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Attachment Style Stability and its Relation to Adjustment in Adolescence

Clairalice Campini

A Thesis

in

The Department

of

Psychology

Presented in Partial Fulfilment of the Requirements

for the Degree of Master of Arts at

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Abstract

Attachment Style Stability and its Relation to Adjustment in Adolescence

Clairalice Campini

The significance of fluctuations in attachment for maladaptive behaviours in adolescence is the focus of this longitudinal study. The adolescent years represent a time of great change, both at the interpersonal and intrapersonal levels. As teens are shaping their conceptions about themselves and the world, many engage in a wide range of maladaptive exploratory behaviours, such as delinquency, substance use, and irresponsible sex. Attachment security has been shown to have implications for adjustment throughout the lifespan. Attachment styles are considered to be relatively stable over time, although fluctuations are not atypical. The principal question we wished to address in the present study is the following: are adolescents who remain insecurely attached over time more likely to be maladjusted than adolescents who fluctuate from secure to insecure or vice versa, and from adolescents who remain securely attached over time? Adolescents ($n=131$) who had a) stable secure b) stable insecure c) unstable attachment styles completed self-report measures of delinquency, drug use, sexuality, and attachment style to mother twice, once when they were in grade 10 or 11 (Time 1), and again one year later (Time 2). Results indicated that adolescents whose attachment style fluctuated (unstable group) engaged in a significantly wider variety of delinquent activities at Time 1 than the adolescents who remained secure from Time 1 to Time 2. Also, unstables decreased in variety of delinquent acts from Time 1 to Time 2. The findings are discussed in light of the significance of attachment instability, as well as the relation between instability and maladjustment in adolescence.

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Table of Contents

List of Tables	vii
List of Appendices	viii
Introduction	1
The Present Study	8
General Method	12
The Sample	12
Procedure	13
Measures	14
Results	17
Preliminary Analyses of the Dependent Variables	17
Stability of Attachment Style	24
Delinquency	27
Substance Use	29
Sexuality	29
General Discussion	32
Representativeness and Characteristics of the Sample	32
Stability of Attachment Style in relation to Maladjustment	33
Limitations of the Present Study and Future Directions	35

Concluding Comments	38
References	39
Appendices	44

List of Tables

		Page
Table 1.	Intercorrelations Between Delinquency Subscale Indices and Variety of Delinquent Acts, at Time 1	18
Table 2.	Intercorrelations Between Delinquency Subscale Indices and Variety of Delinquent Acts, at Time 2	19
Table 3.	Frequency of Adolescents Having Used Drugs More Than Ten Times in the Past Year, per Substance	21
Table 4.	Intercorrelations between Sexuality Indices, Variety of Delinquent Acts, and Variety of Substances Used, at Time 1	22
Table 5.	Intercorrelations between Sexuality Indices, Variety of Delinquent Acts, and Variety of Substances Used, at Time 2	23
Table 6.	Categorization of Adolescents' Attachment Styles, Time 1 by Time 2	26
Table 7.	Variety of Delinquent Acts in the Past Year, by Type and Stability of Attachment Style	28
Table 8.	Mean Variety of Delinquent Acts in the Past Year, by Boys and Girls	30
Table 9.	Variety of Delinquent Acts in the Past Year, by Secures/Insecures and Insecures/Secures	31

List of Appendices

	Page
Appendix A. Letter to Student	44
Appendix B. Student Consent Form	46
Appendix C. General Information Form (Time 2)	48
Appendix D. The Relationship Questionnaire (with Mother)	50
Appendix E. The Self-Report Delinquency Questionnaire (Time 1)	52
Appendix F. The Self-Report Delinquency Questionnaire (Time 2)	58
Appendix G. The Self-Report Substance-Use Questionnaire (Time 1)	62
Appendix H. The Self-Report Substance-Use Questionnaire (Time 2)	70
Appendix I. The Self-Report Sexuality Questionnaire (Time 1)	73
Appendix J. The Self-Report Sexuality Questionnaire (Time 2)	77

Attachment Style Stability and its Relation to Adjustment in Adolescence

The focus of the present study is the stability of adolescents' attachment styles over time, and the relation of this stability to adjustment outcomes, specifically delinquency, drug use, and irresponsible sexual behaviour.

A fundamental tenet of Bowlby's attachment theory (1969, 1973, 1980) is that one's early attachment relationships affect one's functioning throughout the lifespan. In his theory, Bowlby presented a model describing the process by which the attachment bond between mother and infant develops, as well as the adaptive functions this bond serves. Bowlby argued that a coordinated relationship progressively develops between infant and mother, a symbiosis serving a specific function: signals of distress expressed by the child are picked up by the mother, who in turn offers comfort and protection, as well as a sense of security which allows the child to explore the environment.

According to Bowlby, these early attachment experiences are internalized as working models and set the stage for how future relationships will function and be integrated. The bond which becomes established between parent and child influences the development of the child's views vis-à-vis himself as well as others. These early caregiving experiences also provide the growing individual with unwritten rules as to how to express and deal with distressing emotions. In this way, according to attachment theorists, the quality of early mother-infant relationships plays a crucial role in the development of an individual's personality.

Ainsworth and her colleagues (Ainsworth, Blehar, Waters & Wall, 1978) developed a paradigm for identifying and describing individual differences in attachment

among mother-infant dyads. These researchers noted that children differed in the ways they handled the stress of being separated and reunited with their mothers within the context of a “strange situation”. The majority of infants, called securely attached, became mildly distressed in their mother’s absence, but manifested relief and warmth upon reunion. The remaining infants, however, coped in two strikingly different ways, both of which Ainsworth et al. called insecurely attached. Some infants, termed anxious-ambivalent, expressed considerable distress when mother left, and seemed angry when reunited. Other infants, termed avoidant, seemed undisturbed by their mother’s departure, and did not manifest interest when she returned.

Ainsworth along with other attachment theorists concluded that attachment styles develop as a function of the relationship quality existing between children and their early attachment figures. When parents are supportive, warm and responsive, children develop secure attachment styles, that is, they learn to view themselves and others in a positive light. When secure children experience distress, they are able to express their anxiety and thus attract the attention of their caregivers, which permits them to cope with their negative emotions. Relating in a healthy way to their emotional world allows secure children to function well in interpersonal relationships (Cassidy, 1994).

On the other hand, when parents are rejecting and insensitive, children develop insecure attachment styles. In the case where parents are consistently unsupportive, an insecure avoidant attachment style emerges, characterized by a view of others as unavailable and uncaring, and of self as unworthy of eliciting care (Ainsworth, et al., 1978). In order not to further alienate caregivers, a child with an avoidant attachment

style will suppress distress. This suppression results in problems with emotion regulation. An avoidant child's negative emotions may manifest themselves within the context of other relationships, or even unpredictably within the attachment relationship (Bowlby, 1980; Shaw & Bell, 1993).

When parents alternate between being supportive and rejecting, children develop an insecure ambivalent attachment style (Ainsworth et al., 1978). Since the caregivers are inconsistent in the ways they treat their children, when distressed these children experience a conflict between the desire to approach the caregivers to be consoled and the anxiety and fear of being rejected once again (Bowlby, 1973). Children with an ambivalent attachment style are believed to attribute the inconsistency of the caregivers' availability to a fault in their own personality and behaviour, and thus develop positive views of others and negative views of themselves. Like avoidant children, ambivalent children do not learn to cope effectively with their emotions: rather than minimizing their feelings, ambivalent children exaggerate their distress to not lose contact with their attachment figures (Cassidy, 1994).

Insecure children's inability to effectively regulate their emotions has important implications for behavioural and psychological adjustment. Previous research investigating the relation between attachment styles and adjustment has primarily been concerned with pre-school and elementary school samples. These studies provide strong evidence that children with insecure attachment styles experience higher levels of maladjustment as compared to children with secure attachment styles. Compared to secure children, insecure children have been shown to engage in more negative acting-out

behaviour, more aggressive and conflictual interactions with their mothers, and more hostile interactions with their peers (Sroufe, 1988; Erickson, Sroufe, & Egeland, 1985). Further, children who are securely attached to their mothers have been shown to be more socially competent, more empathic towards their peers, more compliant, and more demonstrative of positive affect than insecure children (Lafreniere & Sroufe, 1985).

Although previous research has mainly been concerned with the relation between attachment styles and adjustment across stages of childhood, certain researchers have investigated this topic in adulthood, and more recently in adolescence. In adulthood, insecure attachment has been associated with greater loneliness, shame proneness, anger, anxiety, depression, self-consciousness, and lower self-esteem (Hazan & Shaver, 1987; Collins & Reid, 1990; also see Shaver & Hazan, 1993 for reviews).

