Attachment Style with Mother and Relationship Context as Predictors of Late Adolescents' Conflict Behaviours with a Romantic Partner or Close Friend: A Multi-Method Study

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ABSTRACT

Attachment Style with Mother and Relationship Context as Predictors of Late Adolescents' Conflict Behaviours with a Romantic Partner or Close Friend: A Multi-Method Study

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The roots of adolescent management of peer interaction and its associated emotions are important for understanding adolescents' socio-emotional functioning, yet there is a lack of observational studies with multiple informants. The current thesis examined late adolescents' attachment style with mother and self-reported, partner-reported and observed conflict behaviours with a close peer.

Forty-four adolescents (30 females; *Mean* age = 17.9 years, *SD* = .63) rated their attachment to their mother (anxious and avoidant attachment) at two different time points a year apart, scores were averaged. Target adolescents were videotaped with a romantic partner or same-sex friend discussing two problems in their relationship.

As hypothesized, friend dyads were more harmonious and less conflictual than romantic dyads on self-rated collaboration, observer-rated disagreements, and observed negative and positive emotions. Attachment findings pertained primarily to romantic dyads as observed by partners and/or independent observers. Adolescents avoidantly attached to their mother displayed more disagreements in shorter romantic relationships whereas those in longer relationships who were more avoidantly attached showed both less disagreement and negative emotions with their partners. Adolescents more anxiously attached to mother, surprisingly however, exhibited less disagreement and negative emotion, and more positive emotion, opposite to hypothesis. As well, adolescents more anxiously attached demonstrated less negative emotion

during the discussion with friends. These findings support the continued role of attachment with mother in late adolescents' emotion regulation behaviors with close peers, especially romantic partners. Future research directions and implications for clinical interventions for both parents and adolescents are discussed.

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"All of us, from the cradle to the grave, are happiest when life is organised as a series of excursions, long or short, from the secure base provided by our attachment figures."

- John Bowlby (1988)

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CHAPTER 1—INTRODUCTION

Learning to manage conflict effectively and its associated negative emotions is an important skill for resolving differences and for increasing relationship satisfaction and success (Gottman, 1998), particularly during late adolescence where socializing is central (Furman & Buhrmester, 1992). Relationship experts argue that the foundations of healthy adult relationships including romantic ones are formed during adolescence (e.g., Furman & Schaffer, 2003; Furman & Simon, 1999). Attachment theory (Ainsworth, Blehar, Waters, & Wall, 1978; Bowlby, 1969, 1973, 1980) provides a comprehensive framework for understanding relational conflict and emotion regulation behaviours in close adolescent relationships (Bowlby, 1969; Fraley, 2002). In late adolescence, peer conflict is particularly salient as increasingly more time is spent with opposite-sex peers (Furman & Buhrmester, 1992; Seiffge-Krenke, 2003), making it important to include both friends and romantic partners in investigating this developmental period (Furman & Shomaker, 2008). Thus, the main purpose of the present thesis is to examine late adolescents' attachment style with mother as a predictor of adolescents' conflict behaviours with a romantic partner or close friend. Successful conflict management, especially in close relationships, has implications for adolescents' emotional well-being. Relationship stressors are adolescents' major source of stress (Seiffge-Krenke, 1995), depression and attempted suicide (Joyner & Udry, 2000; Monroe, Rohde, Seeley, & Lewinsohn, 1999) and the primary reason they seek counseling in college (Creasey, Kershaw, & Boston, 1999). By studying relational conflict within an attachment framework, we can better understand how attachment style with mother and relationship context influences social and emotional development in late adolescence.

The first chapter of the current thesis is divided into six sections. The first section describes conflict within close relationships with a particular focus on close peer relationships.

The second section succinctly reviews pertinent research on attachment, conflict management and emotions. The third section discusses the current gaps in the literature the present multi-method study endeavors to address. The fourth section highlights informant biases issues commonly found with adolescent conflict research. The fifth and final section discusses the measurement of attachment and the stability of attachment styles. The first chapter ends with the research design of the current multi-method study and main hypotheses.

The second chapter describes the study's methodology. The third chapter presents the results of the multi-method study. The fourth chapter discusses the findings, implications, future directions, and concludes with the limitations and the strengths of the current multi-method study. The fifth and last chapter includes the reference list.

Conflict in Close Relationships

Conflict is an inevitable and normal aspect of close relationships (Brehm, Miller, Perlman, & Campbell, 2002). Nearly half of adolescents' personal connections (e.g., parents, siblings, friends, romantic partners) are considered close relationships (Furman & Buhrmester, 1992).

The organization of adolescent relationships. Adolescent relationships can be conceptualized across various power and permanence dimensions (see Laursen & Bukowski, 1997). *Permanence* refers to the degree of stability or instability of the relationship (Laursen & Bukowski, 1997). *Power* refers to the degree to which dominance reigns in the relationship (Laursen & Bukowski, 1997). Power structures can further organize relationships (Laursen & Bukowski, 1997). For example, authoritative, hierarchical, and vertical dimensions exist with parents where inequality prevails due to the power differential (Laursen & Bukowski, 1997). In contrast, mutual, egalitarian and horizontal dimensions constitute relationships with friends and

romantic partners where relative equality of power exists (Laursen & Bukowski, 1997). Permanence describes the stability of the dyadic relationship, based on the kinship, commitment, and voluntariness aspect of the relationship (Laursen & Bukowski, 1997). Kinship drives family relationships via norms and rules. However, non-familial relationships are developed over time through pleasant or beneficial contacts (Laursen & Bukowski, 1997). Committed relationships tend to share rewards, while uncommitted ones, are individualistic in gain (Laursen & Bukowski, 1997). Obligatory relationships (i.e., family; parents and siblings), are almost impossible to dissolve, thus future interactions are assured, whereas voluntary relationships (i.e., non-familial; romantic partners and friends) are freely chosen and/or desired and persist because they are personally advantageous (Laursen & Bukowski, 1997). Characterized by interdependence, friendship and romantic relationships are similar in nature, in that they are voluntary and impermanent. Conflict has the potential to sever relationships with friends and romantic partners (Laursen, Finkelstein, & Townsend Betts, 2001). The relationship likely continues because of the positive aspect and/or benefits. Couples can increase stability by overtly committing to each other. Dominance is more likely found in romantic relationships especially between heterosexual partnerships (Laursen & Bukowski, 1997).

Conflict behaviours among close peers are responsive to context (Laursen & Collins, 1994; Hartup & Laursen, 1993). For example, closed-field laboratory settings promote greater use of destructive behaviours, which reduces mutually satisfying resolutions while raising conflict. Open settings allow peers to leave freely, thus encouraging more compromising behaviours between adolescents (Laursen & Collins, 1994). Closed settings, conversely, imposes an artificial control to relationship breakups. Assumptions of equality are no longer valid in this context; thus, destructive conflict behaviours between adolescents are more likely to

grow (Laursen & Collins, 1994). It is through conflict that power and autonomy boundaries are challenged, and where adolescent relationships can be renegotiated, redefined, and enhanced (Laursen & Collins, 1994).

From mid-to-late adolescence, conflict within same-gender friendships diminishes whereas conflict within dating relationships rises (Furman & Buhrmester, 1992). Peer relationships are in constant change; more than 50% of best friendships disintegrate in less than one year (Connolly, Furman, & Konarski, 2000). The transitional period from late adolescence to adulthood is particularly challenging (i.e., adjusting to new social roles and identities, forming, nurturing, and maintaining steady couple relationships; Berscheid, 1999). Relationship development occurs in direct relation to adolescents' psychosocial and cognitive development with close peers (Laursen & Bukowski, 1997). Adolescents first learn to control sexual needs and drives with dating partners (Feldman & Gowan, 1998) however; it is in committed partnerships, their first sexual experience occur (Manning, Longmore, & Giordano, 2000). Romanic relationships also offer an arena to practice and improve negotiation tactics (Connolly, et al., 2000), providing more conflict and intense emotions than with friends (Hand & Furman, 2006). Given the shared history, best friends offer more stability and mutual positivity than typical friends (Bukowski & Hoza, 1989) or romantic partners. Through interactions with peers, adolescents learn about themselves and others, and develop collaboration and social perspective-taking skills to negotiate relational differences effectively (Englund, Levy, Hyson, & Sroufe, 2000). As adolescents develop into young adults and become more socially competent, they are more likely to foster constructive strategies aimed at maintaining peer relationships (Laursen et al., 2001). Constructive conflict behaviours (i.e., prosocial, conciliatory behaviours) involve a collaborative problem-solving approach consisting largely of negotiating tactics aimed to satisfy

both parties and strengthen relationships (Deutsch, 1973). By contrast, destructive conflict behaviours involve coercion, oppression or avoidance strategies leading to unsatisfactory outcomes for dyads that tend to weaken relationships (Deutsch, 1973). Strategies, tactics or behaviours that end a dispute are referred to as 'conflict resolution' (Laursen, Hartup, & Koplas, 1996). Hence, the types of strategies used in relational conflict tend to predict outcomes. Due to advanced perspective-taking skills, late adolescents typically engage in higher–level strategies of conflict behaviours that evolve with brain maturation and age (social perspective theory; Selman, Beardslee, Schultz, Krupa, & Podoesky, 1986). Thus, unlike with kin (e.g., parents, siblings) where coercion remains a regular practice, the use of constructive strategies such as negotiation with peers continues to grow well into adulthood (Laursen et al., 2001; Laursen & Bukowski, 1997).

Adolescent-peer arguments tend to be about existing relational concerns while those with parents are about everyday matters (Montemayor, 1983; Laursen, 1993). Laursen and Collins (1994) postulates that close relationships provide distinct contexts for conflict behaviours. For instance, adolescents perceive more support from their romantic partners than from friends despite higher rates of observed conflict (Furman & Shomaker, 2008). This finding is consistent with a multi-method study where adolescents rated their romantic partners as being generally friendly and positive, although observers reported the opposite (Galliher, Enno, & Wright, 2008). Romantic partners tend to view conflict as relationship enhancing (Welsh & Shulman, 2008) whereas friends view conflict as not making a difference (Laursen, 1993). Relationships with romantic partners tend to be even more short-lived than friendships and once lost are more difficult to develop and replace (Connolly et al., 2000). Thus, romantic dyads are likely to be more invested in rectifying relationship issues while friend dyads make peace rapidly and move

on (Laursen, 1993). A meta-analytic study found significant relationship differences in adolescent's conflict management strategies (Laursen, 1993). For example, less compromise, and more submission and disengagement were used with parents who represent more power, whereas compromise was used most with peers, considered equals (Laursen, 1993). In fact, adolescents tend to negotiate most with romantic partners followed by friends then acquaintances, but engage equally in disengagement and coercion strategies (Laursen et al., 2001). Romantic relationships are generally more exclusive and intense than friendships and older adolescents' attachment hierarchy places romantic partners higher than friends (e.g., Trinke & Bartholomew 1997). More vertical in practice, romantic dyads may experience more power struggles, thereby increasing occasions for conflict (Laursen & Bukowski, 1997). Because adolescent romantic relationships and /or experiences (real or imagined) are where the most potent negative and positive emotions emerge (Larson, Clore, & Wood, 1999), greater emotional distress is anticipated from their loss. The closer the relationship, the harder it is to dissolve (Larsen & Hartup, 2002).

Attachment, Conflict Management, and Emotions

Attachment theory (Bowlby, 1969, 1973, 1980) is both a developmental and evolutionary theory. Attachment is described as a strong emotional bond to a primary attachment figure (Ainsworth, 1989). Bowlby (1973) claims that infants form attachments to seek proximity to their attachment figures when distressed as it ensures their survival as the inherent need to form enduring bonds throughout life keeps our species alive. Attachment representations, schemas or styles, including the organization, experience, and regulation of emotions, are formed in relationships with early caregivers, and include distinct patterns of beliefs and expectations about self (worthy or unworthy of love and comfort) and close others (as trustworthy or untrustworthy)

(Bowlby, 1969, 1973, 1980). These representations direct emotion activation and expression related to an individual's needs and goals, shaping emotion regulation behaviours. Ainsworth et al. (1978) classified three attachment styles reflected in low or high scores on dimension of self and others: *secure* (comfort with closeness), *avoidant* (avoidance of closeness), and *anxious-ambivalent* (fear about abandonment). There is direct evidence of stability in these attachment styles (see Doyle & Markiewicz, 2009).

