well as anxious relationships for females. This suggests that both boys and girls learn the aspects of angry relationships, in particular, (e.g., criticizing, poor problem solving, avoidance, violence etc.) from the modeling

effects of their parents' behavior with one another. In addition, for females, the exposure to parental conflict is also making them extremely ambivalent about being involved in close relationships. Young women who reported parent conflict tended to both emotionally depend on their partners to a great extent as well as experience considerable ambivalence about being involved in intimate relationships. It is possible that these young women, on the one hand seek the interpersonal security that had been threatened by their own parents' distress; on the other hand, having been exposed to parent conflict understandably makes young women dubious about their own willingness to risk entering into a romantic relationship of their own, given their original model for a romantic relationship was so conflictual.

Nevertheless, given the wide range of findings involving the effects of parental abuse on relationship outcomes, it is clear that parent abuse has effects independent of parent conflict.

In regards to the effects of mother emotional abuse, females, to a greater extent than males, were directly affected by this type of abuse. As predicted, mother emotional abuse was related to more anxious and more angry relationships for females. This finding makes sense, given that there is considerable theoretical and anecdotal support for the notion that daughters learn the meaning of interpersonal relationships, as well as the primacy of the

interpersonal realm, within the traditional female societal role. It is possible that females learn angry and ambivalent styles (and likewise enter into relationships that may be marked by these characteristics) of relating from emotionally abusive mothers. In addition, it is likely that these daughters fail to learn appropriate strategies of conflict resolution. Furthermore, this research suggests that young women who experienced maternal emotional abuse have developed a general level of anxiety and ambivalence about close relationships as a result of their negative experience with their mothers.

Males also reported experiencing anxious relationships as a result of maternal emotional abuse; however, they did not report either more angry or more dependent relationships. This may reflect, in part, the differing dynamics of the mother-daughter and mother-son relationship. Although there are widely accepted theories that one of the most important, and most intense, familial relationships exists between mother and son, for this sample it appears that the mother-daughter dyad was the one most directly affected by maternal abusive behavior. This pattern may be understood within the context of traditional as well as neoanalytic theories which support the notion that boys are able to more easily separate emotionally from their mothers (via identification with a father figure), whereas girls remain connected to their mothers, and therefore more

affected by this bond.

The findings regarding attributions of personal and parental responsibility were more complex than hypothesized. As predicted, a young adult's ability to assign blame to his or her parent for abusive behavior proved to have a buffering effect against current relationship difficulties. However, there was also some evidence that the ability to take some personal responsibility for abuse is also helpful in some circumstances.

In particular, young women who were able to take some personal responsibility for their mothers' emotionally abusive behavior towards them reported engaging in an active conflict resolution style, rather than a palliative one, within their romantic relationships. It is possible that the act of "owning", at least in part, one's past interpersonal experiences allows one to take a more responsible and active role in current interpersonal situations. There is some evidence which suggests that, for women in particular, taking partial responsibility for past trauma, rather than fully identifying oneself as the victim, can be an empowering experience.

It is interesting to note that, for males, this pattern was somewhat different. In particular, young men who blamed themselves for their fathers' emotionally abusive behavior reported <u>less</u> intimate relationships than those who did not blame themselves. Young men suffer from the negative

internalizations that result from father emotional abuse rather than gaining power from assuming responsibility for the abuse. This may occur, in part, because the abuser in this situation is also the figure with whom he was trying to identify. It appears that the young man who was able to relinquish his personal role in causing his father's abusive behavior was more able to maintain relationships that were emotionally committed, loving, and mutually caring relationships than a young man who perceived himself as deserving the abuse he experienced as a child.

Alternatively, the ability to hold one's parents responsible for their abusive behavior can also clearly function as a buffer to the negative effects of abuse. For the young men and women in this study, the ability to blame their fathers for their emotionally abusive behavior emerged as the factor which influenced the difficulty they experienced within their current romantic relationships. In particular, when young women hold their fathers accountable for their emotionally abusive behavior, they report less angry relationships, whereas young women who do not blame their fathers report involvement in very angry relationships, characterized by hostile, rejecting and violent behavior. It appears that young women who attribute blame to their fathers for emotional abuse are, in part, distancing themselves from the abusive dyad and subsequently may be less likely to initiate, maintain, or even tolerate

relationships that mirror their childhood one.

Similarly, young men who are unable to blame their fathers for their emotionally abusive behavior report more anxious relationships. In this situation, it is conceivable that young men, who are unable to hold their fathers responsible for this behavior, and are unable to isolate this behavior as originating from within their fathers, are understandably ambivalent about engaging in other emotionally close relationships. These young men may, on the one hand, desperately want the support and love that their fathers did not adequately supply, but on the other hand may perceive all close relationships as potentially emotionally traumatic and, therefore, necessarily avoided.

In sum, it is clear that parental emotional abuse is the most salient form of abuse for this sample. This may be related to the middle to upper SES levels that characterize a college sample. In particular, there is some evidence that parents in lower SES levels tend to be more authoritarian (and possibly more likely to use physical discipline and potential abuse), while parents in higher SES levels tend to be less authoritarian, and possibly more likely to engage in emotional rather than physical forms of abuse. In addition, the most common direct effect of parental emotional abuse was more anxious relationships, Young adults may be more likely to report ambivalence and anxiety (as a result of their earlier abuse) rather than

anger because they, for the first times in their lives, are beginning to form more adult romantic relationships. Finally, the effects of father emotional abuse were more likely to be experienced through the effects of personal and parental attributions of blame than the effects of mother emotional abuse. It appears that one's internal <u>understanding</u> of the abuse is more important in the case of fathers, possibly because the fathers may be more inaccessible.