With regards to adolescents, those who are insecurely attached have been found to be less adjusted psychologically than those with secure attachment styles. Compared to their securely attached peers, insecure teens were more anxious, more hostile, less efficient in emotion regulation, less socially competent, more psychologically distressed, and less self-confident (Kobak & Sceery, 1988; Kobak, Cole, Ferenz-Gillies, Fleming, & Gamble, 1993; Cooper, Shaver & Collins, 1998).

A handful of studies have examined the relation between adolescent attachment styles and engagement in deviant activities with the hypothesis that these problem behaviours (delinquency, substance abuse, and risky sex) represent alternative ways of expressing, and coping with, distress. These studies provide initial support for a relationship between insecure attachment, characterized by poor emotion regulation, and

increased risky behaviours. For example, insecurely attached college students were found in one study to report greater use of alcohol to regulate negative affect (Brennan & Shaver, 1995). Another study, having employed over two thousand adolescents, found that teens with an ambivalent attachment style are the most at risk behaviourally (Cooper, Shaver & Collins, 1998). More specifically, these adolescents reported the highest levels of risky behaviours (delinquency, substance use and sexual behaviour), compared to avoidantly and securely attached adolescents. Adolescents with avoidant attachment styles did not differ from securely attached teens on these risk or problem behaviours – avoidants were even less likely than secures to have had sexual intercourse or used drugs and alcohol. The authors suggest that ambivalent adolescents may engage in problematic behaviours as one way to vent their feelings of anger and hostility, and that, for avoidant adolescents, involvement in drugs, delinquency and sex does not represent an emotional vent due to their lack of social skills which are necessary for engagement in these “highly peer-involved behaviours”. Avoidant adolescents may thus express their anxiety in less overt ways than ambivalent adolescents. Of particular interest, attachment effects on risky behaviours were largely invariant across gender and across early, mid, and late adolescence.

An important topic which to date has received very little empirical investigation is the stability of attachment styles over time, and its relation to psychological and behavioural adjustment. According to attachment theory, (Bowlby, 1980) the working models of relationships that children form from their earliest attachments tend to become more stable over time, that is, crystallized and self-perpetuating, especially by late-

adolescence, and these working models serve to shape and explain future experiences. The individual is thus postulated to interpret life events via the working models he has developed through attachment relationships, a process similar to assimilation (Piaget, 1952). In this way, stability of attachment style is maintained by an active process of construction: people process information and elicit feedback that confirms their internal models of themselves and others (Bowlby, 1973, 1980; Fiske & Taylor, 1991; Kirkpatrick & Hazan, 1994; Scharfe & Bartholomew, 1994). Evidence presented by these attachment researchers suggests that attachment styles are trait-like characteristics which influence the course and outcome of relationships, as opposed to being merely descriptions of the quality of an individual's current relationships.

Several studies addressing the degree of stability of attachment styles lend support to the claim that attachment styles are stable over time. For example, Waters (1978) reported that 96% of upper-middle-class infants were classified in the same attachment category at 12 and 18 months of age. Further, some evidence suggests that stability of attachment style in infancy is related to the quality and stability of the child's environment. For example, Egeland and Sroufe (1981) reported high stability of attachment categories (from 12 to 18 months) of children in a high-quality care group and 48% stability of children in a maltreated group.

Attachment patterns tend to be quite stable over time in adulthood as well. Scharfe and Bartholomew (1994) found that approximately 60% of adults reported the same attachment style over 8 months. In the longest longitudinal study examining adult attachment stability published to date, Kirkpatrick and Hazan (1994) reported that after

4 years, 70% of their sample endorsed the same attachment style. More recently, Baldwin & Fehr (1995) reviewed the results of their own studies and concluded that approximately 70% of people maintain their attachment styles over various time periods.

These findings reveal that attachment styles tend to be stable over time, but that this stability is not absolute. That is, a substantial proportion of people report changes in their attachment styles over time. To explain these findings, some attachment theorists propose that attachment styles are "dynamic" and "flexible" constructs, in that the working models underlying attachment styles, above and beyond assimilating information yielded by the events an individual experiences throughout the course of his life, can themselves be modified.

What causes attachment styles to change? In the limited literature investigating the issue of attachment stability to date, two main viewpoints exist on the causes of change. Some researchers postulate that attachment style change occurs in response to external factors, such as life events (Scharfe & Bartholomew, 1994). For example, Epstein (1980) suggests that insecure attachment styles can be modified by means of compelling emotional experiences which are inconsistent with existing models, such as experiences arising within the context of significant relationships - with a spouse, for example, or a therapist. Major life transitions, such as leaving for college, getting married, having children, may be times particularly conducive to a re-evaluation and re-organization of previous internal working models in the light of new experiences (Kirkpatrick & Hazan, 1994; Baldwin & Fehr, 1995; Scharfe and Bartholomew, 1994).

For other theorists, attachment style change - insecure to secure, or secure to

insecure - is mainly a result of internal factors. Davila, Burge, and Hammen (1997) postulate that some people are more prone to attachment style changes than others, more specifically that there may be certain intrapersonal traits rather than changing circumstances that render people vulnerable to fluctuations in attachment style. The results of studies conducted by these authors support the conceptualization of attachment style change as an individual difference variable. Participants who had a personal and/or family history of psychopathology, had longterm personality disturbance and came from nonintact families, were more prone to attachment insecurity in the form of stable insecurity or attachment style fluctuations, than participants for whom these factors were absent. The authors suggest that attachment style instability may be a manifestation of incoherent working models. That is, people who exhibit changes in attachment style may hold tentative views of self and others, views that can fluctuate easily. The authors also found that the individuals who experienced fluctuations in attachment style had much more in common with participants who were stably insecure, than with participants who were stably secure. The authors concluded that for certain individuals, attachment insecurity may manifest itself in the form of attachment instability.

The present study

Further investigation of attachment style stability is of fundamental importance, especially with regards to adjustment. To date, research investigating the relation between attachment style stability and psychological and behavioural adjustment is very scarce. Most studies assess attachment style at one point in time only, thus failing to capture the

more global perspective which multiple assessments over a timespan can provide.

A principal objective of the present study is to investigate whether insecure attachment styles which remain stable over time are associated with more serious and extreme outcomes than unstable attachment styles, as postulated by Bowlby's attachment theory. A stable insecure attachment style reflects an insecure way of thinking which continuously reinforces this attachment style (via working models which are assimilating novel experiences, and in so doing are perpetuating the insecure attachment style). A stable insecure way of thinking may lead to stable maladjustment. Because insecure styles are associated with maladjustment, a stable insecure attachment style should be a marker for environmental and/or internal conditions that are related to consistent or worsening maladjustment.

In the present study, attachment styles were assessed twice, over the course of a one-year period. An "unstable" attachment style is one which changed from one assessment to the next (either secure to insecure or insecure to secure). The direction of the change may not be as important as the change itself, because a one-year period covers but a small phase of an individual's lifetime; it is thus likely that the fluctuation detected was only one of many such changes occurring from secure to insecure or vice versa in the years preceding the first assessment. Attachment instability is thus conceptualized in the present study, as in Davila et al. (1998), as fluctuations in attachment style, independently of the direction of the fluctuations.

Within the context of post-hoc exploratory analyses the "unstable" individuals were broken down into two groups (one regrouping individuals changing from secure to

insecure attachment styles, and the other regrouping individuals changing from insecure to secure) in order to investigate differences existing between these two unstable groups.

The present study was conducted with an adolescent sample, adolescence being a time of great change both at the inter-personal and intra-personal levels (Peterson, Kennedy, & Sullivan, 1991). The teen years also represent a time of exploration and experimentation: adolescents alter their conceptions about themselves and the world surrounding them and are involved in a range of exploratory behaviours, such as delinquency, drugs, and sex. In fact, a considerable number of North American adolescents engage in such activities (Moffit, 1993; Adlaf, Ivis, Smart, & Walsh, 1995; Fonagy, Target, Steele, Leigh, Levinson, & Kennedy, 1998), which may be "developmentally functional" (Cooper, Shaver & Collins, 1998), but nonetheless carry substantial risk.

An essential question then is: in comparison to attachment styles which are unstable, do insecure attachment styles which are maintained over time lead to worse adjustment problems? Is a stable insecure attachment style more likely than an unstable attachment style to be associated with engagement in delinquency, drug-use, and irresponsible sexual behaviour? Conversely, does a stable secure attachment style act as a buffer against adjustment problems? In comparison to adolescents with unstable attachment styles, are adolescents with stable secure attachment styles less likely to engage in deviant behaviour, drug-use, and unsafe sex?