Primary caregivers who consistently respond to their infants' needs foster support seeking as a primary strategy to regulate negative affect and obtain physical protection from potential threats (Bowlby, 1969, 1973). Physical contact sooths distress and deactivates the attachment system. When infants trust their caregivers' consistent responsiveness in providing security, they more likely develop positive beliefs about self and others that promote optimal affect-regulation (i.e., a secure attachment). Attachment security represents the implicit belief that the world is safe, that the caregiver is reliable, and exploration of the world is enjoyable. When inconsistent or neglectful care giving occurs over time, secondary attachment strategies of emotion regulation (i.e., insecure attachment) conceptualized as *anxiety* and *avoidance* develop (Ainsworth et al., 1978; Mikulincer & Shaver, 2005). The experience and regulation of global emotions (i.e., global negative affect) rather than specific ones (e.g., anger) is defined as the process of attachment-related affect regulation (Pietromonaco & Feldman Barrett, 2000).

The purpose of the attachment system is to protect individuals from possible danger and regulate negative emotions, most active under conditions of attachment-related threat. Three conditions are liable to activate the adult attachment system (Kobak & Duemmler, 1994). First, fear-arousing conditions drive people to seek *safe haven* from their attachment figures. Second, difficult or challenging conditions prompt people to turn regularly to figures as a *secure base*

(Kobak & Duemmler, 1994). Lastly, conflict motivates people to protect the attachment relationship (Kobak & Duemmler, 1994). Relational conflict or when the attachment relationship is threatened, presumably activates emotion-regulating strategies learned in the context of the primary attachment relationship (Pietromonaco, Greenwood, & Feldman Barrett, 2004; Simpson, Rholes, & Phillips, 1996). Research has shown that early mother-child attachment histories predict attachment-related behaviours with close peers in ways consistent with theory (e.g., Zayas, Mischel, Shoda, & Aber, 2011).

Secure versus insecure attachment. Securely attached individuals (low on attachment anxiety or avoidance) aim at sustaining close relationships through constructive problem solving and effective emotion regulation (Shaver & Mikulincer, 2002). Secure attachment is linked to increased confidence regulating negative mood (Creasey et al., 1999) and more expressiveness of emotions (Ducharme, Doyle, & Markiewicz, 2002). Early positive experiences with mother reinforce expressing negative emotions as an effective strategy to seek support. Emotions are experienced and expressed in healthy ways, not amplified nor suppressed (Shaver & Mikulincer, 2005). Negative emotions are better managed and tolerated (Allan & Land, 1999) thus relational conflict or breakup is not experienced as highly negative (Shaver & Mikulincer, 2005). Securely attached individuals, thought to have a positive model of self and others, minimize negative interpretations about their partner's behaviours (Collins, 1996), and typically report less overall disagreement, fewer negative behaviours (i.e., domination, defensiveness; Creasey et al.,1999; Creasey & Ladd, 2004) and more constructive arguing (Pistole & Arricale, 2003) regardless of relationship context (i.e., mothers, friends or romantic partners) and research methodology (observer or self-report; Corcoran & Mallinckrodt, 2000; Creasey, 2002; Creasey et al., 1999; Pistole, 1989; Simpson, Rholes, & Phillip, 1996; Simpson, Winterheld, Rholes, & Orina, 2007).

Conversely, those individuals more insecurely attached (high on attachment anxiety or avoidance) habitually express more negative and fewer positive emotions in their dyadic interactions (Creasey et al., 1999; Creasey & Hesson-McInnis, 2001), resulting in more disagreement, and more dysfunctional anger and hostility regardless of target (i.e., mothers versus romantic partners), and methodologies (i.e., interview versus self-reports; Kobak, Cole, Ferenz-Gillies, Fleming, & Gamble, 1993: Simpson et al., 1996).

Individuals who score high on *avoidance* (i.e., positive model of self, negative model of other) report being uncomfortable with closeness and intimacy and tend to use deactivating strategies, which inhibits their attachment system and rebuff attachment needs by creating emotional distance to preserve independence (see Mikulincer & Shaver, 2003). Avoidantly attached adolescents are likely to find relationship conflict threatening. They are inclined to avoid distress, and learn doing so by downplaying relational threats, by using distancing, withdrawing or avoidance behaviours (Creasey et al., 1999; Mikulincer & Shaver, 2003).

Individuals who score high on *anxiety* (i.e., negative model of self, positive model of others) express ambivalence in their interpersonal interactions regarding closeness that alternates between contact-maintaining behaviours and resisting contact (Bowlby, 1988). They yearn for closeness but are also preoccupied with abandonment, are hypersensitive to signs of acceptance or rejection and tend to use hyperactivating strategies to cope with relational threats (see Mikulincer & Shaver, 2003, 2007, for reviews) consistent with attachment-related goals of activating the attachment system to fulfill attachment needs by seeking/maintaining security (Bowlby, 1988). Strategies (push and pull tendencies) include intense displays of negative emotions and behaviours to seek/resist attention, reassurance and comfort (e.g., clinginess, protest, crying; Bowlby, 1969, 1973; Mikulincer & Shaver, 2003; Simpson et al., 1996).

Attachment hierarchy in adolescence. Attachment relationships are hierarchically organized, where the top attachment figure is primarily sought for satisfying attachment needs (i.e., proximity, safe haven, secure base). Attachment functions are transferred sequentially from parents to peers (Hazan & Zeifman, 1994). Friends provide mostly support and affiliation when the attachment system is not fully activated (i.e., less stressful situations) and when parents are unavailable (Kobak, Rosenthal, Zajac, & Madsen, 2007; Markiewicz, Lawford, Doyle, & Haggart, 2006; Rosenthal & Kobak, 2010; Waters & Cummings, 2000). Best friends are rarely used as attachment figures, especially by older dating adolescents (Markiewicz et al., 2006). Romantic relationships can take more than two years to become primary attachment relationships, however (Fraley & Davis, 1997; Hazan & Zeifman, 1994; Trinke & Bartholomew, 1997), friendship attachments take nearly three times longer (Fraley & Davis, 1997). Even in long-term romances, partners typically fulfill only an affiliative and sexual role until attachment develops in early adulthood. Most adolescents and young adults continue to depend more on their mothers for emotional support than on their fathers (Ainsworth, 1989; Freeman & Brown, 2001; Markiewicz et al., 2006; Paterson, Field, & Pryor, 1994; Trinke & Bartholomew, 1997; Waters, Hamilton, & Weinfield, 2000), particularly females (Lieberman, Doyle, & Markiewicz, 1999). Research supports differential attachment roles for mothers and fathers (Lieberman et al., 1999; Markiewicz et al., 2006). In fact, adolescents consistently rank mothers along with romantic partners as the top two attachment relationships (Fraley & Davis, 1997; Freeman & Brown, 2001; Trinke & Bartholomew, 1997). Mothers are considered adolescents' primary attachment figure, serving as a secure base until young adulthood (Bowlby, 1988; Freeman & Brown, 2001; Markiewicz et al., 2006). It is likely within late adolescent populations that

maternal attachment quality is more relevant to emotion regulation than are friend or romantic attachments.

Gaps in the Literature

Several gaps in the literature warrant consideration in the present thesis. First, research on conflict has predominantly focused on children, families, and married couples rather than adolescents. Existing research includes self-reports of topics, frequency and intensity of conflict (e.g., Laursen, 1995), but few address relation-centered conflict with adolescents. To our knowledge, fewer than a handful of studies have investigated the influence of type of attachment insecurity on adolescents' observed conflict and conflict resolution behaviours with friends and/or romantic partners (e.g., Creasey et al., 1999) and many have not specifically assessed the adolescents' emotional experiences and expressions (e.g., Creasey & Hesson-McInnis, 2001; Creasey, 2002). This is surprising, given different and distinct affect-regulation strategies have been linked to attachment avoidance and anxiety (Wei, Vogel, Ku, & Zakalik, 2005). For example, anxiously and avoidantly attached individuals report similar conflict behaviours but dissimilar experienced emotions (Creasey & Hesson-McInnis, 2001). Specifically, anxiously attached individuals reported intense negative emotions during conflict while avoidantly attached individuals reported little or no emotions, suggesting different emotional and cognitive pathways. Because attachment dimensions are distinct and conceptually independent, Fraley, Heffernan, Vicary, and Brumbaugh (2011) recommend examining the unique contributions of anxiety and avoidance on outcome variables. Thus, the second purpose of this thesis is to examine the separate contributions of anxious and avoidant attachment to negative and positive emotions and emotion regulation behaviours during conflict within adolescents' relationships.

Informant Biases Issues

Results from studies of conflict management strategies likely vary as a function of the measurement timing and source of informant (Laursen & Collins, 1994). Existing research on conflict primarily has used retrospective self-reports, which are subject to informant and memory biases (e.g., Creasey & Hesson-McInnis, 2001; Creasey, 2002; Laursen, 1995). Specifically, self-report data show adolescents' real conflicts are managed mostly via negotiation, while peers report more disengagement and observers report more coercion. Adolescents may not always be cognisant of their social behaviours; their reports may also be tainted by their current mood, their personality traits, or their desire to be seen positively (see Ross, 1989; van de Mortel, 2008). Indeed, in immediate online self-reports following highly conflictual interactions, individuals who were anxiously attached were found to report more positive emotions and less distress (Pietromonaco & Feldman Barrett, 1997). Individuals who were avoidantly attached, conversely, were less likely to suppress negative emotions immediately following conflict but did so in their retrospective reports. Immediate diary and observational methodologies are believed to minimize memory biases. Social desirability responding (SDR) might also influence the validity of questionnaire responses (King & Bruner, 2000); however, few questionnaire-based studies control for SDR (van de Mortel, 2008). Our current study might better clarify whether these findings hold true for late adolescents. Thus, the third purpose of this thesis is to examine adolescents' self-reported, peer-reported and observed conflict management with romantic and friendship dyads while controlling self-reports for SDR.

Results from studies using a single measurement source and methodology (e.g., Creasey & Hesson-McInnis, 2001) can yield inflated estimates of true associations between variables (Podsakoff, Mackenzie, Lee, & Podsakoff, 2003). There is a need for more observational

methodologies using multi-informants and multi-methods that provide direct assessment of attachment-related behaviours (Creasey & Ladd, 2004; Jacobvitz, Curran, & Moller, 2002; Podsakoff et al., 2003). To date, there has been relatively little observational research on the influence of maternal attachment within late adolescents' significant peer relationships (Shulman & Scharf, 2000). Advancing previous research (e.g., Creasey & Hesson-McInnis, 2001; Creasey & Ladd, 2004), the present observational study includes predictions from self-reported attachment to mother to conflict interactions with a romantic partner and close friend via multiple informants.

Measurement of Attachment and the Stability of Attachment Styles

'Internal working models' of attachment and 'attachment styles' are often confounded in the attachment literature when in fact they are separate constructs accessed via different research methods (Bartholomew & Shaver, 1998). Parental attachment representations (or states of mind) typically have been investigated with the Adult Attachment Interview (AAI: George, Kaplan, & Main, 1996), yielding distinct categories (i.e., secure, preoccupied, dismissing, unresolved). The AAI was designed to access an individual's unconsciously processed early childhood experiences with parents. Attachment styles (or orientations), alternatively, are measured with self-report instruments (see Crowell & Treboux, 1995, for review) initially developed to look at current adult attachment relationships. Traditionally, attachment classifications were categorical (e.g., Relationship Questionnaire (RQ); Bartholomew & Horowitz, 1991; Hazan & Shaver, 1987). More recently, in a factor analytic study of attachment instruments, Brennan, Clark, and Shaver (1998) reported that dimensional measures are far better at maintaining statistical power, and therefore more sensitive than categorical measures. As a result, Brennan and associates (1998) devised the *Experiences in Close Relationships* (ECR) questionnaire, a highly reliable

measure of two dimensions of adult romantic attachment: *anxiety* and *avoidance* (Brennan & Shaver, 1995). These questionnaires focus on conscious expectations, behaviours and feelings towards intimacy and closeness with specific attachment figures (Hazan & Shaver, 1987; Jacobvitz et al., 2002; Shaver & Mikulincer, 2002), initially romantic partners, but more recently with parents or general others (e.g., RSQ; Griffin & Bartholomew, 1994); few directly assess maternal attachment exclusively. The AAI classifications and self-reported attachment styles each predict distinct relational patterns of behaviours and feelings consistent with attachment theory (Roisman, Holland, Fortuna, Fraley, Clausell, & Clarke, 2007; Shaver & Mikulincer, 2002). Mixed findings are reported when using both methodologies concurrently (e.g., Bouthillier, Julien, Dubé, Bélanger, & Hamelin, 2002; Simpson et al., 2007; Stuart & Hutchinson, 1997). Interview and questionnaire methods tend to classify attachment patterns differently, which may explain the conflicting results (Jacobvitz et al., 2002). Differences can be ascribed either to the methodology (i.e., interview versus self-report measures; categorical versus dimensional measures) or to the fact that the 'coherent discourse' is thought to represent defensive attachment strategies related to childhood experiences, rather than attachment with parents (Main, Kaplan, & Cassidy, 1985). General measures of attachment or composite measures of adolescents' relationships with parents continue to be popular (e.g., Creasey, Kershaw, & Boston, 1999). Thought to be fairly stable, attachment representation/schemas are dynamic, continually adapting to new disconfirming relationship experiences across significant developmental periods (Bowlby, 1973; Carlson, Sroufe, & Egeland, 2004). Because peoples' approach to close relationships vary across relational contexts, the use of general self-reports of attachment has been increasingly criticized (e.g., Fraley et al., 2011; La Guardia, Ryan, Couchman, & Deci, 2000). Following Fraley et al. (2011), this study utilized the reliable

Experiences in Close Relationships questionnaire (Brennan et al., 1998) adapted to focus specifically and separately on current relationships with mothers, and peers, allowing us to control for attachment relationship with romantic partners or friends.