Although there were few main effects for mother or father physical abuse, one interaction between mother physical abuse and attributions of personal responsibility was significant for females. Here again, the buffering effects of personal attributions are apparent. In this case, young women who blame themselves for their mothers' physically abusive behavior report emotionally distant relationships, whereas young women who do not blame themselves report emotionally dependent relationships. In addition, both males and females who blamed themselves for their fathers' physically abusive behavior tended to dismiss emotionally close relationships. Notably, although women who did not blame themselves for their fathers' physically abusive behavior reported emotionally dependent relationships, low self blame was not related to increasing dependency across levels of abuse for males. Emotional dependency appears to be a more salient construct for women.

This was also apparent in regards to the effects of parent conflict. This may, in part, be due to the fact that it is more socially acceptable for women to deeply invest themselves emotionally in their romantic relationships (i.e., in a somewhat dependent manner), than it is for women to value interpersonal independence and dismiss the importance of close relationships. However, it is probably debatable whether dependency as defined by this study is better or worse than distance, and, these styles may even be adaptive depending on the situation.

Nevertheless, it is clear that, for both young men and young women, continuing to blame oneself for childhood physical abuse increases the likelihood that one will dismiss close relationships as unnecessary, which may be adaptive given their past experiences.

The effects of parent sexualization were surprising. Females who reported high levels of father sexualization reported less angry relationships. This tendency may reflect the nature of father sexualizing relationships, which tend to be seductive and intimate rather than angry or overtly conflictual. In addition, it may indicate that women who experienced this type of relationship are less likely to actively engage in overt conflict within their romantic relationships and instead adopt a somewhat passive style of relating.

An interesting interaction also emerged between

attributions of mother responsibility and sexualization for females. Young women who held their mothers accountable for their sexualizing behavior reported emotionally dependent relationships.

Finally, the direct effect between level of attributions of father responsibility for their generally negative behavior and young women's involvement in angry relationships may indicate that it is more important for women to learn to assign blame for childhood maltreatment to their perpetrators. That is, women who are able to hold their fathers accountable for their behavior may be subsequently more able to develop healthy relationships.

Methodological Limitations and Future Directions

There are several limitations to this research and these findings. Generalizability, a common issue with most research, is one weakness of this study. One cannot be certain that the findings generalize to a more diverse, non-college population. It is possible that this sample is unique in some ways. For example, although a certain percentage of these students had experienced childhood abuse, it can be assumed that they also possess a certain amount of internal and/or external support or resilience that helped them succeed academically. However, there are two reasons, beyond its convenience, that make a college population an important group to consider. First, although generalizability is limited somewhat, it serves as a

nonclinical sample which made the results more generalizable than those of many prior studies that used only clinical data. Secondly, the primary outcome variable which was examined was capacity to form intimate relationships and resolve conflict within the relationship. Intimacy is a developmental challenge for this age group. In addition, for many college students, this is the first time that they have attempted to form intimate relationships in a context that is relatively removed from parental scrutiny.

It is also important to point out the lack of findings regarding sexual abuse. In part, this was probably related to the issue of self-selection for this study. Students signed up for this study on a sheet which read "Childhood maltreatment and current relationships". As a result, a person who was unable or unwilling to reflect on his or her experiences of abuse could easily have not participated. It is possible that this is what occurred with young women who had been sexually abused by a parent. It has been well documented that this occurrence is not rare and occurs across SES, race, and other demographic characteristics, therefore, the lack of findings in this study does not preclude the importance of the detrimental effects this experience has on the child and, later, the adult.

Another limitation of this study is that it used cross-sectional, retrospective data. Although any longitudinal study involving abuse poses some inherent ethical problems,

it would be useful in future research to provide a two or three point assessment of relationships and attributions for the abuse. In addition, recall of parent-child relationships are potentially confounded by the person's current relationship with the parent. Although I attempted to reduce this perception bias by asking for the number of times and intensity of specific behaviors (rather than impressions of whether their parents had been "abusive"), this remains a problem nonetheless.

Any future research would do well to interview the current friend or partner as well. The relationship obviously does not occur within a vacuum of the young adult and his or her parent. The partner or friend's perceptions of the relationship as well as his or her childhood experiences also factor into the current relationship dynamic. In addition, given that these findings focused on how patterns in romantic relationships were affected by parental abuse, future research to determine the way in which nonromantic relationships are affected would be worthwhile.

As indicated earlier, emotional abuse emerged as the salient type of abuse for this sample. This supports Garbarino's, as well as others', belief that emotional abuse is the "core" issue of all forms of parental abuse. Therefore, future research that examines this form of abuse, rather than focusing only on the more overt and sensational

forms of abuse is necessary.

Finally, this study highlighted the importance of cognitive mechanisms in moderating the detrimental effects of abuse. These findings have both theoretical and practical implications. For example, it is possible, in light of the findings involving attributions about abuse, that a therapist may be well advised to consider not only the sex of his or her client, but also the sex of the abusive parent and the personal and parental attributions held by the client and how these factors relate to the presenting problem. In addition, it is clear that researchers should consider the role of attributions to accurately decipher the relationship between childhood abuse and later effects.

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APPENDICES

APPENDIX A

ASSESSING ENVIRONMENTS III-FORM SD

Appendix A

Assessing Environments Scale III-Form SD

This is a questionnaire about your childhood environment. Most of the questions refer to experiences that occurred during your childhood (before age 18, or before you left your parents' house---whichever came first), in particular involving your <u>mother</u> or <u>step-mother</u>. Many of the questions refer to <u>your perception</u> of events or people, so they have no right or wrong answers. Please answer the questions as accurately and as honestly as you can. Remember, this questionnaire is anonymous and confidential.

Please answer the following questions on <u>both this sheet (put the appropriate number next to the question) and on the appropriate scantron sheet</u>. NOTE: most of the questions require you to estimate the number of times that an event has occurred (e.g. rarely) while a few questions will require you to make a judgment (e.g. very true). Use the following guide when answering questions.