More specifically, the questions are the following:

- 1) How stable is attachment style? (%)
- 2) Is stable insecurity more likely than instability (those individuals whose attachment style has changed over a one-year period, regardless of the direction) to be associated with deviant behaviour, drug use, and irresponsible sexual behaviour?
- 3) Are those who are stably secure better adjusted than unstables? Are they less likely to engage in delinquent activities, drug use, and unsafe sex?
- 4) Are there any differences between the two groups of unstably attached adolescents, those who change from secure to insecure and those who change from insecure to secure?

Method

Sample

The present sample consists of 131 participants ($n=87$ girls; $n=44$ boys) aged 16 to 19 years ($M = 16.95$ years; $SD = .74$) attending English-language public schools in Montreal. An additional three participants were dropped due to missing data. At the time of testing, approximately 72% of the participants were in grade 11 and 27% were in first year of CEGEP (Quebec-equivalent of grade 12). Two students were repeating grade 10. Most of the participants lived at home with their mother and father ($n = 109$).

Almost all participants spoke English at home ($n = 129$). Approximately 90% reported living in Canada all their lives. Students varied in ethnicity, with 49% reporting English Canadian, 39% reporting European, and 14% reporting French Canadian origins. An additional 9% of students were of Asian origin, 3% of African origin, and 3% of Latin American origin. Several students reported more than one ethnic origin. The majority of students came from middle-class families, based on reported occupation of father, and mother if working, (Blishen, Carroll, and Moore, 1987). Mean socioeconomic status (SES) was 43.18 ($SD = 12.17$) for mothers (characteristic of interior designers, elementary and secondary school teachers, production clerks, and collectors) and 47.76 ($SD = 15.91$) for fathers (characteristic of construction electricians, mechanical repairers, and sales occupations) based on the 1981 socioeconomic index for occupations in Canada (Blishen, Carroll, & Moore, 1987). These levels are similar to the average SES in the general Canadian population (Blishen et al., 1987). See Appendix C for the General Information Form.

Procedure

Within the context of a previous study, over 600 participants were recruited from grades 10 and 11 in two Montreal suburban English High Schools. Approximately 300 students were contacted again during the spring of 1999, when they were in grades 11 and first year of CEGEP, and asked to participate in a follow-up study.

Two months before official data collection, students were sent a letter inviting them to participate in the second phase of the study, involving two hours of their time, either at their school or at the university, as well as a consent form to be returned by mail (see Appendices A and B). The consent form was returned by 37 students, 30 of which agreed to participate in the study. Approximately 260 students who did not return the form were contacted again by phone. Of these, approximately 135 agreed to participate in our study. All students who returned their forms had their names entered in a raffle for movie passes. Approximately 35 students who gave their consent on the phone did not show up for testing sessions. Overall participation rate was thus $134/300 = 42\%$.

Data collection was carried out at two high schools, two CEGEPS, and Concordia University. For one high school, testing was conducted during school hours. In all other cases, testing was conducted outside of class time. For both the initial study and the follow-up studies, students completed questionnaires regarding their relationships, as well as their involvement in various deviant activities (delinquency, drug use, and sexual behaviour). Within the context of the follow-up study, students also completed a computer task, not relevant to the present study, where they were presented a series of hypothetical stressful situations and were asked questions pertaining to these case

scenarios. Because of this technical part of the testing, students participated in groups of four to six.

Measures

The Relationship Questionnaire (RQ). Developed by Bartholomew and Horowitz (1991), the RQ is a self-report measure which provides continuous ratings of one secure and three insecure attachment styles (Dismissing, Preoccupied, Fearful). Subjects are asked to rate the extent to which paragraphs describing each attachment style apply to them. In the present study, each participant completed the RQ four times, once in reference to each of four specific attachment figures (mother, father, best friend, romantic partner) in counterbalanced order. For the present study, attachment to the participant's mother was utilized (see Appendix D).

Extensive data indicate that the RQ is a reliable and valid tool which provides a rapid assessment of attachment quality. The RQ has a good test-retest reliability $r = .51$; (Scharfe & Bartholomew, 1994) and has been shown to correlate moderately with measures of self-concept and measures of interpersonal functioning (Bartholomew & Horowitz, 1991; Griffin & Bartholomew, 1994; Horowitz, Rosenberg, & Bartholomew, 1993).

The Self-Report Delinquency Scale. The Self-Report Delinquency Scale (adapted from Elliott, Huizinga, & Ageton, 1985) contains 39 items which assess both the prevalence and frequency of involvement in general delinquency. For each item,

participants indicate whether they have ever engaged in a particular delinquent behaviour, and if yes, the number of times in the past year. This scale is divided into nine subscales: Felony Assault, Felony Theft, Robbery, Fraud, Minor Assault, Minor Theft, Illegal Services, Damaged Property and Public Disorder. In addition to the original 35 items, in the current investigation, four items pertaining to taxing (group intimidation in order to obtain goods/money from others), involvement with the police (for questioning, or arrest), and being expelled from school, were included (see Appendices E and F).

Indices of delinquency derived from this questionnaire are: Variety of Delinquent Acts, which assesses the variety of delinquent acts carried out by each participant (regardless of the frequency) in the past year, and Frequency of Delinquency which is assessed in relation to the 11 subscales composing the Delinquency Questionnaire.

The Self-Report Delinquency Scale is an internally consistent measure (with regards to the different subscales, test-retest reliabilities range from .58 to .93) which correlates with official delinquency rates, and with teacher and parent reports of delinquent behaviour (Elliott & Ageton, 1980; Elliott, Huizinga, & Ageton, 1985).

The Self-Report Substance and Drug-Use Scale. Also adapted from Elliott, Huizinga, & Ageton (1985), this 14-item scale assesses the prevalence and frequency of use of alcoholic beverages as well as different types of drugs (e.g. hashish, hallucinogens, amphetamines, barbiturates). Also, certain items are used to assess the extent to which alcohol and marijuana have led to risk behaviours at school or at work (e.g. "Have you ever been high on marijuana, at school or at work?"). For each of the 14 items,

participants indicate whether they have ever engaged in the particular behaviour, and if yes, the number of times in the past year (see Appendices G and H).

Indices of substance-use derived from this questionnaire are: Variety of Substances Used and Frequency of Alcohol and Marijuana Use. The first index assesses the variety of substances used by each participant (regardless of the frequency) in the past year. The second index assesses the amount of alcohol and marijuana used by each participant in the past year.

The Self-Report Substance and Drug Use Scale is an internally consistent measure (test-retest reliability = .65) which correlates with official substance use rates, and with teacher and parent reports of substance-taking behaviour (Elliott & Ageton, 1980; Elliott, Huizinga, & Ageton, 1985).

Adolescent Sexuality Scale. Developed by Voss (1997) for the first phase of the present study, the Adolescent Sexuality Scale assesses past and current involvement in sexual intercourse as well as sexual risk-taking behaviours (e.g. lack of contraceptive use). Indices derived from this questionnaire are Number of Sexual Partners (in one's lifetime), Frequency of Casual Sex, Frequency of Sexual Intercourse (in the past 6 months), Birth Control Use, as well as Risky Sexual Attitudes, a variable composed of 6 questions assessing risk-taking attitudes related to sexually transmitted diseases. Some questions require Yes/No answers, some frequency ratings, and others ask respondents to rate how true various statements are for them on a 3-point scale ranging from Never True to Always True (see Appendices I and J).

Results

Preliminary Analyses of the Dependent Variables

Delinquency outcome variables. With regards to the index Variety of Delinquent Acts at Time 2, two outliers were present at the high end of the distribution, and changed to scores within three standard deviations from the mean.

With regards to the Frequency of Delinquent Acts indices, it was not possible to conduct parametric analyses with some subscales due to positive skew because most respondents did not commit certain delinquent acts (percentage of teens never having committed a particular crime, at Time 1 nor at Time 2, are indicated between parentheses): Felony Assault (66%), Robbery (89%), Fraud (71%), Illegal Services (80%). The correlations amongst the remaining subscales, and with Variety of Delinquent Acts, both at Time 1 and at Time 2 are shown in Tables 1 and 2. Since all the subscales were highly correlated amongst each other, and were highly correlated with Variety of Delinquent Acts, we retained Variety of Delinquent Acts as our delinquency index.

Substance-use outcome variables. At both Time 1 and Time 2, four outliers at the high end of the distribution were changed to scores within three standard deviations from the mean.