Present Study and Hypotheses

Relationship-centered conflict discussions are appropriate contexts to observe emotion regulation behaviours via the activation of the attachment system. It is during relational conflict or when the attachment relationship is threatened that attachment schemas are assumed to be most active (Bowlby, 1969). Conflict behaviours and emotional reactions are likely to reflect attachment-related needs and/or goals (i.e., seeking or avoiding closeness). Using a revealed difference paradigm, the current thesis study examines associations between attachment to mother and adolescents' self-reported, peer-reported and independently observed conflict management and emotions within romantic or close same-sex friendship dyads. Based on existing theory and research (e.g., Bowlby, 1969; Creasey et al., 1999; 2004; Furman & Shomaker, 2008; Laursen & Collins,1994), five major hypotheses were investigated with respect to conflict management strategies, amount of disagreements and negative and positive emotions to fill the empirical gaps described herein.

Hypothesis 1: We hypothesized that more insecurely attached adolescents (i.e., high on attachment anxiety or avoidance) would engage in less collaborative and more destructive conflict management strategies (Creasey et al., 1999; 2001).

Hypothesis 2: Given their fear of abandonment (Bowlby, 1973), we also expected that adolescents who are more anxiously attached to their mothers would show more negative emotion, resulting in more disagreements with peers.

Hypothesis 3: Because adolescents who are more avoidantly attached to their mother tend to suppress negative thoughts and feelings by resorting to deactivating strategies (Bowlby, 1973), these were expected to demonstrate less negative emotion.

Hypothesis 4: Given the exclusive and more intimate nature of romantic relationships, conflict behaviours with romantic partners were expected to involve more negative emotion and more disagreement than with close friends (Laursen & Collins, 1994; Furman & Shomaker, 2008).

Hypothesis 5: Since friends often downplay and minimize conflict, adolescents dyads were expected to use more collaborative management strategies, and thus demonstrate more positive emotion when resolving differences with same-sex friends than with romantic partners (e.g., Furman & Shomaker, 2008).

Given that attachment theory does not predict different attachment behaviours for males and females, but because gender differences in adolescents' attachment quality and interactions are often found (e.g., Creasey, 2002; de Wied, Banje, & Meeus, 2007; Simpson et al., 1996), gender differences in predictions from attachment quality were explored.

CHAPTER 2—METHOD

Participants

Participants were 44 target adolescents (n = 30 females, M age = 17.9 years, SD = .63; range 17-19 years). Of these, n = 16 (11 females) came with an opposite-sex romantic partner of at least four months duration, or, if none was available n = 28 (19 females) came with a same-sex close friend. Close peers were on average 18 years of age (SD = 1.28), ranging from 17-21 years.

The 44 target adolescents were recruited from Grades 7 and 8 of a suburban Canadian English-language high school as part of a six-year longitudinal study of 205 adolescents' relationships and well-being. The current study includes data from the fifth and sixth year of the longitudinal study, here called Time 1 (T1) and Time 3 (T3), as well as data from a dyadic task at Time 2 (T2), approximately six months after T1. At the time of the dyadic task (T2), most of the target adolescents (56%) were enrolled in college, 14% grade eleven, 9% vocational school and the remaining 21% were no longer in school.

Demographic information provided by the targets indicated most (57%) endorsed one ethnic background: European (32%), English Canadian (24%), South-West Asian (20%), West Indian (12%), Asian (8%) and French Canadian (4%). Those adolescents who endorsed two (27%) or three (12%) ethnicities primarily indicated English and French Canadian, and/or European. In the first year of the longitudinal study, the majority of these adolescents (79%) lived in two-parent homes of which 79% were intact families and 21% were reconstituted families. Socio-economic status (SES) of the current sample was derived from parental education, occupation, and employment status (Hollingshead, 1975). Mean SES was 34.51

(*SD* = 8.46), corresponded to parents working as skilled craftsmen, and clerical and sales workers. Peers came from a similar background and SES.

Procedures

In the first year of the longitudinal study (Time 0; T0); students were invited to participate in the research project verbally and via a letter (Appendix B). Students who completed consent forms were entered in a raffle for movie passes and HMV gift certificates, and consenting students were entered in a bonus raffle for a CD/MP3 music player. At the end of each in school-session, participating students were asked to report whether they wanted to be contacted by the school psychologist and/or speak to one of the research assistants, and then were offered a chocolate treat.

T1 and T3: Questionnaires administered at school and online. At T1 and T3, target adolescents and others in the longitudinal study signed informed consent forms (Appendix B) and completed questionnaires on demographics, SDR, attachment style to mother, and secure base use (Appendix C). Target adolescents in high school at T1 (*n* = 59), completed current demographics in the first in-school session and questionnaires assessing attachment styles and secure base function during the second in-school session, two months later. Participants were tested in groups of approximately 15 in the school library for about 30 minutes.

Adolescents in the longitudinal study who had left/finished high school at T1 (*n* = 81of 205), and all at T3 were invited by mail (Appendix B) to complete questionnaires online on a secure site. Similar incentives as noted above were provided, in addition to a $20 honorarium for completing the questionnaires online. At T3, longitudinal participants again completed consents (Appendix B), the attachment and secure base questionnaires, and others not relevant to this study (Appendix C). Participation rate for T1 was 68% of the original 205, with 10% refusal,

and 22% no responses. At T3 57% of participants consented, 9% declined and 34% did not respond.

T2: Dyadic discussion study and questionnaires. At T2, adolescents in the longitudinal study not lost to follow-up (n = 181; approximately 20% of participants were lost to follow-up) were invited to participate in a 15-minute videotaped dyadic discussion. Those who were in a current, steady dating relationship of at least four months were asked to bring their romantic partners; those who did not have a partner were asked to bring a close same-sex friend. Both dyad participants received a $25 honorarium plus bus/parking fare. Adolescents were first contacted by mail then later by phone (Appendix B); 53% refused or gave no response, 17% consented but later declined or did not show up for testing. Of the longitudinal study adolescents, 24 % participated as targets (n = 44) and 6% as their peer.

In procedures (Appendix G), adapted from Gottman (1999) participants completed informed consents and then independently indicated areas in their relationship that they would like to change using an adaptation of the *Areas of Change Checklist* (AOC; Gottman, 1999, p. 361; e.g., "I would like us to talk to each other more", rated on a 5-point Likert scale in terms of importance; Appendix D). Dyads completed pretest questionnaires assessing SDR and attachment style with their peer on computers in separate rooms (counterbalancing targets and peers) along with other questionnaires not relevant to this study (Appendix E). Peers also completed a demographic questionnaire.

After a five-minute warm-up in a camera-equipped room, dyads were asked to discuss two issues of disagreement in their relationship identified from the AOCs as important to both dyad participants or as important to one participant and not to the other. Dyads were instructed

to "try to make some progress" on both relationship issues for 10 minutes, and were left alone with a set timer and a cue card with the two discussion topics. Discussions were videotaped.

Immediately afterwards, participants completed post-task questionnaires on computers in separate rooms (counterbalancing targets and peers) on their own conflict management strategies, their own and their peer's emotions, and the amount of dyadic disagreement (Appendix F). To end, dyads discussed briefly what they enjoyed most about their relationship, were debriefed (Appendix G) and then compensated. Procedures were approved by the *Concordia University Human Research Ethics Committee.*

Observer coding of the dyadic discussion. Three trained observers who were blind to the hypotheses coded the videotapes individually on the same post-discussion measures completed by participants (Appendix F). Three observers were initially trained on behavioural coding (see Appendix H). Points on the item rating scales were anchored at: *Never* = zero times; *Rarely* = at least once, rarely noticeable; *Sometimes* = about 50% -75%, characteristic of their style; *Often* = 85% -100%, almost as much as you could imagine.

Observers were then trained on pilot data from adolescent dyads that did not meet the study's criteria (e.g., targets that brought opposite-sex friends or acquaintances). Training included a selection of same and other-sex dyads. Each videotape was viewed 5 times by the same observer and coded in the following order: (1) dyadic disagreements for 2 segments, (2) conflict strategies, (3) emotions and satisfaction each for 2 segments, for one participant. Two and three were repeated for the other participant. A two-way random-model Intra-Class Correlation Coefficient (ICC; Shrout & Fleiss, 1979; Stemler, 2004), recommended for Likert type scales, estimated inter rater reliability. Observers trained on pilot data until an ICC of .60 or higher (rated as "good") was obtained (Shrout & Fleiss, 1979).

Two observers independently coded each participant; to reduce halo effects, target and peer interactions were coded by different observers (i.e., different pair of observers for each dyad member). To preserve the context and temporal continuity of discussion, the same observer rated the two consecutive five-minute discussion segments; the two segment ratings were then averaged. For a small proportion of the data (i.e., disagreements 0%, collaboration 1.1%, destructive 1.6%, and emotions 3.6%), discrepancies between the two observers of a given participant of two points or more for disagreements and conflict management, and more than two points for emotions were resolved by consensus between the three observers. Scores were averaged across observers and items for each measure.

Measures

Parental information. During the first year of the longitudinal study (T0), targets and longitudinal participants provided information about their ethnicity, mother tongue, and family socio-economic background (i.e., parental education, occupation, job activities and employment status).

General information. At T1, a questionnaire was used to obtain the participants' current demographic information (i.e., age, sex, grade, the parents' marital status and current living situation).

Social desirability. A shortened 15-item *Marlowe-Crowne Social Desirability* (MC-SD; adapted from Strahan & Gerbasi, 1972) scale was administered at T1, T2 and T3 to control for SDR on self-reports. Participants rated each statement (e.g., "I'm always willing to admit it when I make a mistake") as either *true* or *false*. The original MC-SD has been validated as measuring the propensity to answer self-reports with social defensiveness (Lobel & Teiber, 1994). The shortened adaptation shows adequate internal reliability and correlates highly (r =

.90) with the original MC-SD (Strahan & Gerbasi, 1972). See Appendix C for T0, T1 and T3 self-report questionnaires.

T1 and T3: Self-report questionnaires administered at school and online (Appendix C). An adaptation of the *Experiences in Close Relationships Questionnaire* (ECR-M; adapted from Brennan et al., 1998), a 36-item self-report measure of attachment to romantic partner was adapted and used at T1 and T3 (scores were averaged) to measure attachment style to mother, allowing for a more comprehensive and stable measurement of attachment. The ECR was shortened to 24 items by choosing items with the highest item-scale correlations from a study of 175 early adolescents (see Doyle & Markiewicz, 2009). The adapted ECR-M includes two, 12-item scales: *anxiety* about abandonment (e.g., "I worry about being abandoned by my mother") and *avoidance* of closeness (e.g., "I get uncomfortable when my mother wants to be very close"). Targets rated the degree to which items represented their relationships with their mothers on a 7-point Likert scale (1 = *disagree strongly*, 7 = *agree strongly*), with higher scores indicating greater attachment anxiety/avoidance. Cronbach alphas (see Table 1) for the adapted ECR-M were similar to the original ECR (Brennan et al., 1998), and to another shortened ECR scale (Wei, Russell, Mallinckrodt, & Vogel, 2007). Cronbach alphas for ECR-M were similar between the school and online methods (ECR-M *anxiety:* α school = .84, α online = .85; *avoidance:* α school = .92, α online = .93), consistent with research comparing both methodologies (Gosling, Vasire, Srivastava & John, 2004).

A 16-item *Secure Base* (SB) questionnaire was adapted from the *Who Do You Turn To* (Hazan, Hutt, Sturgeon, & Bricker, 1991; Markiewicz et al., 2006). It was completed at T1 and T3 (scores were averaged) by 123 longitudinal participants for use in validating the ECR-M adaptations. On a 5-point Likert scale (1 = *little or none*, 5 = *the most*), four separate four-item

indices (e.g., "How much will this person always be there for you") assessed adolescents use of mother, father, friend, and romantic partner (available only for T3, $n = 72$) as secure base.