1=never/very untrue
2=rarely (approximately 1-5 times)/somewhat untrue
3=occasionally (approximately 6-20 times)/somewhat true
4=frequently (more than 20 times)/very true

1. My family often did things together.

2. When I was a child, I shared a lot of activities with my mother.

3. When I was a child, if my mother had a problem, she would sometimes talk to me about it.

4. My mother was too strict with me.

5. My mother used physical discipline with me.

6. My mother used to hug me when I was a child.

7. My mother used to give me piggyback rides when I was small.

8. My mother always expected more from me than I was capable of doing.

9. My mother would watch me undress and bathe (after I had learned to do these things for myself).

10. I had a lot of freedom when I was a child, but if my mother did decide to punish me she was very harsh.

1=never/very untrue
2=rarely (approximately 1-5 times)/somewhat untrue
3=occasionally (approximately 6-20 times)/somewhat true
4=frequently (more than 20 times)/very true

11. I required medical attention (at least once) for injuries caused by my mother.

12. At night, our family often did things together such as playing cards or a game, working on a project together, etc.

13. My mother was inconsistent in her discipline of me. I never knew whether or not I would be punished for a particular behavior.

14. My mother would sometimes fondle my genitals, buttocks, etc.

15. I think my mother has/had a good attitude toward me.

16. My mother did a good job of raising me.

17. My mother used to spank me.

18. My mother used to kiss me when I was a child.

19. My mother used to hold me on her lap.

20. My mother used to hit me with something other than her hands when I did something wrong.

21. My mother engaged in oral sex with me (giving and/or receiving).

22. My mother used harsh discipline with me between the ages of 5 and 10.

23. When I was a child, my mother often found time to play with me.

24. My mother was very harsh with me.

25. When I was a young child, my mother used to leave me (and my young brothers and sisters) alone when she went out.

26. When my mother was angry, she sometimes grabbed me by the throat and started to choke me.

27. I never felt that my mother really loved me.

28. My mother's use of discipline was very reasonable.

29. I would describe my relationship with my mother as very close.

1=never/very untrue
2=rarely (approximately 1-5 times)/somewhat untrue
3=occasionally (approximately 6-20 times)/somewhat true
4=frequently (more than 20 times)/very true

30. My mother was a very strict disciplinarian.

31. I never received any kid of injury from the discipline used by my mother.

32. My mother talked to me about her sex life and/or would ask me about the sexual aspects of my relationships.

33. My mother used to kick me when she got angry with me.

34. My mother often took me along with her to visit friends or relatives.

35. I was rarely punished when I was a child.

36. My mother used to punch me when she got angry with me.

37. Sometimes my mother would complain to me about my father.

38. My mother would expose her genitals to me.

39. When I was bad, my mother used to lock me in a closet.

40. My mother used to hit me with her hands (other than spanking).

41. I felt rejected by my mother.

42. I was severely beaten by my mother.

43. My mother exposed me to pornography (e.g., magazines, movies etc.)

44. My mother used harsh discipline with me before the age of 5.

45. My parents usually seemed to agree on <u>when</u> I needed to be disciplined.

46. I was rejected by my mother when I was a child.

47. My mother engaged in sexual intercourse (vaginal or anal penetration) with me.

48. My mother never used harsh discipline with me.

49. When I did something wrong, my mother sometimes tied me up.

50. My mother walked around the house nude.

1=never/very untrue
2=rarely (approximately 1-5 times)/somewhat untrue
3=occasionally (approximately 6-20 times)/somewhat true
4=frequently (more than 20 times)/very true

51. I was mistreated by my mother.

52. My mother used harsh discipline with me during adolescence.

53. My mother would kiss me in a passionate manner.

54. My mother used to insult me.

55. My mother tried to make me feel guilty.

56. My mother criticized me.

This is a questionnaire about your childhood environment. Most of the questions refer to experiences that occurred during your childhood (before age 18, or before you left your parents' house---whichever came first), in particular involving your father or step-father. Many of the questions refer to your perception of events or people, so they have no right or wrong answers. Please answer **the questions as accurately and as honestly as you can. Remember, this questionnaire is anonymous and confidential.**

Please answer the following questions on both this sheet (write your answer next to the question and on the appropriate scantron sheet. NOTE: most of the questions require you to estimate the number of times that an event has occurred (e.g. rarely) while a few questions will require you to make a judgment (e.g. very true). Use the following guide when answering questions.

1=never/very untrue
2=rarely (approximately 1-5 times)/somewhat untrue
3=occasionally (approximately 6-20 times)/somewhat true
4=frequently (more than 20 times)/very true

1. My family often did things together.

2. When I was a child, I shared a lot of activities with my father.

3. When I was a child, if my father had a problem, he would sometimes talk to me about it.

4. My father was too strict with me.

5. My father used physical discipline with me.

6. My father used to hug me when I was a child.

7. My father used to give me piggyback rides when I was small.

8. My father always expected more from me than I was capable of doing.

9. My father would watch me undress and bathe (after I had learned to do these things for myself).

10. I had a lot of freedom when I was a child, but if my father did decide to punish me he was very harsh.

11. I required medical attention (at least once) for injuries caused by my father.

1=never/very untrue
2=rarely (approximately 1-5 times)/somewhat untrue
3=occasionally (approximately 6-20 times)/somewhat true
4=frequently (more than 20 times)/very true

12. At night, our family often did things together such as playing cards or a game, working on a project together, etc.

13. My father was inconsistent in his discipline of me. I never knew whether or not I would be punished for a particular behavior.