The Frequency of Substance-Use index is based on participants' use of alcohol and marijuana, since these were the substances participants used most frequently (see Table 3). These two variables were moderately correlated ($r = .4$ at Time 1 and $r = .3$ at

Table 1

Intercorrelations between Delinquency Subscale Indices and Variety of Delinquent Acts.
at Time 1

Variable	1	2	3	4	5	6
1. FELONY THEFT	-	.72*	.69*	.48*	.59*	.72*
2. MINOR ASSAULT		-	.66*	.50*	.57*	.71*
3. MINOR THEFT			-	.56*	.59*	.78*
4. PROPERTY DAMAGE				-	.55*	.64*
5. PUBLIC DISORDER					-	.77*
6. VARIETY OF DELINQUENT ACTS						-

Note: N = 131; * p <.05

Table 2

Intercorrelations between Delinquency Subscale Indices and Variety of Delinquent Acts.
at Time 2

Variable	1	2	3	4	5	6
1. FELONY THEFT	-	.53*	.48*	.49*	.37*	.59*
2. MINOR ASSAULT		-	.52*	.51*	.52*	.68*
3. MINOR THEFT			-	.51*	.48*	.68*
4. PROPERTY DAMAGE				-	.63*	.70*
5. PUBLIC DISORDER					-	.73*
6. VARIETY OF DELINQUENT ACTS						-

Note: N = 131; * $p < .05$

Time 2) and were therefore combined into one index of substance use for each time period.

The correlations between the two Substance-Use indices (Variety of Substances used and Frequency of Alcohol and Marijuana) were high: $r = .80$ at Time 1 and $r = .76$ at Time 2. Only one index was retained: Variety of Substances Used for each time period. This index is more global since it taps into adolescents' use of 5 different types of substances.

Sexuality outcome variables. Since the correlations between Number of Sexual Partners and Frequency of Casual Sex were relatively high at Time 1 and at Time 2 ($r = .72$ at Time 1 and $r = .59$ at Time 2), a combined index was formed. Since the intercorrelations between Frequency of Sexual Intercourse, Birth Control Use, and Risky Sexual Attitudes, a variable representing the sum of six questions assessing risk-taking attitudes related to sexually transmitted diseases, were generally lower than $r = .3$, these variables were kept separate. Intercorrelations between the combined variable, Frequency of Sexual Intercourse, Birth Control Use, and Risky Sexual Attitudes were below $r = .30$ at Time 1 and at Time 2 thus these variables were analysed with separate ANOVAs (see Tables 4 and 5).

Table 3

Frequency of adolescents having used drugs more than 10 times in the past year.
per substance

Substance	Time 1	Time 2
Alcohol	64	77
Marijuana	27	22
Hallucinogens	4	5
Amphetamines	4	4
Barbiturates	3	2

Note: N = 131

Table 4

Intercorrelations between Sexuality Indices, Variety of Delinquent Acts, and Variety of Substances Used, at Time 1

Variable	1	2	3	4	5	6
1. PARCAS	-	.01 (41)	-.19 (45)	.26 (47)	.64* (50)	.27 (50)
2. TIMESEX		-	-.19 (37)	-.09 (39)	.05 (41)	.01 (41)
3. CONTROL			-	-.35* (43)	-.09 (45)	.02 (45)
4. SEXBEH				-	.27 (48)	.10 (48)
5. DELPTYR					-	.60* (131)
6. SUBPTYR						-

Note: Positive values correspond to high risk, negative values to low risk

PARCAS = (Variable combining Number of partners in one's lifetime and Frequency of Casual sex in one's lifetime); TIMESEX = Frequency of sexual intercourse in the past 6 months; CONTROL = Birth control use; SEXATT = Variable composed of 6 questions assessing risk-taking attitudes related to sexually-transmitted diseases; DELPTYR = Variety of Delinquent Acts in the past year; SUBPTYR = Variety of Substances Used in the past year.

* $p < .05$

Table 5

Intercorrelations between Sexuality Indices, Variety of Delinquent Acts, and Variety of Substances Used, at Time 2

Variable	1	2	3	4	5	6
1. PARCAS	-	.07 (63)	-.23 (65)	.28* (65)	.46* (68)	.34* (68)
2. TIMESEX		-	-.11 (62)	-.31* (62)	.28* (63)	.06 (63)
3. CONTROL			-	-.18 (64)	-.09 (65)	.07 (65)
4. SEXATT				-	.27 (65)	.13 (65)
5. DELPTYR					-	.47* (131)
6. SUBPTYR						-

Note: Positive values correspond to high risk, negative values to low risk

PARCAS = (Variable combining Number of partners in one's lifetime and Frequency of Casual sex in one's lifetime); TIMESEX = Frequency of sexual intercourse in the past 6 months; CONTROL = Birth control use; SEXATT = Variable composed of 6 questions assessing risk-taking attitudes related to sexually-transmitted diseases; DELPTYR = Variety of Delinquent Acts in the past year; SUBPTYR = Variety of Substances Used in the past year.

* $p < .05$

Intercorrelations between all outcome variables. The correlation between Variety of Delinquent Acts and Variety of Substances used was $r = .61$ at Time 1 and $r = .49$ at Time 2. These two indices were entered together in a Multivariate Analysis of Variance. Intercorrelations between all retained dependent measures, at Time 1 and Time 2, are shown in Tables 4 and 5.

Stability of Attachment Style. Subjects could not be assigned to attachment categories based solely on their highest rating because subjects often gave equal ratings to two or more attachment dimensions. Categorization of attachment style with mother was therefore based on Griffin and Bartholomew's (1994) method of calculating working models of self and other. Continuous ratings of the four attachment dimensions (Secure, Dismissing, Preoccupied, and Fearful) were combined to yield negative to positive dimensions of self and other in relation to mother. The self dimension was obtained by summing the attachment ratings relating to positive models of self (secure and dismissing) and subtracting the attachment ratings of the two patterns characteristic of negative self-models (preoccupied and fearful). Model of other was obtained by summing the attachment ratings for positive models of other (secure and preoccupied) and subtracting the attachment ratings for negative models of other (dismissing and fearful). Scores for self and other were used to assign each subject to one of four attachment categories: S, D, P, F at each of Times 1 and 2. Specifically, subjects with positive model of self and positive model of other were categorized as secure, subjects with positive model of self and negative model of other as dismissing, subjects with negative model of

self and positive model of other as preoccupied, and subjects with negative model of self and negative model of other as fearful. Rules for assigning subjects scoring 0 for either dimension were designed so as to equate cell numbers as much as possible.

On the basis of attachment styles at Time 1 and at Time 2, participants fell into one of three attachment stability groups: (1) stable secure (securely attached at Time 1 AND at Time 2, $n = 53$), (2) stable insecure (insecurely attached at Time 1 AND at Time 2, $n = 31$), (3) unstable (attachment style shifted from either insecure to secure, $n=27$, or secure to insecure, $n=20$, (total $n= 47$). Most subjects were securely attached, followed by dismissing (approximately 40% of participants categorized as “insecure” at Time 1 and at Time 2 were of the dismissing type), and the numbers for the fearful and preoccupied styles were lowest. Approximately 65% of adolescents retained the same attachment category (secure and insecure) from Time 1 to Time 2 (see Table 6).

Table 6

Categorization of adolescents' attachment style, Time 1 by Time 2

<div>Time 2</div> <div>Time 1</div>	Secure	Dismissing	Preoccupied	Fearful	Total
Secure	53	14	5	1	73
Dismissing	16	12	5	1	34
Preoccupied	7	3	2	0	12
Fearful	4	3	1	4	12
Total	80	32	13	6	131

Note: N = 131

Analyses of Delinquency and Substance Use

Because of the moderate correlation between Variety of Delinquent Acts and Variety of Substances Used both at Time 1 and at Time 2 (see Tables 4 and 5), these two dependent variables were analyzed in a Multivariate Analysis of Variance. To test the hypotheses that stable insecure engage in a wider variety of delinquent activities and use a wider variety of substances than unstables and stable secures, a 3 x 2 x 2 mixed model MANOVA was performed with Stability (3) and Sex (2) as between-subject factors and Time (2) as a within-subject factor. Multivariate results revealed a significant Stability by Time interaction, $F(2, 124) = 4.49, p < .05$, a significant Sex by Time interaction, $F(2, 124) = 4.89, p < .05$, a significant main effect of Sex $F(2, 124) = 8.84, p < .05$, as well as a significant main effect of Time $F(2, 124) = 3.57, p < .05$. Results from the separate univariate analyses are discussed below.

Delinquency. Examination of the univariate Stability by Time interactions revealed a significant effect for Variety of Delinquent Acts, $F(2, 125) = 4.87, p < .05$. Post-hoc Tukey tests indicated that adolescents whose attachment style fluctuated over time (unstable) engaged in a wider variety of delinquent acts at Time 1 than those who remained secure from Time 1 to Time 2. Also, participants whose attachment style shifted over time significantly decreased their variety of delinquent acts from Time 1 to Time 2 (see Table 7).