T2: Self-report questionnaires and the dyadic discussion ratings (Appendix E). For romantic dyads, two questions assessed the length of the romantic relationship: "Are you currently in a steady romantic relationship (you and your partner agree to date only each other?") and if *yes*, "how long has the relationship been a steady one?" Friends were asked "How long have you been close friends". Participants checked one of six boxes: "1 = *0-3 months*, 2 = *4-6 months*, 3 = *7-11 month*s, 4 = *1-2 years*, 5 = *2-5 years*, 6 = *5 years and more*" ($M = 3.37$, $SD = 1.15$). Target adolescents in romantic dyads reported dating each other steadily for one to two years ($M = 3.37$, $SD = 1.15$). Targets in friendship dyads indicated having been close friends for two to five years ($M = 4.50$, $SD = 1.48$); 64% reported being best friends.

An adaptation of the *Experiences in Close Relationships Questionnaire* (ECR-P; adapted from Brennan et al., 1998) was used at T2 to measure participants' quality of attachment to the dyadic peer. For romantic dyads, the wordings of the 24 original ECR items chosen for the ECR-M were adapted slightly to refer to the current romantic partners (as opposed to romantic partners in general). For friend dyads, the same items were adapted to refer to "my friend". Only targets' self-report ECR-P scores were analyzed.

At T2, a 13-item abridged *Conflict and Problem-Solving Scale* (CPS; adapted from Kerig, 1996) measured conflict and problem-solving strategies participants used during discussion disagreements. It included items with the highest item-total correlations from a longer version with a larger sample. The *destructive* subscale contained eight items tapping *stalemate*, *avoidance-capitulation*, *and verbal aggression* (e.g., "Raised voice, yelled, shouted"). The *collaboration* subscale contained five items (e.g., "Talked it out"). Targets, their peer, and

observers rated on 4-point Likert scales (1 = *never,* 4 = *often*), the extent to which they themselves (but not observers) used each of these conflict strategies during the discussion task. Higher scores indicated greater use of those conflict strategies.

Five items from the *frequency* and *intensity* subscales of the *Children's Perception of Interparental Conflict Scale* (CPIC; adapted from Grych, Seid, & Fincham, 1992) assessed the amount of *dyadic disagreement* displayed during the T2 discussion. Targets, their peer, and observers independently rated items (e.g., "Got really mad") on a 5-point Likert scale (1 = *very true*, 5 = *very false*). Higher ratings reflected more dyadic disagreements.

Targets, their peer and observers rated the degree (7-point Likert scales; 1 = *not at all*, 7 = *extremely*) to which they and the partner (but not observers) each felt one of 19 *emotions* during the discussion. Emotions were divided a priori into six subscales: *hostile given* and *hostile received* (2 items each), *anxious, positive given* and *positive received* (4 items each), and *depressed* (3 items). For data reduction purposes, subscales were combined into two larger scales: *positive emotions* and *negative emotions* for each participant (e.g., Creasey et al., 1999; Creasey & Hesson-McInnis, 2001). See Appendix A for the Cronbach alphas of the original emotions subscales.

CHAPTER 3—RESULTS

Preliminary Analyses and Descriptive Statistics

The SPSS Inc. PASW Statistics for Windows, Version 18.0 (SPSS, 2009) was used for data analysis. Outcome variables were initially screened. Three outcome variables (i.e., observer ratings of target's destructive conflict management strategies and positive emotions; peer ratings of target's negative emotions) deviated slightly from normality. Because the data represented true unique observations and not transcription errors or missing scores, however, transformations were not deemed appropriate (e.g., Norris & Aroian, 2004; Orr, Sackett, & Dubois, 1991; Osborne, 2002). Continuous predictors were centered to avoid multicollinearity and facilitate post-hoc interpretations (Aiken & West, 1991; Cohen, Cohen, West, & Aiken, 2003; Holmbeck, 1997, 2002).

Preliminary analyses were performed to validate the ECR-M adaptations as measuring late adolescents' attachment with mother (see Appendix A). Via hierarchical regressions, ECR-M ratings (separately for avoidance and anxiety scores) were predicted from secure base ratings, controlling for gender and SDR averaged across T1 and T3. As expected, secure base mother ratings predicted uniquely to ECR-M ratings in ways consistent with attachment theory (i.e., significantly to low ECR-M avoidant attachment and not to ECR-M anxious attachment). Secure base friend and romantic partner scores were unrelated to ECR-M maternal attachment. In light of these findings, the ECR-M adaptation was deemed to be a valid measure of maternal attachment style during late adolescence.

Because attachment is an individual measure and not a dyadic one, only scores of the 44 target adolescents were analyzed. They did not differ significantly from the longitudinal sample with respect to socio-economic status, gender, ethnicity or attachment styles. Descriptive

statistics and reliabilities of study variables are summarized in Table 1. Intercorrelations of study variables are displayed in Table 2. The anxiety and avoidance subscales of attachment tended to be correlated for mother ($r^{mom} = .27$) but not for peer ($r^{peer} = -.03$, *ns*). The two subscales were found to be correlated in a meta-analysis of 242 studies utilizing the ECR or ECR-R (see Finnigan & Cameron, 2009). Correlations between anxious attachment with mother and peer were modest ($r = .30$, $p < .05$); however the correlation was not significant for avoidant attachment. Most of the outcome scores (i.e., conflict management strategies, dyadic disagreements and emotions) were correlated in expected ways. Specifically, there were numerous positive correlations between the three informants (min. $r = .15$, *ns*; median $r = .40$, $p < .01$; max. $r = .72$, $p < .001$) with peer-rated and observer-rated associations being the highest.

Because of several significant correlations with outcome variables (min. $r = .31$, $p < .05$; max. $r = .55$, $p < .001$), MC-SD (for self-ratings) and relationship type (friendships coded 0, romantic relationships, coded 1; Cohen et al., 2003), were entered as covariates, so as to examine the unique contribution of attachment beyond these effects. Gender (females coded 0, males coded 1) was also a covariate.

Analytic Plan

A series of hierarchical multiple regression analyses was conducted to examine the target's attachment style with mother (ECR-M anxious and avoidant scores), as predictor of the target's (a) collaborative conflict management strategies, (b) destructive conflict management strategies, (c) amount of dyadic disagreement, (d) negative emotions, and (e) positive emotions. Covariates were: relationship type, T2 MC-SD (for self-rated outcomes), target gender, and target's ECR-P (anxious and avoidant) scores.

Table 1

Means, Standard Deviations, Cronbach Alphas and Intra-Class Correlations (ICC) of Predictors, Covariates and Outcome Variables.

Variables	Mean	Standard Deviations	α /ICC[a]
Anxiety (Peer)	2.42	1.06	.89
Avoidance (Peer)	1.73	.56	.78
Anxiety (Mother)	2.58	.92	.85 [T1] .83 [T3]
Avoidance (Mother)	3.12	1.30	.93 [T1] .93 [T3]
Social Desirability	.47	.22	.72
Destructive [S]	.52	.54	.87
Collaborative [S]	2.64	.37	.67
Dyadic Disagreements [S]	2.03	.66	.73
Negative Emotions [S]	1.62	.75	.84
Positive Emotions [S]	5.69	1.14	.90
Dyadic Disagreements [P]	2.03	.66	.73
Negative Emotions [P]	1.55	.80	.91
Positive Emotions [P]	5.78	1.25	.94
Destructive [O]	.42	.30	.67
Collaborative [O]	2.32	.43	.75
Dyadic Disagreements [O]	1.80	.62	.90
Negative Emotions [O]	1.87	.73	.77
Positive Emotions [O]	4.34	.71	.89

Note. $N = 44$, except for conflict management strategies $N = 43$.

[S] = Self-rating; [P] = Peer-rating of target; [O] = Observer-rating of target.

[a] Cronbach's alphas and intra-class correlation coefficients for T2, except for attachment to mother T1/T3.

*$p < .05$, **$p < .01$, ***$p < .001$.

Table 2

Summary of Intercorrelations between Predictor, Covariate, and Outcome Variables.

Variables	1	2	3	4	5	6	7	8	9	10
1. Gender [a]	–									
2. Relationship Type [b]	-.01	–								
3. Social Desirability	.22	-.19	–							
4. Anxiety (Peer)	-.16	.21	.58**	–						
5. Avoidance (Peer)	-.37	-.28	.03	.15	–					
6. Anxiety (Mother)	-.24	.01	-.31*	.30*	.15	–				
7. Avoidance (Mother)	-.10	-.05	-.24	.16	.23	.27	–			
8. Destructive [S]	-.07	.20	-.13	.24	.05	-.01	.32	–		
9. Collaborative [S]	-.01	-.41**	-.07	-.14	-.13	-.14	-.07	-.34*	–	
10. Dyadic Disagreements [S]	-.01	.08	-.11	-.28	.08	-.18	-.01	.52**	-.02	–
11. Negative Emotions [S]	-.07	.32*	-.12	.24	.14	.01	.28	.11	-.34*	.17
12. Positive Emotions [S]	-.01	-.29	-.17	-.11	-.04	.15	-.07	-.17	.49**	-.32*
13. Dyadic Disagreements [P]	.00	.31*	.02	.19	.17	-.15	.04	.33*	-.57**	.54**
14. Negative Emotions [P]	-.03	.30	-.03	.16	.01	-.14	-.16	.09	-.37*	.34*
15. Positive Emotions [P]	-.02	-.17	.02	-.07	-.04	-.32*	-.01	-.25	.28	-.57**
16. Destructive [O]	-.14	.24	.23	.03	.19	-.18	-.03	.33*	-.34*	.34*
17. Collaborative [O]	.06	.14	-.32*	.07	-.32	.10	.12	-.13	.15	-.07
18.Dyadic Disagreements [O]	-.17	.50**	-.02	.16	-.09	-.34*	-.10	.39**	-.43**	.52**
19. Negative Emotions [O]	-.24	.55**	-.03	.23	-.08	-.23	-.04	.34*	-.49**	.44**
20. Positive Emotions [O]	.02	-.36*	-.07	-.04	-.01	.23	.16	-.32*	-.40*	-.40**

Continued…	11	12	13	14	15	16	17	18	19	20
11. Negative Emotions [S]	–									
12. Positive Emotions [S]	-.62**	–								
13. Dyadic Disagreements [P]	.44**	.53**	–							
14. Negative Emotions [P]	.35*	.49**	.59**	–						
15. Positive Emotions [P]	-.31*	.49**	-.67**	-.70**	–					
16. Destructive [O]	.28	.30	.47**	.32*	-.41**	–				
17. Collaborative [O]	-.06	.09	-.24	-.07	.19	-.76**	–			
18. Dyadic Disagreements [O]	.29	-.35*	.72**	.65**	-.65**	.63**	.25	–		
19. Negative Emotions [O]	.35*	.49**	.72**	.64**	-.58**	.62**	-.22	.88**	–	
20. Positive Emotions [O]	-.31*	.24	-.58**	-.31*	.44**	-.72**	-.63**	-.67**	-.63**	–

Note. $N = 44$, except for conflict management strategies $N = 43$.

[S] = Self-rating; [P] = Peer-rating of target; [O] = Observer-rating of target.

[a] Females = 0, males = 1; [b] Relationship Type; friendships = 0, romantic = 1.

*$p < .05$, **$p < .01$, ***$p < .001$.

For each regression, the covariates of gender relationship type and MC-SD (for self-rated outcomes only) were entered on the first block. The target's ECR-P anxious and avoidant scores were entered in a second block, the target's ECR-M anxious and avoidant scores were entered on the third block so as to examine the unique contribution of attachment to mother and two-way interactions of ECR-M (attachment anxiety/avoidance X relationship type; attachment anxiety/avoidance X gender; attachment anxiety X avoidance; centered, e.g. Aiken & West, 1991; Holmbeck, 1997, 2002) were entered on the fourth block.

Each interaction was first examined in separate regressions (McClelland & Judd, 1993) then repeated with significant interactions entered together on the same block (Jaccard, Turrisi, & Wan, 1990). Simple slopes analyses were conducted following Preacher, Curran, and Bauer (2006). R (web) version 2.13.0 (R Core Team, 2009) was used to graph interactions. Only marginally significant ($p < .10$) and statistically significant ($p < .05$) regressions are reported. The Beta coefficients first entered on the block are reported in text, and in the tables, the Beta coefficients on the last block are also reported.