14. My father would sometimes fondle my genitals, buttocks, etc.

15. I think my father has/had a good attitude toward me.

16. My father did a good job of raising me.

17. My father used to spank me.

18. My father used to kiss me when I was a child.

19. My father used to hold me on his lap.

20. My father used to hit me with something other than his hands when I did something wrong.

21. My father engaged in oral sex with me (giving and/or receiving).

22. My father used harsh discipline with me between the ages of 5 and 10.

23. When I was a child, my father often found time to play with me.

24. My father was very harsh with me.

25. When I was a young child, my father used to leave me (and my young brothers and sisters) alone when he went out.

26. When my father was angry, he sometimes grabbed me by the throat and started to choke me.

27. I never felt that my father really loved me.

28. My father's use of discipline was very reasonable.

29. I would describe my relationship with my father as very close.

30. My father was a very strict disciplinarian.

1=never/very untrue
2=rarely (approximately 1-5 times)/somewhat untrue
3=occasionally (approximately 6-20 times)/somewhat true
4=frequently (more than 20 times)/very true

31. I never received any kid of injury from the discipline used by my father.

32. My father talked to me about his sex life and/or would ask me about the sexual aspects of my relationships.

33. My father used to kick me when he got angry with me.

34. My father often took me along with him to visit friends or relatives.

35. I was rarely punished when I was a child.

36. My father used to punch me when he got angry with me.

37. Sometimes my father would complain to me about my mother.

38. My father would expose his genitals to me.

39. When I was bad, my father used to lock me in a closet.

40. My father used to hit me with his hands (other than spanking).

41. I felt rejected by my father.

42. I was severely beaten by my father.

43. My father exposed me to pornography (e.g., magazines, movies etc.)

44. My father used harsh discipline with me before the age of 5.

45. My parents usually seemed to agree on <u>when</u> I needed to be disciplined.

46. I was rejected by my father when I was a child.

47. My father engaged in sexual intercourse (vaginal or anal penetration) with me.

48. My father never used harsh discipline with me.

49. When I did something wrong, my father sometimes tied me up.

50. My father walked around the house nude.

51. I was mistreated by my father.

1=never/very untrue
2=rarely (approximately 1-5 times)/somewhat untrue
3=occasionally (approximately 6-20 times)/somewhat true
4=frequently (more than 20 times)/very true

52. My father used harsh discipline with me during adolescence.

53. My father would kiss me in a passionate manner.

54. My father used to insult me.

55. My father tried to make me feel guilty.

56. My father criticized me.

APPENDIX B

PARENTAL ACCEPTANCE-REJECTION QUESTIONNAIRE

Appendix B

Parental Acceptance-Rejection Questionnaire

PARQ-M

Answer the following questions by <u>both circling the appropriate item and then copy this same number onto the appropriate scantron sheet.</u> If you spent time with both a biological mother and a step-mother, answer the questions in terms of the parent with whom you spent the most time while you were growing up.

<u>While I was growing up my mother/step-mother</u>:

		almost always true	sometimes true	rarely true	never true
1.	said nice things about me	1	2	3	4
2.	nagged or scolded me when I was bad	1	2	3	4
3.	totally ignored me	1	2	3	4
4.	did not really love me	1	2	3	4
5.	talked to me about our plans and listened to what I had to say	1	2	3	4
6.	complained about me to others when I did not listen to her	1	2	3	4
7.	took an active interest in me	1	2	3	4
8.	encouraged me to bring my friends home, and tried to make things pleasant for me	1	2	3	4
9.	ridiculed me and made fun of me	1	2	3	4
10.	ignored me as long as I did not do anything to bother her	1	2	3	4
11.	yelled at me when she was angry	1	2	3	4
12.	made it easy for me to tell her things that were important	1	2	3	4
13.	treated me harshly	1	2	3	4

	almost always true	sometimes true	rarely true	never true
14. enjoyed having me around her	1	2	3	4
15. made me feel proud when I did well	1	2	3	4
16. hit me, even when I did not deserve it	1	2	3	4
17. forgot things she was supposed to do for me	1	2	3	4
18. saw me as a big brother/sister	1	2	3	4
19. praised me to others	1	2	3	4
20. punished me severely when she was angry	1	2	3	4
21. made sure I had the right kinds of food to eat	1	2	3	4
22. talked to me in a warm and loving way	1	2	3	4
23. got angry easily with me	1	2	3	4
24. was too busy to answer my questions	1	2	3	4
25. seemed to dislike me	1	2	3	4
26. said nice things to me when I deserved them	1	2	3	4
27. got mad quickly and picked on me	1	2	3	4
28. was concerned about who my friends were	1	2	3	4
29. was really interested in what I did	1	2	3	4
30. said many unkind things to me	1	2	3	4
31. ignored me when I asked for help	1	2	3	4

	almost always true	sometimes true	rarely true	never true
32. thought it was my own fault when I was having trouble	1	2	3	4
33. made me feel wanted and needed	1	2	3	4
34. told me that I got on her nerves	1	2	3	4
35. paid a lot of attention to me	1	2	3	4
36. told me how proud she was of me when I was good	1	2	3	4
37. went out of her way to hurt my feelings	1	2	3	4
38. forgot important things I thought she should remember	1	2	3	4
39. made me feel I would not be loved anymore if I misbehaved	1	2	3	4
40. made me feel what I did was important	1	2	3	4
41. frightened or threatened me when I did something wrong	1	2	3	4
42. liked to spend time with me	1	2	3	3
43. tried to help me when I was scared or upset	1	2	3	4
44. shamed me in front of my friends when I misbehaved	1	2	3	4
45. tried to stay away from me	1	2	3	4
46. complained about me	1	2	3	4
47. cared about what I thought and liked to talk about it	1	2	3	4
48. felt other children were better than I was no matter what I did	1	2	3	4

	almost always true	sometimes true	rarely true	never true
49. cared about what I would like when she made plans	1	2	3	4
50. let me do things I thought were important, even if it was inconvenient for her	1	2	3	4
51. thought other children behaved better than I did	1	2	3	4
52. made other people take care of me (e.g., a neighbor or a relative)	1	2	3	4
53. let me know I was not wanted	1	2	3	4
54. was interested in the things I did	1	2	3	4
55. tried to make me feel better when I was sick or hurt	1	2	3	4
56. told me how ashamed she was when I misbehaved	1	2	3	4
57. let me know she loved me	1	2	3	4
58. treated me gently and with kindness	1	2	3	4
59. made me feel ashamed or guilty when I misbehaved	1	2	3	4
60. tried to make me happy	1	2	3	4

PARQ-F

Answer the following questions by <u>both circling the appropriate item and then copy this same number onto the appropriate scantron sheet.</u> If you spent time with both a biological father and a step-father, answer the questions in terms of the parent with whom you spent the most time while you were growing up.