Table 7

Variety of Delinquent Acts in the past year by type and stability of attachment style

Attachment Stability Group	Mean Time1 SD	Mean Time 2 SD
1) stable secure (n=53)	6.1a 5.65	7.2 5.99
2) unstable (n=47)	10.5b 7.14	8.4c 5.99
3) stable insecure (n=31)	9.2 7.37	9.8 7.42

Note: Means with different subscripts (ab, bc) are significantly different, $p < .05$.

Univariate results also showed a significant Sex by Time interaction for Variety of Delinquent Acts $F(1,125) = 9.01, p < .05$. Follow-up paired t-tests indicated that boys engaged in a wider variety of delinquent acts than girls at Time 2 but not at Time 1. Further, girls, but not boys, engaged in fewer types of delinquent acts over time (see Table 8).

To assess whether the two unstable groups differed from each other (secure insecure $n=20$, insecure-secure= 27), paired t-tests were conducted. Results indicated that both of the unstable sub-groups decreased their variety of delinquent acts from Time 1 to Time 2; however this decrease was only significant for insecure / secure (see Table 9).

Substance Use. Univariate results also revealed a significant Main Effect of Time for Variety of Substances Used, $F(1,125) = 5.89, p < .05$. Overall, adolescents experimented with a wider variety of drugs at Time 2 ($M = 1.7$) than at Time 1 ($M = 1.5$). Further, the univariate main effect of Sex was significant ($F(1,125) = 7.18, p < .05$) revealing that overall girls ($M = 1.8$) used a wider variety of drugs than boys ($M = 1.4$).

Sexuality. To assess whether stable insecure engage in more irresponsible sexual behaviour than unstable and stable secure, and whether stable secure engage in less irresponsible behaviours than unstable and stable insecure, four Stability (3) by Time (2) mixed model Analyses of Variance were conducted on the four sexuality indices. Results revealed no significant effects.

Table 8

Mean Variety of Delinquent Acts in the past year. by boys and girls

<u>Gender</u>	Mean Time1 SD	Mean Time 2 SD
1) girls (n = 87)	8.5_a 7.3	7.3_b 6.3
2)boys (n = 44)	8.2 6.0	9.9_c 6.3

Note: Means with different subscripts (ab, bc) are significantly different, $p < .05$.

Table 9

Variety of Delinquent Acts in the past year. by secures/insecures and insecure/secures

<u>Attachment Instability</u> Group	Mean Time1 SD	Mean Time 2 SD
1) secures / insecure (n = 20)	11.5 7.56	8.8 5.3
2) insecure / secures (n = 27)	9.7^a 6.85	8.1^b 6.54

Note: a-b, $p < .05$

Discussion

In this study we sought to investigate the relation between stability of attachment style and adolescent maladjustment, specifically engagement in delinquent activities, substance-use, and irresponsible sexual behaviour. In this section the representativeness and characteristics of the sample and the results obtained from the analyses conducted, as well as limitations of the study and future directions are discussed.

Representativeness and characteristics of the sample

With respect to attachment style, results from this study are comparable to previous research using categorical data (Mickelson, Kessler, & Shaver (1997). Specifically, highest percentages in each category were found for secure attachment, followed by dismissing attachment and ratings for the fearful and preoccupied styles were lowest.

In terms of involvement in antisocial activities, the teenagers in this sample were similar in many ways to youths in other provinces and Canada as a whole. For example, the average number of drugs used by teens in the current study was similar to rates reported by grade 11 high school students in Ontario (Adlaf & Ivis, 1997). Rates for alcohol and tobacco use were higher in our sample than in the published literature, at both Time 1 and Time 2 (alcohol use: 96% vs. 80%; tobacco use: 64.5% vs. 43%). In conformity with existing survey data, no gender differences were found with regards to frequency of alcohol and tobacco use. However, results from our study revealed that, all in all, girls used a wider variety of drugs than boys.

With respect to delinquency, results are comparable to previous research which shows that most teens have committed some form of delinquent act (Moffitt, 1993). In our sample, boys engaged in a wider variety of delinquent acts than girls at Time 2 but not at Time 1. Further, girls, but not boys, engaged in fewer types of delinquent acts over time. Taken together, these findings parallel the reality that in general throughout the adolescent years boys are more delinquent than girls (Bachman, Wadsworth, O'Malley, Johnston, & Schulenberg, 1997). With regards to our results, it could be the case that once the peak age of delinquency is attained between the ages of 15 and 16 (Moffitt, 1993), which corresponds to the age of most of our adolescents at Time 1, girls' involvement in antisocial activities begins to taper off, while that of boys remains elevated.

The number of teens who were sexually active in this sample at Time 2 parallels results found in the National Population Health Survey of a representative sample of adolescents (43.5%, Galambos & Tilton-weaver, 1998).

Stability of attachment style in relation to maladjustment

Approximately 65% of adolescents retained the same attachment category (secure and insecure) from Time 1 to Time 2, a finding which corresponds to stability rates found in the literature on attachment style stability.

Our principal hypothesis that adolescents with stable insecure attachment styles would be more at risk for maladjustment was not entirely supported. In fact, adolescents in our three stability groups (stable insecure, unstable, and stable secure) behaved in

similar ways with regards to many antisocial activities, such as delinquency, substance-use, and irresponsible sexual behaviour. An exception was delinquent activities, where results offer partial support to Davila et al's (1997) working hypothesis that unstables are at increased risk for maladjustment as compared to stable secures. Adolescents in the unstable group engaged in a wider variety of delinquent activities at Time 1 than those who remained secure over time. Also, unstables decreased in variety of delinquent acts from Time 1 to Time 2. In Davila et al's (1997) pioneering study investigating the link between attachment stability and maladjustment in adolescence, they conceptualized attachment instability as a trait-like characteristic reflecting an individual's tentative as well as insecure views of self and others held by the individual. This rationale is an interesting one, and surely deserves further investigation, especially given the scarcity of research exploring attachment style stability. It could be the case that individuals manifesting fluctuations in attachment style are more easily swayed by environmental influences, such as social pressures. This could be especially true for adolescents, who are learning to construct their identity during the often turbulent adolescent years. In fact, adolescent attachment instability might reflect a healthy search of one's own identity rather than a maladaptive personal characteristic. In our sample, unstables were the ones who engaged in the greatest variety of delinquent activities. However this was only true at Time 1, when most adolescents were between 15 and 16 years of age, an age corresponding to the peak of delinquency. At Time 2, unstables were the ones who decreased significantly in variety of delinquent acts.

The implications of a stable insecure attachment style also merits further exploration. Although our findings do not lend clear support to a relation existing between stable insecurity and maladjustment, much evidence exists in the scientific literature marking this relationship. As many attachment theorists have claimed, there are sound reasons to posit that an insecure style which is maintained over a long period of time is likely to result in maladaptive patterns of behaviour, in part due to the negative and unhealthy working models accompanying an insecure attachment style. It is important that research continues to investigate the practical validity of the standpoints taken by both attachment theorists such as Bowlby and Ainsworth and that of researchers such as Davila and her colleagues. One avenue for resolving these questions may be conducting studies assessing attachment style at multiple time points, a topic discussed further in the next section.

Limitations of the present study and future directions

Assessing attachment style at two time points allowed a more global investigation of the relation existing between attachment and maladjustment, which one-time-only assessments cannot yield. However, assessments at three or more points in time, spanning over a number of years, would have allowed a more conceptually robust categorization of adolescents into the attachment stability groups; for example, the stable secure and stable insecure groups would incorporate individuals who are, respectively, securely attached and insecurely attached, while the unstable group would incorporate individuals whose attachment style has fluctuated once, twice, or three times. With multiple

assessments, the categorization of stable secures, unstables, and stable secures would be more validly defined, and this would facilitate the practical investigation of the standpoints regarding attachment stability and maladjustment existing in the field.

Another important limitation related to the categorization of attachment stability is our sole reliance on self-report measures. Several authors have found that self-reported attachment style and interview-assessed attachment style tend to show low to moderate correspondences (Scharfe & Bartholomew, 1994; Scharfe, 1995). One reason this may be so is that, if as is posited by Davila et al., some people's insecurity is reflected in instability and not in stable insecurity, they may report themselves as secure at a particular time. However, on the basis of interview assessments, such individuals may be classified as insecure because whatever it is that is making their self-reports fluctuate (tentative views of self and other for example) is likely to come through during an interview. Longitudinal studies using multiple methods to assess attachment style would allow for better definition of attachment categories - and thus attachment stability categories - and would provide the framework to better investigate the meaning of attachment instability by opening a window onto the potential causes and processes underlying attachment style change.