Predictors of Target Adolescents' Conflict Management Strategies

Two sets of two regression analyses each were conducted (one set for the target's self-ratings and one for observer ratings of the target; peers did not report the target's conflict management strategies). Collaborative and destructive conflict management strategies were separate outcome variables in each set. Note: no observable disagreement was coded for one particular dyad; thus, the associated target was excluded from the observer-rated analyses of conflict management strategies.

Targets' self-rated collaborative strategies. On block one ($p < .05$) as expected, self-ratings of collaborative strategies were higher with friends ($M = 2.76$, $SD = .30$; $\beta = -.44$, $sr^2 = .20$, $p = .005$; see Table 3) than with romantic partners ($M = 2.45$, $SD = .40$).

Observer-rated collaborative strategies. Gender on block one and avoidance with peer on block two were both significant; however the regression equation for both blocks and the full regression model were not statistically significant (F-test). Relationship type and all their interactions were also nonsignificant (see Appendix A, Table A6.1).

Target self-rated destructive strategies. Self-rated destructive strategies were not significantly predicted from attachment styles, gender, MC-SD, relationship type and their interactions (Appendix A, Table A6.2).

Observer-rated destructive strategies. Block two was significant with avoidance with peer, and block three was marginally significant with anxiety with mother, however the regression equation model was only significant on block 3. Interactions were all nonsignificant (see Appendix A, Table A6.3).

Predictors of Disagreement in the Dyad

Three sets of regression analyses were conducted (one for each type of informant) predicting amount of dyadic disagreement.

Target self-rated disagreements. Self-rated disagreements were not significantly predicted from attachment styles, gender, MC-SD, relationship type and their interactions (Appendix A, Table A6.4).

Peer-rated disagreements. On block four there was a significant two-way interaction of relationship type with attachment anxiety with mother ($\beta = -.55$, $sr^2 = .11$, $p = .025$).

Table 3

Regression Analysis for Variables Predicting Target's Collaborative Conflict Management Strategies: Self-Rating (N = 43).

		Self-Rating			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.19*	.02	.07	.00
	Relationship Type		-.44**	-.49**	.21
	Social Desirability		-.15	-.27	.04
2	Anxious Attachment (P)	.08	-.15	-.14	.01
	Avoidant Attachment (P)		-.27	-.21	.03
3	Anxious Attachment (M)	.02	.-13	-.13	.01
	Avoidant Attachment (M)		-.05	.05	.00

Note. $R^2 = .19$, $F(3, 40) = 3.09$*

(P) = Peer; (M) = Mother.

(RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

$^t p < .10$, $*p < .05$, $**p < .01$, $***p < .001$.

Contrary to hypothesis, romantic dyads in which the target was more (vs. less) anxiously attached to mother were rated by the peer as having fewer disagreements, b = -.60, t (35) = -3.72, p = .001; differences for friend dyads were nonsignificant, b = .06, t (35) = .38, *ns* (see Table 4 and Figure 1). This resulted also in a main effect difference for relationship type as well, whereby romantic partners had more disagreements than friends.

Observer-rated disagreements. Similar to peer informants, for observer reports block four indicated a significant two-way interaction of relationship type by attachment anxiety with mother (β = -.47, sr^2 = .12, p = .002). As shown in Figure 2, contrary to predictions but as with peer ratings, romantic dyads in which the target was more anxiously attached to mother had fewer observed disagreements than other romantic dyads, b = -.64, t (35) = -5.80, p = 0; differences in friend dyads were not significant, b = -.13, t (35) = 1.27, *ns*. This interaction qualified a main effect of attachment on block three whereby greater anxiety with mother was correlated with less observed disagreements during the problem-solving discussion, as rated by the observers (see Table 5; β = -.51, sr^2 = .20, p = .000). The main effect of relationship type was also significant on block one (β = .50, sr^2 = .25, p = .001). As expected, more disagreements were observed between romantic partners (M = 2.20, SD = 2.12) than between friends (M = 1.57, SD = .38*)*.

Table 4

Regression Analysis for Variables Predicting Dyadic Disagreements: Peer-Rating.

		Peer-Rating of Dyad			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.10	.00	-.24	.04
	Relationship Type		.31*	.41**	.14
2	Anxious Attachment (P)	.09	.10	.07	.00
	Avoidant Attachment (P)		.31[t]	.42*	.12
3	Anxious Attachment (M)	.08	.-31[t]	.07	.00
	Avoidant Attachment (M)		.00	-.08	.00
4	(RT) X Mother Anxiety	.16*	-.55**	-.55**	.16
	(RT) X Mother Avoidance		-.04	-.04	.00

Note. $R^2 = .43$, $F(8, 35) = 3.29$**

$N = 44$; (P) = Peer; (M) = Mother.

(RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

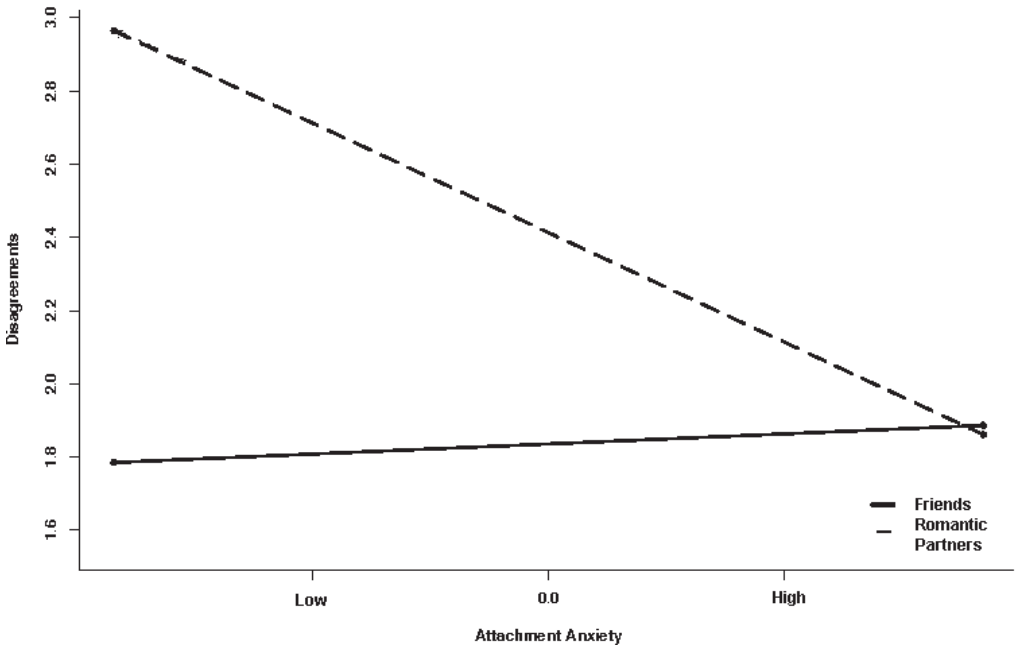

Figure 1. The interaction of relationship type and attachment anxiety with mother for amount of dyadic disagreement: peer-rating.

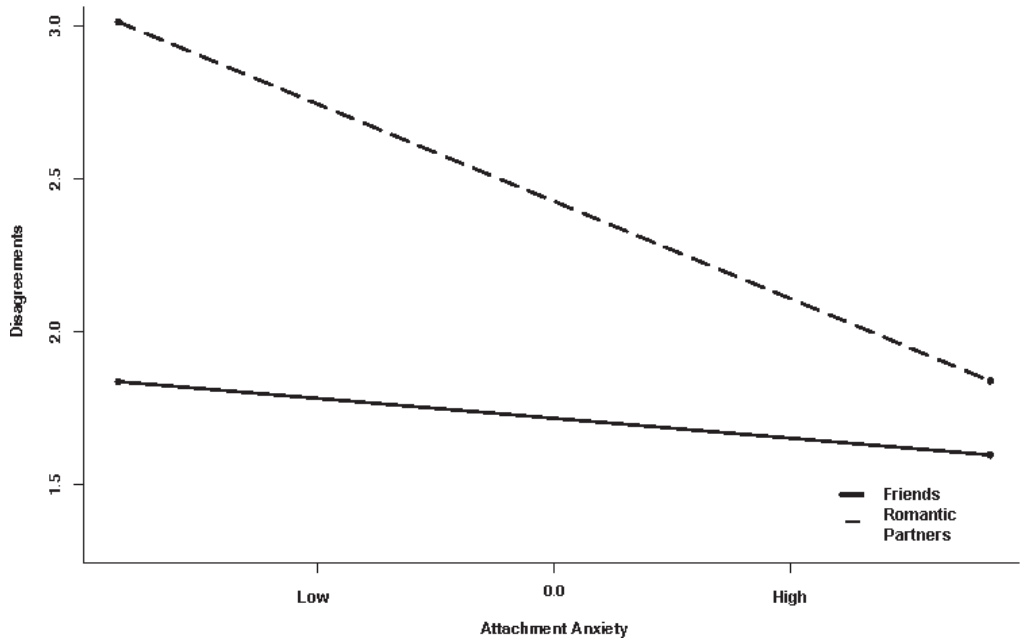

Figure 2. The interaction of relationship type and attachment anxiety with mother for amount of dyadic disagreement: observer-rating.

Table 5

Regression Analysis for Variables Predicting Dyadic Disagreements: Observer-Rating.

		Observer-Rating of Dyad			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.27**	-.16	-.43**	.13
	Relationship Type		.50**	.56***	.26
2	Anxious Attachment (P)	.02	.02	.06	.00
	Avoidant Attachment (P)		.14	.32*	.07
3	Anxious Attachment (M)	.22**	-.51***	-.19	.02
	Avoidant Attachment (M)		-.06	-.08	.00
4	(RT) X Mother Anxiety	.14**	-.47**	- .47***	.12
	(RT) X Mother Avoidance		-.14	-.14	.02

Note. $R^2 = .66$, $F(8, 35) = 8.34$***

$N = 44$; (P) = Peer; (M) = Mother.

(RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

Predictors of Target's Emotions

Three sets of regression analyses were conducted, one for each type of informant rating with the target's negative and positive emotions as separate outcome variables in each set.

Target's self-rated negative and positive emotions. Target self-rated negative and positive emotions predicted from attachment styles, gender, MC-SD, and relationship type were all nonsignificant (See Appendix A, Table A6.5 and Table A.6.6, respectively).

Peer-rated negative emotions. On block four both anxious (β = -.39, sr^2 = .06, p = .041) and avoidant (β = -.39, sr^2 = .11, p = .015) attachment with mother interacted significantly with relationship type (See Table 6). As shown in Figure 3, again contradicting predictions, romantic partners who saw targets more anxiously attached to mother demonstrated less negative emotion than other targets did, b = -.52, t (35) = -2.75, p = .009, as rated by their peer.

In addition, consistent with our hypothesis, targets who were more avoidantly attached to their mother showed less negative emotion with their romantic partner than other targets did (b = -.58, t (36) = 3.01, p =. 005; see Figure 4) as rated by partners but not friends, b = .02, t (35) = .108, p = *ns*.

Observer-rated negative emotions. Relationship type on block one was significant (β = .55, sr^2 = .30, p = .000). As predicted, more negative emotions were observed between romantic partners (M = 2.40, SD = .81) than with friends (M = 1.57, SD = .47*)*. Attachment style with mother was significant on block three (p = .004; β = -.43, sr^2 = .14, p = .001). Inconsistent with the hypothesis but consistent with findings for disagreements among romantic partners, higher target attachment anxiety was associated with less observed negative emotion (see Table 7).

Table 6

Regression Analysis for Variables Predicting Target's Negative Emotion: Peer-Rating.

		Peer-Rating of Target			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.09	.03	-.13	.01
	Relationship Type		.30[t]	.29*	.07
2	Anxious Attachment (P)	.02	.10	.11	.01
	Avoidant Attachment (P)		.09	.19	.06
3	Anxious Attachment (M)	.07	-.19	.02	.00
	Avoidant Attachment (M)		-.18	-.06	.00
4	(RT) X Mother Anxiety	.22***	-.39*	-.39*	.06
	(RT) X Mother Avoidance		-.39*	-.39*	.11

Note. $R^2 = .39$, $F(8, 35) = 2.81$*

$N = 44$; (P) = Peer; (M) = Mother.

(RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

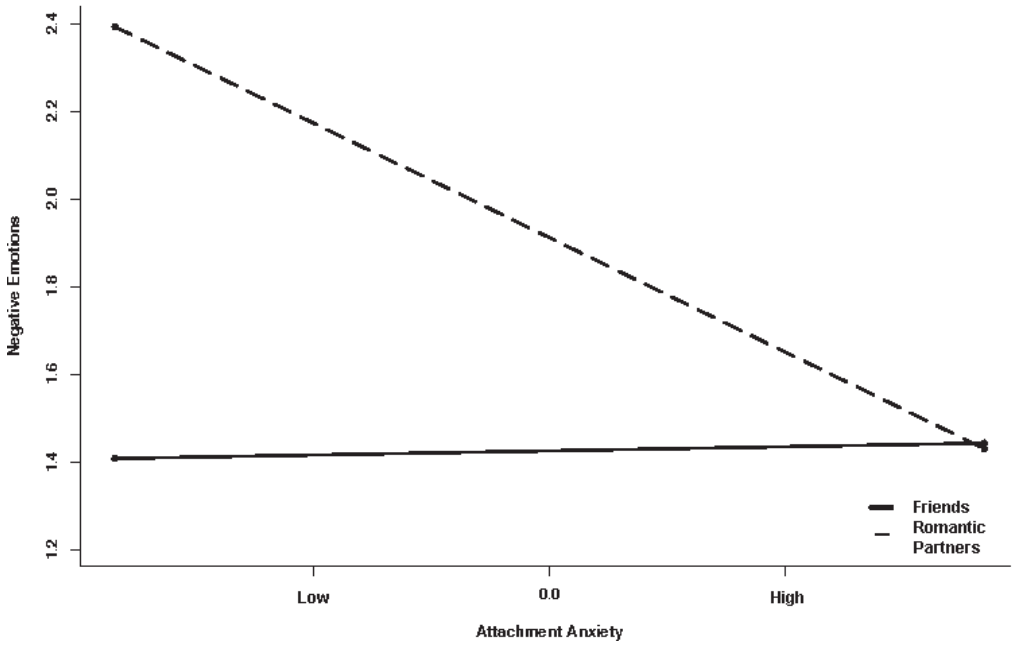

Figure 3. The interaction of relationship type and attachment anxiety with mother for target's negative emotions: peer-rating.

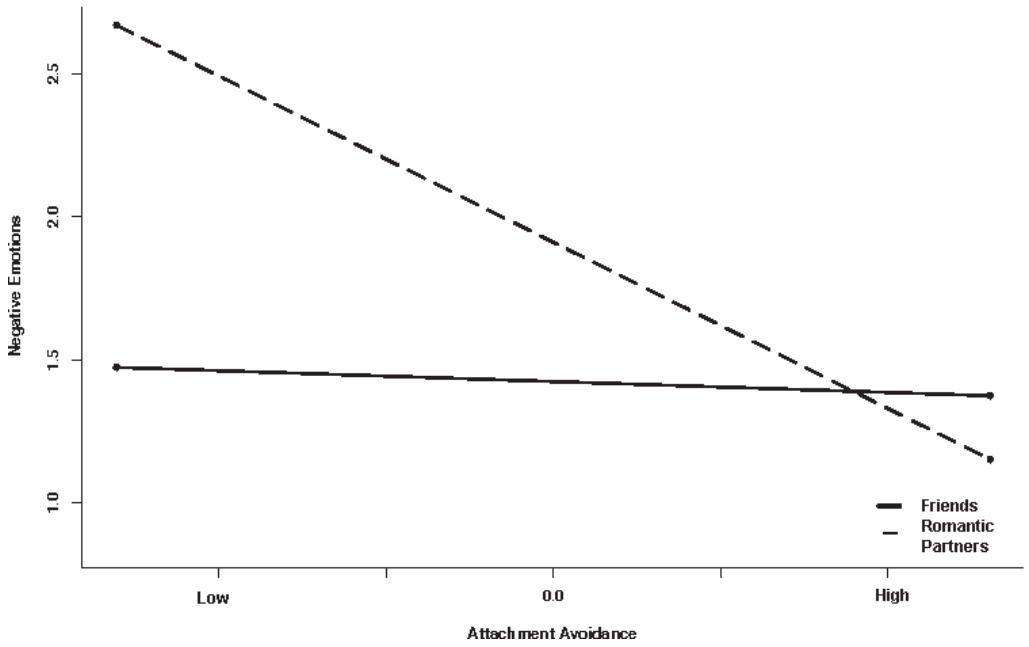

Figure 4. The interaction of relationship type and attachment avoidance for target' negative emotions: peer-rating.

Table 7

Regression Analysis for Variables Predicting Target's Negative Emotions: Observer-Rating.

		Observer-Rating of Target			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.36***	-.24[t]	-.43**	.14
	Relationship Type		.55***	.61***	.32
2	Anxious Attachment (P)	.04	.06	.18	.03
	Avoidant Attachment (P)		.20	.33*	.08
3	Anxious Attachment (M)	.15**	-.43**	-.43**	.14
	Avoidant Attachment (M)		-.04	-.04	.00

Note. $R^2 = .55$, F (6, 37) 7.65***

$N = 44$; (P) = Peer; (M) = Mother.

(RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

Peer-rated positive emotions. On block four, the relationship type by attachment anxiety interaction (β = .42, sr^2 = .09, p = .035) was significant (see Table 8). With romantic partners (b = .15, t (35) = 3.72, p = .000), but not with friends (b = .25, t (35) = .870, *ns*; see Figure 5), again inconsistent with expectations, targets who were more anxiously attached to their mothers showed more positive emotions than other targets, as reported by their partners. On block three, greater attachment anxiety with mother also was associated with more positive emotions (β = .44, sr^2 = .15, p = .012). However, this effect was subsumed by the interaction described previously.

Observer-rated positive emotions. The interaction of relationship type with attachment with mother was significant in block 4, (β = .45, sr^2 = .11, p = .019). Contrary to predictions, for romantic partners, targets who were more anxiously attached to their mothers were observed to demonstrate more positive emotions with peers than other targets were (b = .51, t (35) = 2.94, p = .006). There was no significant difference found for friends (b = -.05, t (35) = .339, *ns*; see Figure 6). Although block one was only marginally significant (p = .059), relationship type differences were significant (β = -.36, sr^2 = .18, p = .018). Consistent with predictions (see Table 9), more positive emotions were observed with friends (M = 4.53, SD = .55) than with romantic partners (M = 4.01, SD =. 85; p = .034).

Table 8

Regression Analysis for Variables Predicting Target's Positive Emotion: Peer-Rating.

		Peer-Rating of Target			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.03	-.03	.18	.02
	Relationship Type		-.17	.21	.04
2	Anxious Attachment (P)	.01	-.03	-.05	.00
	Avoidant Attachment (P)		-.10	-.21	.03
3	Anxious Attachment (M)	.15*	.44*	.18	.15
	Avoidant Attachment (M)		-.06	-.10	.01
4	(RT) X Mother Anxiety	.15*	.42*	.42*	.09
	(RT) X Mother Avoidance		.24	.24	.14

Note. $R^2 = .34$, $F(8, 35) = 2.30$*

$N = 44$; (P) = Peer; (M) = Mother.

(RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

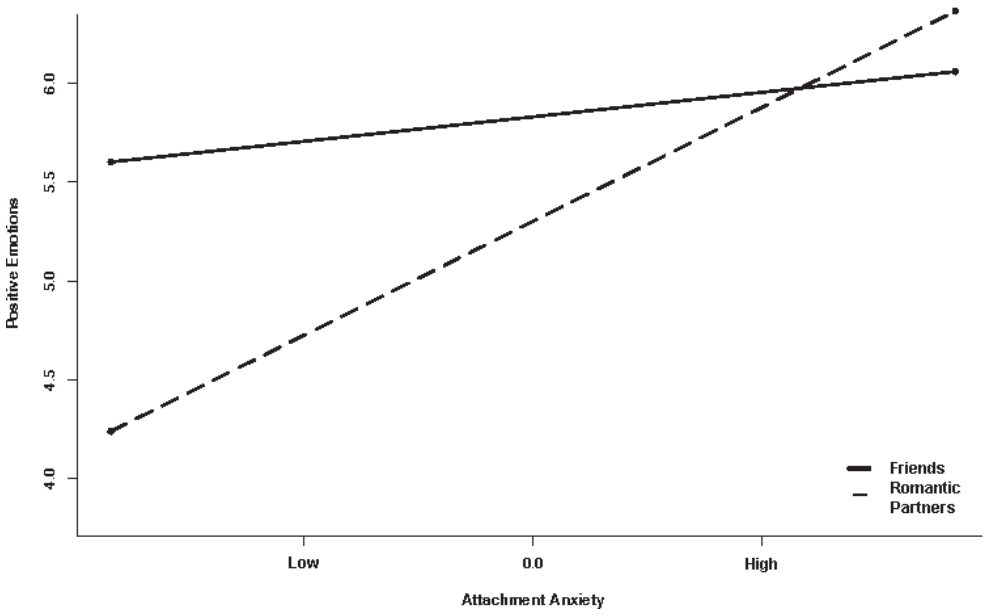

Figure 5. The interaction of relationship type and attachment anxiety with mother for target's positive emotions: peer-rating.

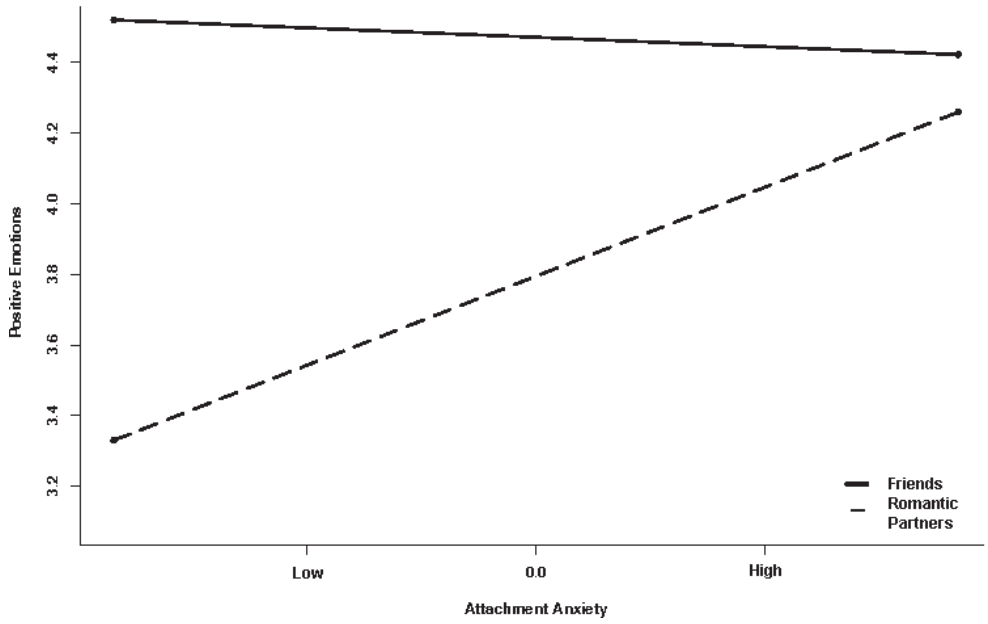

Figure 6. The interaction of relationship type and attachment anxiety with mother for target's positive emotions: observer-rating.

Table 9

Regression Analysis for Variables Predicting Target's Positive Emotion: Observer-Rating.

		Observer-Rating of Target			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.13[t]	.01	.23	.04
	Relationship Type		-.36*	-.46***	.18
2	Anxious Attachment (P)	.02	.06	.07	.07
	Avoidant Attachment (P)		.16	-.32[t]	.08
3	Anxious Attachment (M)	.10[t]	. 29[t]	-.07	.00
	Avoidant Attachment (M)		.15	.35*	.08
4	(RT) X Mother Anxiety	.13*	.45*	.45*	.11
	(RT) X Mother Avoidance		-.23	-.23	.04

Note. $R^2 = .38$, $F(8, 35) = 2.73$*

$N = 44$; (P) = Peer; (M) = Mother.

(RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

Additional Analyses

Because some findings were contrary to attachment-related predictions, the potential moderating effects of romantic relationship length on associations with attachment were explored. Romantic dyads (n = 16, 11 females) were divided into two groups on the basis of the median length of relationship (Cohen et al., 2003). The short length group (n = 8, five females) consisted of dyads dating steadily for 11 months or less, coded 0. The long length group (n = 8, six females) consisted of dyads dating steadily for 1 year or more, coded 1. Because of the small sample (n = 8), follow-up analyses did not allow control variables. The nonsignificant correlation (p = .998) found between mother avoidance and partner avoidance within romantic dyads evidenced that maternal attachment predicted (rather than mediated) behaviours with avoidantly attached romantic partners.

Where interaction effects were previously significant, two sets of three multiple regression analyses each were conducted (one set for partner and one for observer rating), with amount of disagreement, negative emotions and positive emotions as separate outcome variables in each set. Attachment styles and relationship length were predictors.