<u>While I was growing up my father/step-father</u>:

		almost always true	sometimes true	rarely true	never true
1.	said nice things about me	1	2	3	4
2.	nagged or scolded me when I was bad	1	2	3	4
3.	totally ignored me	1	2	3	4
4.	did not really love me	1	2	3	4
5.	talked to me about our plans and listened to what I had to say	1	2	3	4
6.	complained about me to others when I did not listen to him	1	2	3	4
7.	took an active interest in me	1	2	3	4
8.	encouraged me to bring my friends home, and tried to make things pleasant for me	1	2	3	4
9.	ridiculed me and made fun of me	1	2	3	4
10.	ignored me as long as I did not do anything to bother him	1	2	3	4
11.	yelled at me when he was angry	1	2	3	4
12.	made it easy for me to tell him things that were important	1	2	3	4
13.	treated me harshly	1	2	3	4

	almost always true	sometimes true	rarely true	never true
14. enjoyed having me around him	1	2	3	4
15. made me feel proud when I did well	1	2	3	4
16. hit me, even when I did not deserve it	1	2	3	4
17. forgot things he was supposed to do for me	1	2	3	4
18. saw me as a big brother/sister	1	2	3	4
19. praised me to others	1	2	3	4
20. punished me severely when he was angry	1	2	3	4
21. made sure I had the right kinds of food to eat	1	2	3	4
22. talked to me in a warm and loving way	1	2	3	4
23. got angry easily with me	1	2	3	4
24. was too busy to answer my questions	1	2	3	4
25. seemed to dislike me	1	2	3	4
26. said nice things to me when I deserved them	1	2	3	4
27. got mad quickly and picked on me	1	2	3	4
28. was concerned about who my friends were	1	2	3	4
29. was really interested in what I did	1	2	3	4
30. said many unkind things to me	1	2	3	4
31. ignored me when I asked for help	1	2	3	4

	almost always true	sometimes true	rarely true	never true
32. thought it was my own fault when I was having trouble	1	2	3	4
33. made me feel wanted and needed	1	2	3	4
34. told me that I got on his nerves	1	2	3	4
35. paid a lot of attention to me	1	2	3	4
36. told me how proud he was of me when I was good	1	2	3	4
37. went out of his way to hurt my feelings	1	2	3	4
38. forgot important things I thought he should remember	1	2	3	4
39. made me feel I would not be loved anymore if I misbehaved	1	2	3	4
40. made me feel what I did was important	1	2	3	4
41. frightened or threatened me when I did something wrong	1	2	3	4
42. liked to spend time with me	1	2	3	3
43. tried to help me when I was scared or upset	1	2	3	4
44. shamed me in front of my friends when I misbehaved	1	2	3	4
45. tried to stay away from me	1	2	3	4
46. complained about me	1	2	3	4
47. cared about what I thought and liked to talk about it	1	2	3	4
48. felt other children were better than I was no matter what I did	1	2	3	4

	almost always true	sometimes true	rarely true	never true
49. cared about what I would like when he made plans	1	2	3	4
50. let me do things I thought were important, even if it was inconvenient for him	1	2	3	4
51. thought other children behaved better than I did	1	2	3	4
52. made other people take care of me (e.g., a neighbor or a relative)	1	2	3	4
53. let me know I was not wanted	1	2	3	4
54. was interested in the things I did	1	2	3	4
55. tried to make me feel better when I was sick or hurt	1	2	3	4
56. told me how ashamed he was when I misbehaved	1	2	3	4
57. let me know he loved me	1	2	3	4
58. treated me gently and with kindness	1	2	3	4
59. made me feel ashamed or guilty when I misbehaved	1	2	3	4
60. tried to make me happy	1	2	3	4

APPENDIX C

PERCEPTION OF PARENT/STEP-PARENT BEHAVIOR

Appendix C

Perception of Parent/Step-Parent Behavior

Perceptions of Parent/Step-Parent Behavior

When answering the following questions, consider your responses to the previous questionnaires that dealt with your parent's behavior toward you as you were growing up. Indicate your responses <u>on both this sheet (write your response next to the question) and the appropriate scantron</u>.

1. For the questions dealing with your mother's behavior towards you, please indicate whether your responses referred to your:

   * biological mother (fill in **1** on your scantron)
   * step-mother (fill in **2** on your scantron)
   * other, please indicate _____ (fill in **3** on your scantron)

2. For the questions dealing with your father's behavior towards you, please indicate whether your responses referred to your:

   * biological father (fill in **1** on your scantron)
   * step-father (fill in **2** on your scantron)
   * other, please indicate _____ (fill in **3** on your scantron)

3. Given your descriptions of your mother/step-mother's behavior toward you, overall, would you characterize these behaviors as:

   * mainly occurring before you were 10 years old (fill in **1**)
   * mainly occurring after age 10 (fill in **2**)
   * remained consistent throughout your childhood and adolescence (fill in **3**)

4. Given your descriptions of your father/step-father's behavior toward you, overall, would you characterize these behaviors as:

   * mainly occurring before you were 10 years old (fill in **1**)
   * mainly occurring after age 10 (fill in **2**)
   * remained consistent throughout your childhood and adolescence (fill in **3**)

5. Did you ever seek counseling as a result of your mother/step-mother's behavior towards you?

   * NO (fill in **1**)
   * YES (fill in **2**)

6. If you answered yes to the previous question, do you think that the counseling was helpful?

   * NO (fill in 1)
   * YES (fill in 2)
   * not applicable (fill in 3)

7. Did you ever seek counseling as a result of your father/step-father's behavior towards you?

   * NO (fill in 1)
   * YES (fill in 2)

8. If you answered yes to the previous question, do you think that the counseling was helpful?

   * NO (fill in 1)
   * YES (fill in 2)
   * not applicable (fill in 3)

9. If you were maltreated by one of your parents/step-parents, did you at any later time experience a more positive relationship with a nonabusive parent figure (e.g., your mother was abusive, then your parents divorced, you lived with your father, he remarried, and you formed a positive relationship with this step-parent)?