Multiple methods of assessment would also aid us in our understanding of adolescent adjustment. Semi-structured interviews, perhaps conducted with a subset of a large sample, would give researchers the opportunity to better understand the meaning and implications of engagement in anti-social activities, substance-abuse, and

irresponsible sexual behaviour from the adolescent's perspective. Such qualitative data would complement the more quantitative data gleaned from self-report measures.

A longitudinal study examining the relation between attachment style stability and adolescent maladjustment which incorporates qualitative and quantitative methods of assessment would aid our conceptual and practical understanding of the topic at hand.

Concluding Comments

The present study sought to investigate the relationship existing between adolescents' attachment style and their involvement in maladaptive exploratory behaviours over time. This research theme is of substantial clinical importance in light of finding a marker for adolescent maladjustment. Is this marker stable attachment insecurity, or is it attachment instability? According to one viewpoint, individuals who remain insecurely attached are at greatest risk for maladjustment; since a stable insecure attachment style becomes more and more "ingrained" over time and presumably self-perpetuating, it may be more difficult to change the attitudes and behaviours associated with stable insecure styles than those accompanying unstable styles. Another viewpoint posits that attachment instability itself reflects insecurity, and thus unstables are the ones who are most at risk. Our study does not present conclusive results lending support to one standpoint versus another. However, this line of research, which is only beginning to emerge, must be pursued.

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Appendix A
Letter to Student

March 1999
(Lasalle)

Dear Student:

Thank you for your participation in last year's Relationship and Behaviour Project. As promised, we are enclosing a summary of our findings. Your answers really helped us learn about teens' relationships, coping skills, and sense of well-being.

We are also writing to invite you to participate again, in a study related to last year's. This next study is about how adolescents make judgements, cope with, and feel about a variety of types of stressful situations, including those with parents, friends, and dating partners. It is important to find out more about these views in order to understand what helps teens develop good relationships with others, deal with problems, and feel good about themselves. This study also looks at how relationships and behaviours change over time. We are asking for your help.

Participation at school will involve two sessions, each lasting about an hour. In the first session, you will be asked questions on a computer and to complete a few questionnaires about your relationships and feelings. In the computer task, hypothetical problems with parents, friends, dating partners and with school will be described briefly, and you will be asked what you would think, do, and feel in these situations. During the second session, you will be asked to fill out questionnaires similar to the ones you completed in the last study, about your feelings, the way you cope with stress, your sexual behaviour, and whether or not you have tried drugs, alcohol, or have broken rules.

Of course all information will be completely confidential to the research team and identified only by number. We're interested in knowing from you what sorts of things help teens have good relationships and cope with problems. We really want you to participate to complete this puzzle. In return for your help, we'll give you \$10. And of course, you are free to discontinue at any time. We think you'll enjoy it though.

Please complete the enclosed consent form whether or not you wish to participate and send it back to us as soon as possible in the enclosed prepaid envelope. We want to hear from you whether your answer is "yes" or "no". Everyone returning the form will have a chance to win one of several Cineplex Odeon movie passes. Thank you again for your support in our research.

If you have any questions about the study, please feel free to call Stephanie or Clairalice at 848-7560. We look forward to hearing from you very soon.

Appendix B
Student Consent Form

CENTRE FOR RESEARCH IN HUMAN DEVELOPMENT
tel: (514) 848-7560 fax: (514) 848-2815

CONSENT FORM TO PARTICIPATE IN RESEARCH (Lasalle)

Check where applicable:

_____ **I agree** to participate in the study conducted by Stephanie Margolese, Clairalice Campini, Dr. Dorothy Markiewicz, and Dr. Anna-Beth Doyle of the Centre for Research in Human Development. I have been informed that the study is about relationships, coping, emotions, and behaviour.

OR

_____ I am not sure if I want to participate and I want to be called to discuss the project. My name and phone number is:

OR

_____ **I do not agree** to participate in this study and do not wish to be called. My name is (so we can put your name in the draw):

IF YOU AGREE TO PARTICIPATE, please complete the following:

I have been informed that the purpose of the research is to study the links between relationship quality, coping style, emotions, and behaviour. Participation will be at my school, and will involve two sessions of approximately 50-60 minutes. During the first session, I will answer questions on a portable computer about what I would think, do, and how I would feel in hypothetical situations with parents, friends, school or work. I will also complete questionnaires about my mood, and my relationships with my friends and my parents. During the second session, I will complete questionnaires about the ways I cope with stress, my feelings about myself, and involvement in rule-breaking behaviour, use of alcohol and drugs, and attitudes regarding sexual behaviour. I understand that **ALL INFORMATION WILL BE CONFIDENTIAL** to the research team, and identified only by number. I understand that I may withdraw my consent and may discontinue participation at any time.

I HAVE READ THE ABOVE AND UNDERSTAND THIS AGREEMENT. I FREELY CONSENT AND AGREE TO PARTICIPATE IN THIS STUDY.

Name (please print): _____

Signature: _____ **Date:** _____

Address: _____

Phone Number: (____) _____

School: _____ **Grade:** _____

Appendix C

General Information Form (Time 2)

GENERAL INFORMATION FORM

53458

Please do not mark in this area

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Order: ☐ 1 ☐ 2 ☐ 3 ☐ 4

The information provided in this form will help us describe the range of participants in our study.

1. Age:

2. Date of Birth: DAY MONTH YEAR

1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

3. Sex: ☐ Female ☐ Male

4. Grade:

<input type="checkbox"/> 7	<input type="checkbox"/> 11
<input type="checkbox"/> 8	<input type="checkbox"/> Cegep 1
<input type="checkbox"/> 9	<input type="checkbox"/> Cegep 2
<input type="checkbox"/> 10	<input type="checkbox"/> Cegep 3+

5. School:

<input type="checkbox"/> Vanier	<input type="checkbox"/> LaSalle
<input type="checkbox"/> Dawson	<input type="checkbox"/> St. Thomas
<input type="checkbox"/> John Abbott	<input type="checkbox"/> Other (specify)

6. My grades generally average (1-99) %

AND letter grade (circle one):

A B C D F

7. I have skipped a grade or did two years in one:

☐ Yes ☐ No

8. I have failed/repeated a grade:

☐ Yes ☐ No

9. What is your mother tongue (first language)?

☐ English ☐ French ☐ Other (specify)

10. What languages do you speak at home?

☐ English ☐ French ☐ Other (specify)

11. I have sister(s).

Specify how many are older than you:

12. I have brother(s).

Specify how many are older than you:

13. My mom is (☒ one box):

☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Other

14. My dad is (☒ one box):

☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Other

15. Who lives (lived) in your house with you?

(☒ all that apply)

<input type="checkbox"/> Mom	<input type="checkbox"/> Aunt
<input type="checkbox"/> Dad	<input type="checkbox"/> Grandmother
<input type="checkbox"/> Stepmom	<input type="checkbox"/> Grandfather
<input type="checkbox"/> Stepdad	<input type="checkbox"/> Cousin
<input type="checkbox"/> Sisters	<input type="checkbox"/> Friend of parent
<input type="checkbox"/> Brothers	<input type="checkbox"/> Other (specify)
<input type="checkbox"/> Uncle	

16. For questions 13, 14 and/or 15, have there been any changes over the course of the past year?

☐ Yes ☐ No

17. My ethnic/cultural background is

(☒ all that apply below)

<input type="checkbox"/> English Canadian	<input type="checkbox"/> Asian
<input type="checkbox"/> French Canadian	<input type="checkbox"/> American
<input type="checkbox"/> Aboriginal	<input type="checkbox"/> Latin American
<input type="checkbox"/> African	<input type="checkbox"/> Australian
<input type="checkbox"/> European	<input type="checkbox"/> Other (specify)

18. I have lived in Canada years.

53458

Appendix D

The Relationship Questionnaire (with Mother)



RELATIONSHIP WITH MOTHER (RQM)

Participation #

--	--	--	--	--

If you don't have a mom or stepmom, just leave this blank and go to the next questionnaire.

Please tell us who you are thinking of when you fill out this questionnaire (☒ one box):

☐ Mom OR ☐ Stepmom

Think about your relationship with your mother. Now read each paragraph below and indicate to what extent each paragraph describes your relationship with your mother. Put an ☒ in the box UNDER the number that is true for you.

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

Not At All							Very Much
1	2	3	4	5	6	7	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. I am comfortable not having a close emotional relationship with my mother. It is very important to me to feel independent and self-sufficient, and I prefer not to depend on my mother or have my mother depend on me.

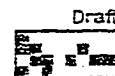
Not At All							Very Much
1	2	3	4	5	6	7	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. I want to be completely emotionally close with my mother, but I often find that my mother is reluctant to get as close as I would like. I am uncomfortable not having a close relationship with my mother, but I sometimes worry that she doesn't value me as much as I value her.