For each regression, the target's anxious and avoidant ECR-M scores were entered on the first block with relationship length, and two-way interactions of attachment to mother were entered on the second block (relationship length X attachment anxiety /avoidance). Both marginal and significant regressions equations are reported because of the small sample. Because main effects of attachment style are redundant with previously reported findings, only effects of relationship length are reported.

Romantic relationship length as moderator of disagreements in the dyad. For peer-rated disagreement, the interaction of relationship length with attachment avoidance to mother was significant in block two (β = -1.01, sr^2 = .37, p = .002; see Table 10) and a negative slope for long relationships (b = -.68, t (10) = -3.49, p = .006). Short-duration romantic dyads in which targets were more avoidantly attached to their mothers were rated by the peer as disagreeing more than other short-duration dyads (see Figure 7). Long-duration romantic dyads in which targets were more avoidantly attached to mother were rated by the partner as having fewer disagreements than other long-duration dyads. Analyses of relationship length for observer-rated disagreements were not significant.

Attachment and romantic relationship length as moderators of negative emotions in the dyad. For observer-rated negative emotions, non-significant interactions with anxiety were dropped to increase power. Relationship length interacted significantly with attachment avoidance with mother on block two (β = -1.0, sr^2 = .37, p = .017; see Table 11). Targets in a long romantic relationship who were more avoidantly attached to their mothers displayed less negative emotion than other targets in long romantic relationships did (b = -.68, t (10) = 3.49, p = .051; see Figure 8). Analyses for partner-rated negative emotions and both partner and observer-rated positive emotions predicted from relationship length were all nonsignificant.

Table 10

Regression Analysis for Attachment with Mother and Relationship Length Predicting Dyadic Disagreements: Partner-Rating (N = 16).

		Partner-Rating of Target			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Anxious Attachment (M)	.40^t	-.61*	-.63**	.25
	Avoidant Attachment (M)		-.17	.62*	.13
	Relationship Length		-.21	.10	.04
2	(RL) X Mother Anxiety	.39**	-.10	-.10	.01
	(RL) X Mother Avoidance		-1.01**	-1.01**	.37

Note. $R^2 = .78$, F (5, 10) = 7.19**

(M) = Mother; (RL) = Relationship Length; short = 0, long = 1.

[a] Beta when entered, [b] Beta on last block.

$^t p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

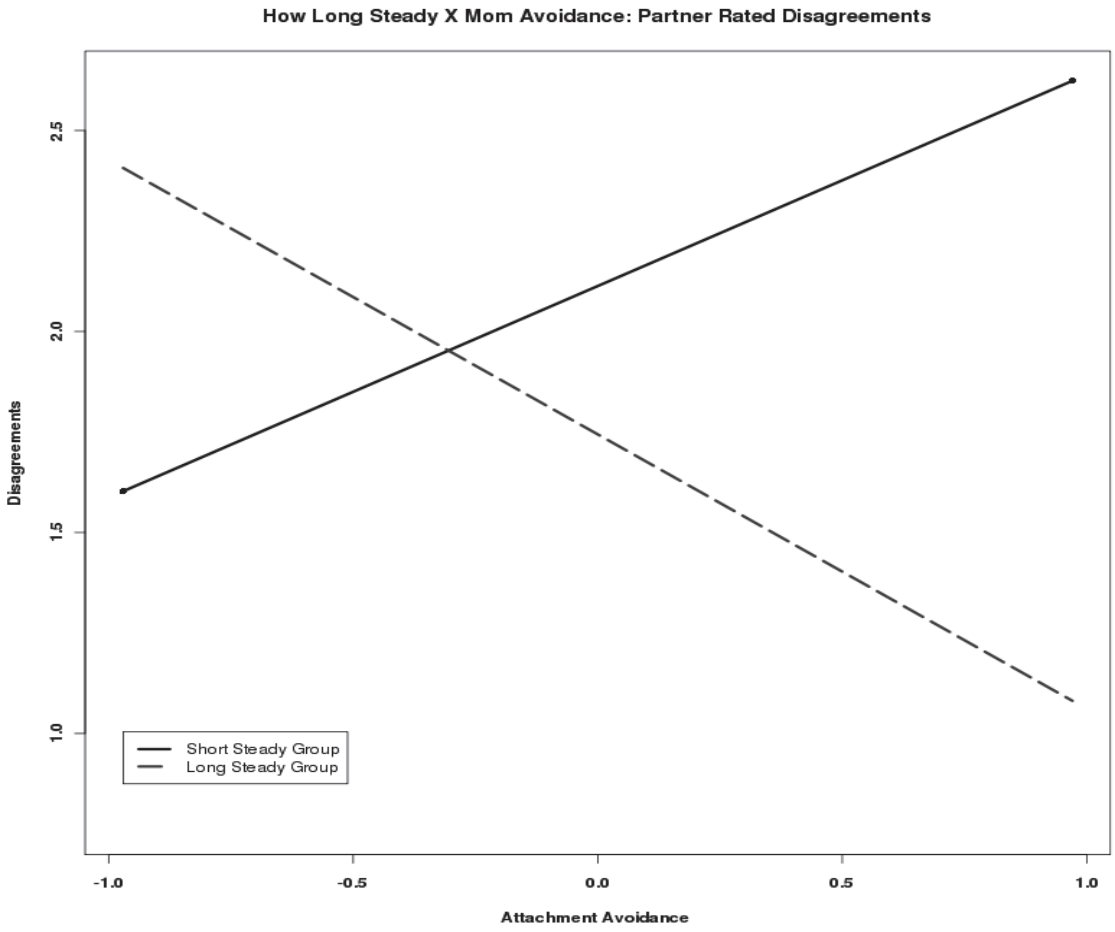

Figure 7. The interaction of romantic relationship length and attachment avoidance with mother for amount of dyadic disagreements: partner-rating.

Table 11

Regression Analysis for Attachment with Mother and Relationship Length Predicting Negative Emotions: Observer-Rating (N = 16).

		Observer-Rating of Target			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Anxious Attachment (M)	.12	-.33	-.29	.08
	Avoidant Attachment (M)		-.11	.68^t	.16
	Relationship Length		-.12	-.14	.02
2	(RL) X Mother Anxiety	.37*	-	-	-
	(RL) X Mother Avoidance		-1.0*	-1.0*	.37

Note. $R^2 = .37$, F (4, 11) = 2.61^t

(M) = Mother; (RL) = Relationship Length; short = 0, long = 1.

[a] Beta when entered, [b] Beta on last block.

$^t p < .10$, $*p < .05$, $**p < .01$, $***p < .001$.

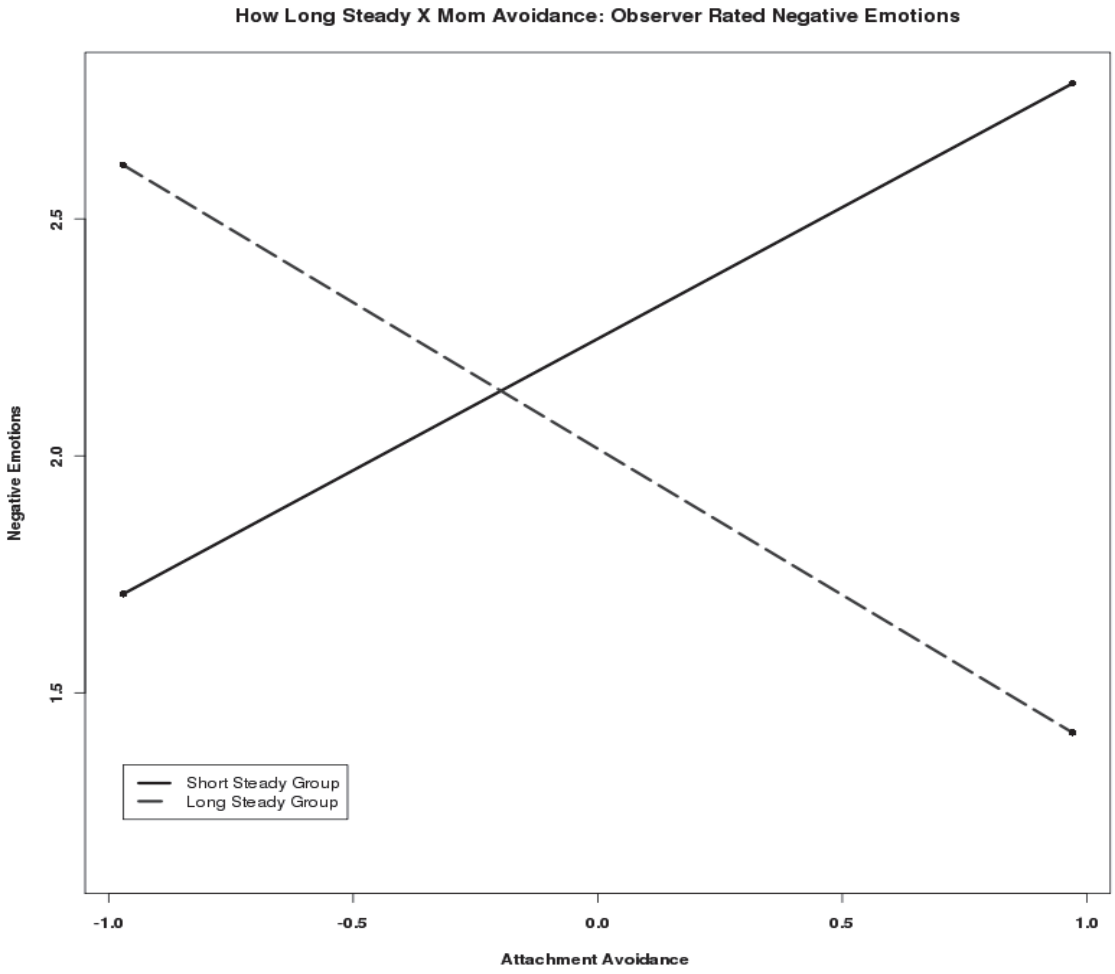

Figure 8. The interaction of romantic relationship length and attachment avoidance with mother for target's negative emotions: observer-rating.

CHAPTER 4—DISCUSSION

The current thesis examined links between late adolescents' attachment style with mother and adolescents' behaviours and emotions in conflict management with a romantic partner or close friend. As predicted, friend interactions were generally more harmonious and less conflictual than romantic partner interactions, specifically in self-rated collaboration strategies, observer-rated disagreements, and both partner-reported and observer-reported negative emotions and positive emotions. Of particular interest were predictions from attachment to mother. Maternal attachment was a significant predictor of adolescents' behaviour primarily with romantic partners, rather than with friends. Additionally, most of the findings were for anxious attachment. In the main analyses, only one significant association emerged with avoidant attachment: As predicted, more avoidant attachment with mother was related to less peer-reported negative emotion. Exploratory regressions also found more avoidantly attached adolescents in longer romantic relationships were rated by their partners as disagreeing less than others in longer relationships; those avoidantly attached in shorter relationships were seen as disagreeing more than others. In the same pattern, more avoidant adolescents in longer romantic relationships were rated by observers as showing less negative emotion.

Findings for maternal attachment anxiety were consistent with each other, although opposite to predictions. Specifically, in romantic dyads, both romantic partners and observers rated more anxiously attached adolescents as disagreeing less, and showing less negative emotion and more positive emotion. Maternal attachment was more strongly associated with disagreement and emotions than was peer attachment, which was never significant. Each of these findings are discussed below.

Relationship Type

As hypothesized, adolescents' amount of disagreement and expressed emotions with peers was found to vary as a function of relationship context (Furman & Shomaker, 2008; Laursen & Collins, 1994). Friends differed from romantic partners on four outcome variables; collaboration, disagreements, and negative and positive emotions. As hypothesized, adolescents reported themselves to be more collaborative with friends than with romantic partners. However, neither peers nor observers agreed, and this was the only significant self-reported finding. Consistently, nevertheless, both peers and independent observers saw more disagreement and negative emotion in romantic dyads than with friends, perhaps because the passionate and exclusive character of the romantic relationship renders it more volatile (Connolly et al., 2000). Confronting relationship issues in closed laboratories settings may also allow emotions to intensify further between couples, consequently increasing the number of dyadic disagreements (Larson et al., 1999; Laursen & Collins, 1994).