   *NO (fill in 1)
   *YES (fill in 2)
   *not applicable (fill in 3)

For the following questions, fill in the appropriate number <u>both on this sheet (circle the number) and on the appropriate scantron</u>.

10. To what extent are/were you responsible for your mother/step-mother's negative behavior (e.g., putting you down, using harsh discipline, ignoring you, etc.) towards you?

Not at all			Somewhat			Completely
1	2	3	4	5	6	7

11. To what extent are/were you responsible for your father/step-father's negative behavior (e.g., putting you down, using harsh discipline, ignoring you, etc.) towards you?

Not at all			Somewhat			Completely
1	2	3	4	5	6	7

12. To what extent is/was your mother/step-mother responsible for her negative behavior towards you?

Not at all Somewhat Completely
1 2 3 4 5 6 7

13. To what extent is/was your father/step-father responsible for his negative behavior towards you?

Not at all Somewhat Completely
1 2 3 4 5 6 7

14. To what extent is/was your mother/step-mother's negative behavior towards you due to something that may have been beyond her control (e.g., alcoholism, mental illness, etc.)?

Not at all Somewhat Completely
1 2 3 4 5 6 7

15. To what extent is/was your father/step-father's negative behavior towards you due to something that may have been beyond his control (e.g., alcoholism, mental illness, etc.)?

Not at all Somewhat Completely
1 2 3 4 5 6 7

16. To what extent could you have done something more to prevent or escape from your mother/step-mother's negative behavior?

Not at all Somewhat Completely
1 2 3 4 5 6 7

17. To what extent could you have done something more to prevent or escape from your father/step-father's negative behavior?

Not at all Somewhat Completely
1 2 3 4 5 6 7

APPENDIX D

PARENT CONFLICT SCALE

Appendix D

Parent Conflict Scale

Answer each statement in terms of your parents' current relationship (circle the correct response).

	never	occasionally true	fairly true	very true
1. My parents argue with each other in front of me.	4	3	2	1
2. I stay out of my parents' arguments.	4	3	2	1
3. I worry about my mother.	4	3	2	1
4. My parents hold grudges for a long time when fighting.	4	3	2	1
5. My mother asks me for advice.	4	3	2	1
6. My parents fight verbally with each other.	4	3	2	1
7. I take my mother's side when my parents fight.	4	3	2	1
8. I worry about my father.	4	3	2	1
9. I have alot of responsibility in the family.	4	3	2	1
10. I enjoy being with my mother.	4	3	2	1
11. My mother tries to get me to side with her when she fights with my father.	4	3	2	1
12. My parents fight about money and possessions.	4	3	2	1
13. I irritated when my parents fight.	4	3	2	1
14. My parents are able to resolve disagreements fairly quickly.	4	3	2	1
15. My parents fight physically with each other.	4	3	2	1
16. My father tries to get me to side with me when he fights with my mother.	4	3	2	1
17. I enjoy being with my father.	4	3	2	1
18. I take my father's side when my parents fight.	4	3	2	1
19. My parents talk together about my future.	4	3	2	1
20. My parents are able to discuss and resolve their disagreements.	4	3	2	1

21. My father asks me for advice.	4	3	2	1
22. My parents work together as parents.	4	3	2	1
23. I am embarrassed when my parents fight.	4	3	2	1
24. My parents never fight.	4	3	2	1
25. My father says negative things to me about my mother.	4	3	2	1
26. I am upset by my parents fighting.	4	3	2	1
27. Even if my parents fight about other things they respect each other as parents.	4	3	2	1
28. My mother says negative things about my father.	4	3	2	1

29. How well do you think your parents get along with each other?

1	2	3	4	5
very well				badly

30. How often do your parents get angry with one another or disagree?

1	2	3	4	5
never				all the time

APPENDIX E

ROMANTIC RELATIONSHIPS QUESTIONNAIRE

Appendix E

Romantic **Relationships Questionnaire**

This questionnaire is similar to the previous one, but it has been changed in various ways. A fourth relationship style has been added and the other three descriptions are now worded differently. This questionnaire applies to all emotionally close relationships, not just romantic ones.

1. Following are descriptions of four general relationship styles that people often report. Please place a checkmark next to the letter corresponding to the style that best describes you or is the closest to the way you are and fill in the corresponding circle on the appropriate scantron.

_____ A. It is relatively easy for me to become emotionally close to others. I am comfortable depending on others and having others depend on me. I don't worry about being alone or having others not accept me.

_____ B. I am somewhat uncomfortable getting close to others. I want emotionally close relationships, but I find it difficult to trust others completely, or to depend on them. I sometimes worry that I will be hurt if I allow myself to become too close to others.

_____ C. I want to be completely emotionally intimate with others, but I often find that others are reluctant to get as close as I would like. I am uncomfortable being without close relationships, but I sometimes worry that others don't value me as much as I value them.

_____ D. I am comfortable without close emotional relationships. It is very important for me to feel independent and self-sufficient, and I prefer not to depend on others or have others depend on me.

Now please rate each of the relationship styles above according to the extent to which you think each description corresponds to your general relationship style and fill in the appropriate scantron.