Not At All							Very Much
1	2	3	4	5	6	7	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4. I am uncomfortable getting close to my mother. I want to be emotionally close to my mother, but I find it difficult to trust her completely, or to depend on her. I worry that I will be hurt if I allow myself to become too close to my mother.

Not At All							Very Much
1	2	3	4	5	6	7	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Appendix E

The Self-Report Delinquency Questionnaire (Time 1)

Participation# _____

This section asks about different behaviours that teenagers are sometimes involved in. Your answers are very important to us: we want to know what really happens for people your age so please answer all questions honestly. Remember, **ALL YOUR ANSWERS ARE CONFIDENTIAL**.

For each question,

- First indicate whether or not you have ever done what is described (check YES or NO).
- Then, if you answer YES, indicate how many times in the last year you have done each behaviour. (If you have done something more than 10 times, just write 10+. If in the last year you have never done what is described, even though you have done it before, just write 0.)

Have you ever...? (If Yes, please indicate how many times in the *last year*.)

1. Purposely damaged or destroyed property (includes vandalism/graffiti) belonging to your parents or other family members?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

2. Purposely damaged or destroyed property (includes vandalism/graffiti) belonging to your school or employer?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

3. Purposely damaged or destroyed other property (includes vandalism/graffiti) that did not belong to you, not counting family, school, or work property?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

4. Stolen or tried to steal a motor vehicle such as a car or motorcycle?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

5. Stolen or tried to steal something worth more than \$50.00?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

6. Knowingly bought, sold or held stolen goods or tried to do any of these things?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

7. Purposely set fire to a building, car, or other property or tried to do so?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

8. Carried a hidden weapon other than a plain pocket knife?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

9. Stolen or tried to steal things worth \$5.00 or less?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

10. Attacked someone with the idea of seriously hurting that person?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

11. Been involved in gang fights?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

12. Used checks illegally or used phony money to pay for something (includes intentional overdrafts)?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

13. Sold marijuana or hashish (weed, pot, grass, hash)?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

14. Hitchhiked where it was illegal to do so?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

15. Stolen money or other things from your parents or other members of your family?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

16. Stolen money, goods, or property from school or from the place where you work?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

17. Hit or threatened to hit one of your parents?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

18. Hit or threatened to hit your teacher, your supervisor or another employee?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

19. Hit or threatened to hit anyone else (e.g., friends, strangers)?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

20. Been loud, rowdy, or unruly in a public place (disorderly conduct)?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

21. Sold hard drugs such as cocaine, LSD (acid), heroin (or others)?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

22. Tried to cheat someone by selling them something that was worthless or not what you said it was?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

23. Taken a vehicle for a ride or drive without the owner's permission?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

24. Bought liquor as a minor?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

25. Used force or "strong arm" methods to get money or things from people?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

26. Avoided paying for such things as movies, bus or metro rides, and food?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

27. Been drunk in a public place?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

28. Stolen or tried to steal things worth between \$5.00 and \$50.00?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

29. Broken into or tried to break into a building (including an abandoned building) or vehicle to steal something or just to look around?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

30. Begged for money or things from strangers?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

31. Failed to return extra change that a cashier gave you by mistake?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

32. Used or tried to use credit cards without the owner's permission?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

33. Made obscene telephone calls (such as calling someone and saying dirty things)?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

34. Snatched someone's purse or wallet or picked someone's pocket?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

35. Used money or funds entrusted to your care for some purpose other than that intended (embezzled money)?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

36. Ganged up with friends, and used force or intimidation to get money or things from people (taxing)?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

37. Been stopped by the police for questioning?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

38. Been arrested?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

If "Yes", what were you charged with?

39. Been expelled from school?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

Read each of the following questions and indicate the age you first did what is described. If you never did what is described, just write N/A and move on to the next question.

How old were you when you first...

Purposely damaged or destroyed property that did not belong to you?

Stole something worth \$5.00 or less?

Stole something worth between \$5.00 and \$50.00?

Stole something worth more than \$50.00?

Purposely set fire to a building, car, or other property?

Attacked someone with the idea of seriously hurting them?

Got involved in a gang fight?

Broke into a vehicle or building to steal something?

Used force or "strong arm" methods to get money or things from strangers?

Sold drugs such as marijuana, hashish, heroin, cocaine, LSD?

Appendix F

The Self-Report Delinquency Questionnaire (Time 2)

BEHAVIOURS

8987

Please do not mark in this area

			2
--	--	--	---

This section asks about different behaviours that teenagers are sometimes involved in. Your answers are very important to us: we want to know what really happens for people your age so please answer all questions honestly. Remember, **ALL YOUR ANSWERS ARE CONFIDENTIAL**.

For each question,

- First indicate whether or not you have ever done what is described (☒ YES or NO).
- Then, if you answer YES, indicate how many times in the last year you have done each behaviour.
- If you answer NO, skip to the next question.

Have you ever ...?

1. Purposely damaged or destroyed property (includes vandalism/graffiti) belonging to your parents or other family members?

☐ Yes ☐ No

If "YES", how many times in the last year? If "NO", skip to the next question.

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

2. Purposely damaged or destroyed property (includes vandalism/graffiti) belonging to your school or employer?

☐ Yes ☐ No

If "YES", how many times in the last year? If "NO", skip to the next question.

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

3. Purposely damaged or destroyed other property (includes vandalism/graffiti) that did not belong to you, not counting family, school, or work property?

☐ Yes ☐ No

If "YES", how many times in the last year? If "NO", skip to the next question.

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

4. Stolen or tried to steal a motor vehicle such as a car or motorcycle?

☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

8987



Please do not mark in this area

5. Stolen or tried to steal something worth more than \$50.00? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

6. Knowingly bought, sold or held stolen goods or tried to do any of these things? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

7. Purposely set fire to a building, car, or other property or tried to do so? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

8. Carried a hidden weapon other than a plain pocket knife? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

9. Stolen or tried to steal things worth \$5.00 or less? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

10. Attacked someone with the idea of seriously hurting that person? ☐ Yes ☐ No

If "YES", how many times in the last year?

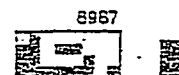
☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week



2 of 7





Please do not mark in this area

11. Been involved in gang fights? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

12. Used checks illegally or used phony money to pay for something
(includes intentional overdrafts)?

☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

13. Sold marijuana or hashish (weed, pot, grass, hash)? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

14. Hitchhiked where it was illegal to do so? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

15. Stolen money or other things from your parents or other members of your family? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

16. Stolen money, goods, or property from school or from the place where you work? ☐ Yes ☐ No

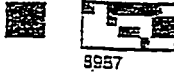
If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

8987



Please do not mark in this area

17. Hit or threatened to hit one of your parents? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

18. Hit or threatened to hit your teacher, your supervisor or another employee? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

19. Hit or threatened to hit anyone else (e.g., friends, strangers)? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

20. Been loud, rowdy, or unruly in a public place (disorderly conduct)? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

21. Sold hard drugs such as cocaine, LSD (acid), heroin (or others)? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

22. Tried to cheat someone by selling them something that was worthless or not what you said it was?

☐ Yes ☐ No

If "YES", how many times in the last year?

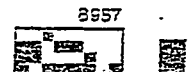
☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week



4 of 7





Please do not mark in this area



23. Taken a vehicle for a ride or drive without the owner's permission? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

24. Bought liquor as a minor? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

25. Used force or "strong arm" methods to get money or things from people? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

26. Avoided paying for such things as movies, bus or metro rides, and food? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

27. Been drunk in a public place? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

28. Stolen or tried to steal things worth between \$5.00 and \$50.00? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week



5 of 7





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Please do not mark in this area

29. Broken into or tried to break into a building (including an abandoned building) or vehicle to steal something or just to look around?

☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

30. Begged for money or things from strangers?

☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

31. Failed to return extra change that a cashier gave you by mistake?

☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

32. Used or tried to use credit cards without the owner's permission?

☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

33. Made obscene telephone calls (such as calling someone and saying dirty things)?

☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

34. Snatched someone's purse or wallet or picked someone's pocket?

☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week



6 of 7

8987





Please do not mark in this area

35. Used money or funds entrusted to your care for some purpose other than that intended (embezzled money)? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

36. Ganged up with friends, and used force or intimidation to get money or things from people (taxing)? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

37. Been stopped by the police for questioning? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

38. Been arrested? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

If "Yes", what were you charged with? _____

39. Been expelled from school? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week

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Appendix G

The Self-Report Substance-Use Questionnaire (Time 1)

The next questions ask about your use of alcohol and drugs. As you did before, first indicate whether or not you have ever done what is asked. Next, indicate how many times you have done the behaviour in the last year.

Have you ever...? (If Yes, please indicate how many times in the *last year*.)

1. Used alcoholic beverages (beer, wine, liquor)?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

2. Used marijuana, or hashish (mari, weed, grass, pot, hash)?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

3. Used hallucinogens (LSD, acid, mescaline, peyote, magic mushrooms)?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

4. Used amphetamines (uppers, speed, pep pills, bennies, dexies, diet pills) that were not prescribed by a doctor?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

5. Used barbiturates (downers, reds, yellows, blues, rainbows, goof balls, sleeping pills) that were not prescribed by a doctor?

YES _____	Number of times in the last year _____	NO _____
-----------	--	----------

6. During the past year, have you used tobacco?

Yes _____ No _____

7. When using tobacco, how much do you usually use?

_____ cigarettes a day OR _____ cigarettes per month

8. Have you ever used any other drugs? If so, please specify the drug, and the number of times last year.

Name of drug	Number of times in the last year

9. How old were you when you first tried (if you have never tried these substances, move on to the next page)

Alcohol? _____

Marijuana? _____

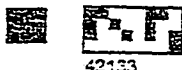
Other drugs? _____

10. If you drink alcohol, how many drinks do you typically have at one given time?
(one drink = 1 beer OR 1 glass of wine OR 1 ounce of liquor)

_____ drinks

Appendix H

The Self-Report Substance-Use Questionnaire (Time 2)



Alcohol and Drug Use

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				2
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The next questions ask about your use of alcohol and drugs. As you did before, first indicate whether or not you have ever done what is asked. Next, indicate how many times you have done the behaviour in the last year.

Have you ever ...?

1. Used alcoholic beverages (beer, wine, liquor)? ☐ Yes ☐ No

If "YES", how many times in the last year? If "NO", skip to the next question.

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week ☐ 1 or more times per day

2. Has your use of alcoholic beverages increased/decreased/remained the same in the last year?

☐ increased ☐ decreased ☐ remained the same

3. Been drunk or high on alcoholic beverages (beer, wine, liquor)? ☐ Yes ☐ No

If "YES", how many times in the last year? If "NO", skip to the next question.

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week ☐ 1 or more times per day

4. Been drunk or high on alcoholic beverages at school or at work (beer, wine, liquor)? ☐ Yes ☐ No

If "YES", how many times in the last year? If "NO", skip to the next question.

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week ☐ 1 or more times per day

5. Used marijuana, or hashish (mari, weed, grass, pot, hash)? ☐ Yes ☐ No

If "YES", how many times in the last year?

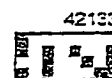
☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week ☐ 1 or more times per day

6. Has your use of marijuana or hashish increased/decreased/remained the same in the last year?

☐ increased ☐ decreased ☐ remained the same



7. Been high on marijuana, or hashish (mari, weed, grass, pot, hash)? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week ☐ 1 or more times per day

8. Been high on marijuana, or hashish at school or at work (mari, weed, grass, pot, hash)? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week ☐ 1 or more times per day

9. Used hallucinogens (LSD, acid, mescaline, peyote, magic mushrooms)? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week ☐ 1 or more times per day

10. Used amphetamines (uppers, speed, pep pills, bennies, dexies, diet pills) that were not prescribed by a doctor? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week ☐ 1 or more times per day

11. Used barbiturates (downers, reds, yellows, blues, rainbows, goof balls, sleeping pills) that were not prescribed by a doctor? ☐ Yes ☐ No

If "YES", how many times in the last year?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 or more

If 13 or more times, how often?

☐ 2-3 times per month ☐ 1 or more times per week ☐ 1 or more times per day



Please do not mark in this area



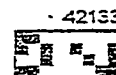
12. During the past year, have you used tobacco? ☐ Yes ☐ No

13. When using tobacco, how much do you usually use? Please indicate *either*:

<input type="checkbox"/> cigarettes per day	OR	<input type="checkbox"/> cigarettes per month
1 <input type="checkbox"/>		1 <input type="checkbox"/>
2 <input type="checkbox"/>		2 <input type="checkbox"/>
3 <input type="checkbox"/>		3 <input type="checkbox"/>
4 <input type="checkbox"/>		4 <input type="checkbox"/>
5 <input type="checkbox"/>		5 <input type="checkbox"/>
6 <input type="checkbox"/>		6 <input type="checkbox"/>
7 <input type="checkbox"/>		7 <input type="checkbox"/>
8 <input type="checkbox"/>		8 <input type="checkbox"/>
9 <input type="checkbox"/>		9 <input type="checkbox"/>
0 <input type="checkbox"/>		0 <input type="checkbox"/>

14. Has your use of tobacco increased/decreased/remained the same in the last year?

☐ increased ☐ decreased ☐ remained the same



Appendix I

The Self-Report Sexuality Questionnaire (Time 1)

ADOLESCENT SEXUALITY SCALE

The following questions ask about your sexual behaviour and attitudes.
Remember ALL YOUR ANSWERS ARE CONFIDENTIAL.

1. Are you currently in a steady romantic relationship?

YES _____

NO _____

2. If so, how long have you been in this relationship? _____

3. Have you ever (in your lifetime) had sexual intercourse?

YES _____

NO _____

If YES, please answer the following questions. If NO, continue with number 13 on page 16.

4. How old were you when you first had sexual intercourse?

_____ years old

5. Are you currently sexually active?

YES _____

NO _____

6. How many times in the last 6 months have you had sexual intercourse?

Number of times: _____

7. How many sexual partners have you had in your lifetime?

Number of partners: _____

8. Have you ever had sexual intercourse with someone you just met, without really getting to know them?

YES _____

NO _____

9. Do you use birth control?

YES _____

NO _____

If yes, what do you use? _____

10. When you think about having sex with a new partner, how often do you ask about:

- a) previous sexual partners?
- b) intravenous drug use?
- c) homosexual or bisexual experiences?

Never	Sometimes	Always
1	2	3
1	2	3
1	2	3

11. When you are planning to have sex with a new partner, how often do you discuss:

- a) condom use?
- b) whether he/she has been tested for AIDS?
- c) previous history of sexually transmitted diseases?

Never	Sometimes	Always
1	2	3
1	2	3
1	2	3

12a). When you have sexual intercourse with a new or casual partner, how often do you use a condom?

Never	Sometimes	Always
1	2	3

12b). When you have sexual intercourse with a regular partner, how often do you use a condom?

1	2	3
---	---	---

Appendix J

The Self-Report Sexuality Questionnaire (Time 2)



SY

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				2
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The following questions ask about your sexual behaviour and attitudes.
Remember ALL YOUR ANSWERS ARE CONFIDENTIAL.

1. Have you ever (in your lifetime) had sexual intercourse? ☐ Yes ☐ No

If YES, please answer the following questions. If NO, go to the next questionnaire.

2. How old were you when you first had sexual intercourse?

years old

- | | | |
|---|--------------------------|--------------------------|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | <input type="checkbox"/> | <input type="checkbox"/> |

3. Are you currently sexually active?

☐ Yes ☐ No

4. How many times in the last 6 months have you had sexual intercourse?

times

- | | | |
|---|--------------------------|--------------------------|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | <input type="checkbox"/> | <input type="checkbox"/> |

5. How many sexual partners have you had in your lifetime?

partners

- | | | |
|---|--------------------------|--------------------------|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | <input type="checkbox"/> | <input type="checkbox"/> |

6. How many sexual partners have you had in the past year?

partners

- | | | |
|---|--------------------------|--------------------------|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | <input type="checkbox"/> | <input type="checkbox"/> |

7. Have you ever had sexual intercourse with someone you just met, without really getting to know them? ☐ Yes ☐ No

8. Do you use birth control (e.g., the pill, condoms, diaphragm, foam, etc.)? ☐ Yes ☐ No

If yes, what do you use? (☒ all that apply)

☐ The Pill ☐ Condoms ☐ Other (specify) _____

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Please do not mark in this area

9. When you think about having sex with a new partner, how often do you ask about

- a) previous sexual partners? ☐ Never ☐ Sometimes ☐ Always
- b) intravenous drug use? ☐ Never ☐ Sometimes ☐ Always
- c) homosexual or bisexual experiences? ☐ Never ☐ Sometimes ☐ Always

10. When you are planning to have sex with a new partner, how often do you discuss:

- a) condom use? ☐ Never ☐ Sometimes ☐ Always
- b) whether he/she has been tested for AIDS? ☐ Never ☐ Sometimes ☐ Always
- c) previous history of sexually transmitted diseases? ☐ Never ☐ Sometimes ☐ Always

- 11a) When you have sexual intercourse with a new or casual partner, how often do you use a condom? ☐ Never ☐ Sometimes ☐ Always
- 11b) When you have sexual intercourse with a regular partner, how often do you use a condom? ☐ Never ☐ Sometimes ☐ Always

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