	Not at all like me			Somewhat like me			Very much like me
2. Style A	1	2	3	4	5	6	7
3. Style B	1	2	3	4	5	6	7
4. Style C	1	2	3	4	5	6	7
5. Style D	1	2	3	4	5	6	7

APPENDIX F

PERSONALITY ASSESSMENT QUESTIONNAIRE

Appendix F

Personality Assessment Questionnaire

Everyone has their own styles of interacting with people who are important to them. Think about the way in which you relate to other people. In particular consider how you interact with the person you indicated earlier on the "Current Relationships Status" questionnaire. Answer the following questions on <u>both this sheet (circle the appropriate number) and on the appropriate scantron</u>.

For those questions that include a blank line ("_____"), answer in terms of the person you indicated earlier.

1. I like _____ to feel sorry for me when I am feeling sick, blue, etc.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

2. I have trouble showing people how I feel.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

3. I like _____ to give me a lot of love.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

4. It is easy for me to be loving with _____.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

5. When I am unhappy I like to work my problems out by myself.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

6. I feel I have trouble making and keeping good friends.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

7. I like _____ to give me a lot of attention.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

8. It is easy for me to show _____ that I love him/her.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

9. I like to be given encouragement when I am having trouble with something.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

10. It is hard for me when I try to show the way I really feel to someone I like.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

11. I like _____ to make a fuss over me when I am sick, feeling down, etc.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

12. It is easy for me to show my friends that I really like them.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

13. I rely on _____ to help me make decisions.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

14. I don't know what I would do without _____.

Almost always true	Sometimes true	Rarely true	Almost never true
1	2	3	4

APPENDIX G

LIKING AND LOVING QUESTIONNAIRE

Appendix G

Liking and Loving Questionnaire

Thinking about your relationship with the person you indicated on the "Current relationship status" questionnaire, indicate your answers to the following questions on <u>both this sheet and on the appropriate scantron sheet</u>.

1. If _____ were feeling bad, my first duty would be to cheer him/her up.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

2. I feel that I can confide in _____ about virtually everything.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

3. When I am with _____, we almost always are in the same mood.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

4. I think that _____ is unusually well-adjusted.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

5. I find is easy to ignore _____'s faults.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

6. I would do almost anything for _____.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

7. I would highly recommend _____ for a responsible job.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

8. In my opinion, _____ is an exceptionally mature person.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

9. If I could never be with _____, I would feel miserable.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

10. I feel very possessive towards _____.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

11. I have great confidence in _____'s good judgment.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

12. Most people would react favorably to _____ after a brief acquaintance.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

13. If I were lonely, my first thought would be to seek _____ out.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

14. One of my primary concerns is _____'s welfare.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

15. I think that _____ and I are quite similar to one another.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

16. I would vote for _____ in a class or group election.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

17. I would forgive _____ for practically anything.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

18. I feel responsible for _____'s well-being.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

19. I think that _____ is one of those people who quickly wins respect.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

20. I feel that _____ is an extremely intelligent person.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

21. When I am with _____, I spend a good deal of time just looking at him/her.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

22. I would/do greatly enjoy being confided in by _____.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

23. _____ is one of the most likable people I know.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

24. _____ is the sort of person whom I myself would like to be.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

25. It would be hard for me to get along without _____.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

26. It seems to me that is is very easy for _____ to gain admiration.

01	02	03	04	05	06	07	08	09	10
Not at all true				Moderately true					Definitely true

APPENDIX H

TRIANGULAR THEORY OF LOVE SCALE

Appendix H

Triangular Theory of Love Scale

The blanks represent the person who you indicated earlier in the "Current Relationship Status" questionnaire.

The statements are rated on a 1-9 scale where 1=not at all, 5=moderately, and 9=extremely. Use the intermediate points on the scale to indicate intermediate levels of feelings.

Please answer the following questions on both the questionnaire (next to the question) and on the <u>appropriate scantron</u>.

1. I am actively supportive of _____'s well-being.
2. I have a warm relationship with _____.
3. I am able to count on _____ in times of need.
4. _____ is able to count on me in times of need.
5. I am willing to share myself and my possessions with _____.
6. I receive considerable emotional support from _____.
7. I give considerable emotional support to _____.
8. I communicate well with _____.
9. I value _____ greatly in my life.
10. I feel close to _____.
11. I have a comfortable relationship with _____.
12. I feel that I really understand _____.
13. I feel that _____ really understands me.
14. I feel that I really can trust _____.
15. I share deeply personal information about myself with _____.
16. Just seeing _____ excites me.
17. I find myself thinking about _____ frequently during the day.
18. My relationship with _____ is very romantic.
19. I find _____ to be very personally attractive.

20. I idealize _____.

21. I cannot imagine another person making me as happy as _____ does.

22. I would rather be with _____ than with anyone else.

23. There is nothing more important to me than my relationship with _____.

24. I especially like physical contact with _____.

25. There is something almost "magical" about my relationship with _____.

26. I adore _____.

27. I cannot imagine life without _____.

28. My relationship with _____ is passionate.

29. When I see romantic movies or read romantic books I think of _____.

30. I fantasize about _____.

31. I know that I care about _____.

32. I am committed to maintaining my relationship with _____.

33. Because of my commitment to _____, I would not let other people come between us.

34. I have confidence in the stability of my relationship with _____.

35. I could not let anything get in the way of my commitment to _____.

36. I expect my love for _____ to last for the rest of my life.

37. I will always feel a strong responsibility for _____.

38. I view my commitment to _____ as a solid one.

39. I cannot imagine ending my relationship with _____.

40. I am certain of my love for _____.

41. I view my relationship with _____ as permanent.

42. I view my relationship with _____ as a good decision.

43. I feel a sense of responsibility towards _____.

44. I plan to continue in my relationship with _____.

45. Even when _____ is hard to deal with, I remain committed to our relationship.

APPENDIX I

CONFLICT TACTICS SCALES

Appendix I

Conflict Tactics Scales

No matter how well a couple gets along, there are times when they disagree on major decisions, get annoyed about something the other person does, or just have spats or fights because they are in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences.

The following is a list of things you and a partner/friend might have done when you had a dispute. Answer these questions in terms of the person you indicated on the "Current Relationship Status" questionnaire. Read each possible response and <u>indicate on both this sheet and on the appropriate scantron sheet</u> how often you did this in the past year. Then indicate how often your partner/friend responded in these ways in the past year.

When you and your partner/friend disagree, how often, in the past year, have you:

	Never	Once	3-5 Times	6-10 Times	11-20 Times	More than 20 Times
1. Discussed the issue calmly.	1	2	3	4	5	6
2. Got information to back up your side of things.	1	2	3	4	5	6
3. Brought in or tried to bring in someone to help settle things.	1	2	3	4	5	6
4. Insulted or swore at him/her.	1	2	3	4	5	6
5. Sulked and/or refused to talk about it.	1	2	3	4	5	6
6. Stomped out of the room, house, etc.	1	2	3	4	5	6
7. Cried.	1	2	3	4	5	6
8. Did or said something to spite him/her.	1	2	3	4	5	6
9. Threatened to hit or throw something at him/her.	1	2	3	4	5	6
10. Threw or smashed or hit or kicked something.	1	2	3	4	5	6
11. Threw something at him/her.	1	2	3	4	5	6
12. Pushed, grabbed, or shoved him/her.	1	2	3	4	5	6

	Never	Once	3-5 Times	6-10 Times	11-20 Times	More than 20 Times
13. Slapped him/her.	1	2	3	4	5	6
14. Kicked, bit, or hit with a fist.	1	2	3	4	5	6
15. Hit or tried to hit with something.	1	2	3	4	5	6
16. Beat up him/her.	1	2	3	4	5	6
17. Threatened him/her with a knife or gun.	1	2	3	4	5	6
18. Used a knife or gun.	1	2	3	4	5	6

When you and your partner/friend disagree, how often, in the past year, has **your partner/friend:**

	Never	Once	3-5 Times	6-10 Times	11-20 Times	More than 20 Times
19. Discussed the issue calmly.	1	2	3	4	5	6
20. Got information to back up his/her side of things.	1	2	3	4	5	6
21. Brought in or tried to bring in someone to help settle things.	1	2	3	4	5	6
22. Insulted or swore at you.	1	2	3	4	5	6
23. Sulked and/or refused to talk about it.	1	2	3	4	5	6
24. Stomped out of the room, house, etc.	1	2	3	4	5	6
25. Cried.	1	2	3	4	5	6
26. Did or said something to spite you.	1	2	3	4	5	6
27. Threatened to hit or throw something at you.	1	2	3	4	5	6
28. Threw or smashed or hit or kicked something.	1	2	3	4	5	6

	Never	Once	3-5 Times	6-10 Times	11-20 Times	More than 20 Times
29. Threw something at you.	1	2	3	4	5	6
30. Pushed, grabbed, or shoved you.	1	2	3	4	5	6
31. Slapped you.	1	2	3	4	5	6
32. Kicked, bit, or hit with a fist.	1	2	3	4	5	6
33. Hit or tried to hit with something.	1	2	3	4	5	6
34. Beat you up.	1	2	3	4	5	6
35. Threatened you with a knife or gun.	1	2	3	4	5	6
36. Used a knife or gun.	1	2	3	4	5	6

APPENDIX J

PROBLEM SOLVING STRATEGIES QUESTIONNAIRE

Appendix J

Problem Solving Strategies Questionnaire

Problem-Solving Strategies

There are many different ways to approach problems in relationships. Consider the person whom you indicated earlier on the "Current Relationship Status" questionnaire. Indicate on this sheet as well as the appropriate scantron sheet how often you deal with problems in this relationship in the ways described by the following sentences.

1. When I'm unhappy with my partner, I consider ending the relationship.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

2. When my partner says or does things I don't like, I talk to him/her about what's upsetting me.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

3. When we have problems in our relationship, I patiently wait for things to improve.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

4. When I am upset with my partner, I sulk rather than confront the issue.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

5. When I'm angry at my partner, I talk to him/her about ending the relationship.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

6. When my partner and I have problems, I discuss things with him/her.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

7. When I'm upset about something in our relationship, I wait awhile before saying anything to see if things will improve on their own.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

8. When I'm really bothered about something my partner has done, I criticize him/her for things that are unrelated to the real problem.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

9. When we have had serious problems in our relationship, I take action to end the relationship.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

10. When I am unhappy with my partner, I tell him/her what's bothering me.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

11. When my partner hurts me, I say nothing and simply forgive him/her.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

12. When I am upset with my partner, I ignore him/her for a while.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

13. When I'm irritated with my partner, I think about ending our relationship.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

14. When things aren't going well between us, I suggest changing things in the relationship in order to solve the problem.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

15. When my partner and I are angry with each other, I give things some time to cool off on their own rather than take action.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

16. When I'm really angry, I treat my partner badly (e.g., by ignoring him/her or saying cruel things).

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

17. When we have problems, I discuss ending our relationship.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

18. When my partner and I are angry with one another, I suggest a compromise solution.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

19. When there are things about my partner that I don't like, I accept his/her faults and weaknesses and don't try to change him/her.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

20. When we have a problem in our relationship, I ignore the whole thing and forget about it.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

21. When things are going really poorly between us, I do things to drive my partner away.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

22. When we've had an argument, I work things out with my partner right away..

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

23. When my partner is inconsiderate, I give him/her the benefit of the doubt and forget about it.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

24. When I'm angry at my partner, I spend less time with him/her (e.g., I spend more time with my other friends, watch a lot of television, work longer hours, etc.).

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

25. (for romantic relationships only) When I'm dissatisfied with our relationship, I consider dating other people.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

26. When we have serious problems in our relationship, I consider getting advice from someone else (friends, parents, counselor, etc.).

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

27. When we have troubles, no matter how bad things get I am loyal to my partner.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9

28. When my partner and I have problems, I refuse to talk to him/her about it.

Never do this				Sometimes do this				Always do this
1	2	3	4	5	6	7	8	9