Adolescent romantic relationships are more complex than friendships, with attachment and sexual components (Furman, 2002) and increased communication and interpersonal clumsiness (Furman & Shomaker, 2008; Giordano, Longmore, & Manning, 2006). Romantic partners are adolescents' primary source of peer focus, social support, and influence on their activities (Furman & Buhrmester, 1992; Furman & Shomaker, 2008; Laursen & Williams, 1997; Richards, Crowe, Larson, & Swarr, 1998), and may be more valued than friends, thus providing more areas of disagreement (Laursen & Collins, 1994). Negative emotions in romantic relationships are believed to arise from personal exchanges that involve perceived depreciation of self and/or the relationship as a whole (i.e., endangering people's positive models about self and/or others; Feeney, 2005). Thus, the high negativity perceived in romantic dyads may reflect

increased motivation to resolve relationship differences. Disclosure and working through interpersonal differences appears to be beneficial as observed conflictual interactions with romantic partners are generally reported by adolescents as relationship-enhancing (Laursen & Collins, 1994; Furman & Shomaker, 2008; Galliher et al., 2008). Nevertheless, congruent with expectations, observers saw adolescents in friendship dyads express more positive emotions than in romantic dyads (Furman & Shomaker, 2008). This is consistent with the view that adolescent-peer relationships include fun and comradeship (Furman & Wehner, 1994) and minimizing of conflict (Tuval-Mashiach & Shulman, 2006). Peers rated positive emotions in the same direction but not significantly different.

Avoidant Attachment to Mother

With regards to attachment avoidance, consistent with the hypothesis and attachment theory (Bowlby, 1969), the more avoidantly attached to mother that adolescents were the less partner-rated negative emotion they displayed during the discussion with their romantic partner. Arguing is perceived as threatening to avoidantly attached individuals (Pistole & Arricale, 2003). Such adolescents avoid closeness and tend to be uncomfortable in intimate conversations, especially in more well-established relationships, as this threatens their self-reliance and personal control. For example, avoidant individuals show emotional processing biases to attachment-related words (e.g., intimate) with stronger biases found among romantically committed individuals (Edelstein & Gillath, 2008). Thus, merely being involved in a romantic relationship can heighten avoidant strategies. As a way to avoid the experience and expression of negative emotions during the discussion task, more avoidantly attached romantic partners are likely to use deactivating strategies.

Exploratory regression analyses found length of romantic relationships moderated the effects of avoidant attachment to mother. That is, in longer romantic relationships more avoidant target adolescent-mother attachment was associated with less partner-reported disagreement and observer-reported target negative emotion, whereas for partner-reported disagreements in shorter romantic relationships the reverse was true. Research evidenced a linear relationship between romantic relationship length and intimacy (Hurley & Reese-Weber, 2012). Thus, these relationship-length differences may be due to the fact that adolescents in a short-term relationship have less knowledge of each other or are less committed to each other, and are less experienced with romantic conflict negotiation than partners in longer relationships (Connolly & Johnson, 1996). Avoidant defences such as anger may surface during relational conflict (Simpson et al., 1996; Kobak et al., 1993) when partners seek support from avoidantly attached individuals, which threatens their emotional autonomy (Rholes, Simpson, & Orina, 1999). Romantic partners of avoidantly attached adolescents may have reduced their partners' avoidance-related defences (e.g., anger and withdrawal) via positive behaviours (e.g., Overall et al., 2013). For example, during a stressful discussion, avoidant partners reported feeling more soothed by instrumental (i.e., problem-solving or advice-giving) than emotional or physical care from their dating partners (Simpson et al., 2007). As the relationship develops, intimacy between partners gradually grows. We can safely assume that with well-established relationships, partners are more committed to the relationship, know each other better, and may have learned 'what makes the other tick'.

Anxious Attachment to Mother

Particularly in romantic dyads, adolescents' anxious attachment style with mother was associated with observed disagreement and emotions with peers; however, the directions of

associations were contrary to hypotheses. Specifically, in romantic dyads, more anxiously attached adolescents engaged in less observed disagreement, and showed more positive emotion and less negative emotion, than other adolescents. In friend dyads, more anxious attachment to mother was similarly associated with less observer-rated negative emotion.

Note that most hypotheses were derived from studies of romantic attachment in dating or married adults (e.g., Simpson et al., 1996) using interview measures of attachment (AAI: George et al., 1996; e.g., Creasey, 2002), and self-reports of behaviour (e.g., Creasey & Hesson-McInnis, 2001). The present study thus differed in type of attachment relationship, population tested, and attachment methodology (categorical versus dimensional). Self-report and interview measures of attachment show little convergence (Bouthillier et al., 2002; Crowell & Treboux, 1995; De Haas, Bakermans-Kranenburg & van Ijzendoorn, 1994; Holtzworth-Munroe, Stuart & Hutchinson, 1997) even when the target is identical (Furman & Simon, 2004), thus, different findings are not surprising.

The present results are consistent, however, with several other findings (e.g., Feeney, 1995; Fishtein et al., 1999; Pietromonaco & Feldman Barrett, 1997), and can be understood in terms of attachment-related differences in interpersonal goals and the meaning of relational conflict. Pietromonaco and associates (2004) believe relational conflict potentially serves two roles: (a) a threat to the attachment relationship and/or (b) an avenue for communicating and experiencing relationship intimacy. The presence of these two roles varies as a function of attachment style and associated interpersonal goals (e.g., seeking or avoiding closeness; security attainment or control attainment; Mikulincer, 1998). An individual's attachment-related goals (Shaver & Mikulincer, 2002) can modify the expression of unwanted emotions (Shaver, Schwartz, Kirson, & O'Connor, 1987). Attachment processes regulate global negative affect

(Pietromonaco & Feldman Barrett, 2000) by blocking or regulating the degree and duration of emotional expression (see Gross & Thompson, 2007, for a detailed discussion). For instance, highly anxious individuals are more likely to approach close others to help them regulate negative emotions and attain security (Mikulincer, 1998), while highly avoidant individuals will emotionally (i.e., avoid) distance themselves from others (e.g., Mikulincer & Shaver, 2003; Simpson et al., 1992) to attain and /or maintain personal control (Mikulincer, 1998).

Given their unreliable attachment history, anxious individuals tend to experience *relational ambivalence* (e.g., intense yearning for closeness and anxiety about rejection and/or abandonment). Such ambivalence arises primarily from intense perception of threat (e.g., MacDonald, Locke, Spielmann, & Joel, 2012), reflected in conflicting interpersonal goals and **"**push-pull" behaviours in romantic relationships (Mikulincer et al., 2010). For example, anxiously attached individuals tend to swing back and forth between accommodating (e.g., proximity-seeking) and confronting behaviours (e.g., protest, anger; Bowlby, 1988). A series of studies provided direct and compelling evidence for these opposing behaviours with romantic partners (see Mikulincer et al., 2010).

Anxiously attached individuals may also perceive positive behaviours from partners as potentially dangerous due to chronically activated schemas (Simpson & Rholes, 1994), even in contexts of low threat (Mikulincer, Birnbaum, Woddis, & Nachmais, 2000; Mikulincer, Gillath, & Shaver, 2002). Indeed, research has found increased approach-avoidance tendencies (i.e., safety versus threat) towards closeness that may serve as protection against abandonment in negative relational contexts (Mikulincer et al., 2010). Anxiously attached adolescents are particularly sensitive to their partners' emotional cues (Fraley, Niedenthal, Marks, Brumbaugh, & Vicary, 2006), hold anxious expectations of romantic rejection (Downey, Freitas, Michaelis,

& Khouri, 1998), and are more empathically congruent with partners during relationship threatening conditions (Simpson, Ickes, & Grich, 1999). Sadness and fear are both perceived as more rousing by anxious individuals compared to secure ones (Rognoni, Galati, Costa, & Crini, 2008). During exchanges with college dating partners, anxious attachment was found to be more strongly related to goals to avoid threat as opposed to goals to approach rewards (Locke, 2008). Attachment anxiety was found to predict compliant behaviour (e.g., eagerness to please) most strongly, particularly in female students (Drake, Sheffield, & Shingler, 2011). For instance, anxiously attached college women who were more romantically committed than their partners tended to agree more to unsolicited sex as a way to keep partners (Impett & Peplau, 2002). Thus, to avoid potential rejection and/or abandonment, they may use relationship-maintaining behaviours (creating/sustaining positivity) with a valued romantic partner. Thus, it is possible that during the discussion task anxiously attached adolescents temporarily inhibited expression of their negative emotion, which they perceived as threatening to the relationship. 'Self-silencing', is a defensive tactic involving voluntary verbal inhibition used by adolescents who experience anxiety about romantic loss, also linked to higher rejection-sensitivity (Harper, Dickson, & Welsh, 2006; Harper & Welsh, 2007). Feeney (1995) found individuals high in attachment anxiety controlled or inhibited their expression of anger. The lack of consistent relationship between attachment anxiety and attachment-related behaviours in romantic relationship contexts can be explained via relational ambivalence and is congruent with attachment theory and recent research (e.g., Mikulincer et al., 2010).

While disagreement can be construed as a relationship threat, for anxiously attached individuals it may also be beneficial for strengthening connections. Relationship-focused discussions may facilitate closeness thereby increasing further communication and relationship

intimacy (Collins & Miller, 1994; Pietromonaco et al., 2004) promoting attachment security (Kobak & Dummler, 1994). Anxiously attached individuals share similarities with securely attached individuals as they both have a positive model of others and aim to sustain close relationships (Bartholomew & Horowitz, 1991). As conflict increased, preoccupied (anxiously-attached) individuals were shown to hold more positive views about their relationships, whereas the reverse was true for individuals with other attachment styles (Fishtein et al., 1999). Anxious individuals are strongly responsive to how much they are liked by others (Srivastava & Beer, 2005) and harbor concurrent positive and negative attitudes towards their romantic partners (Mikulincer et al., 2010). The modest mean rating of negative emotions (experienced and expressed) across all informants, and the high observed positivity in the present study evidenced that the discussion elicited low levels of distress from anxiously attached target adolescents. Research on couples found those who were distressed were overall more negative and less positive than those who were less distressed (Gottman, 1998). It is possible that discussing personal issues with receptive partners may have partially fulfilled the security goals that anxious individuals seek (see Mikulincer, 1998), and that partner participation in the study was viewed as evidence of relationship commitment (Pietromonaco et al., 2004). Thus, the prototypical use of exaggerated negative affect (i.e., hyperactivation) to gain attention and/or support from partners was perhaps unwarranted in the present study. This speculation is consistent with Fraley and Shaver's (2000) argument that anxiously attached individuals view supportive experiences with romantic partners more positively than other individuals, and report feeling closer to them during these particular times.

Pietromonaco and colleagues (2004) assert that the reason positive behaviours of anxious individuals are rarely reported is that these behaviours would only be observable in real time or

show up in immediate self-reports, which are more reliable and less distorted and prone to memory biases (e.g., Richards et al., 2003). For example, a daily diary study, with responses reported immediately following interpersonal conflict, Pietromonaco and Feldman Barrett, (1997) found that preoccupied (i.e., anxiously attached) individuals reported more positive (or less negative) views of highly conflictual exchanges. That is, preoccupied individuals rated experiencing the highest level of intimacy, satisfaction and self-disclosure and positive emotions with a host of dyadic partners (e.g., romantic partners, friends, and strangers) compared to individuals of other attachment styles. Our study using peer and independent observers also circumvent memory and reporter biases typically associated with retrospective self-reports, and thus are consistent. In the same vein, Tran and Simpson (2009) found highly anxiously attached individuals with greater relationship commitment reported perceiving less rejection and more acceptance from partners, and exhibited more observed positive relationship-maintaining behaviours (e.g., accommodation) as compared to less committed counterparts, and more so if their romantic partners were also committed. Viewed together, these studies suggest that mild relational conflict may also offer anxiously attached individuals a context for experiencing positive views and positive emotions.

Attachment, Relational Context and Informant Reports

Given the low level of experienced and expressed negative emotions (e.g., stress) reported in relation to the dyadic discussion, other context variables seem to have influenced the activation of the attachment system in romantic dyads. Attachment schemas (or representations) can be activated by specific relationship partners and/or interpersonal goals (see Baldwin, 1999, for elaboration; Baldwin & Fehr, 1995) and is consistent with our overall findings and attachment theory (e.g., Bowlby, 1969; 1988). This study shows that maternal attachment

schemas/representations are also activated in other social contexts (Bowlby, 1988; Sroufe, 1996) and influence emotions across novel relationships in predictable ways (Bowlby, 1988). Attachment style is believed to affect the processing of attachment-related information in current relationships (e.g., Collins & Feeney, 2004). Mother-adolescent attachment relationships seemingly influence romantic relational behaviours as both of these relationships are highly valued and serve similar attachment functions (Bowlby, 1969; Hazan & Shaver, 1987).

Attachment effects were not found with self-reports. Attachment insecurity can bias awareness of one's own behaviours and emotions (Berger, Jodl, Allen, & Davidson, 2005) and thus, is perhaps a reason attachment effects were not found with self-reports (e.g, Dewitte, Houwer, Koster, & Buysse, 2007). Moreover, adolescents are known to under-report disagreements with peers (Tuval-Mashiach & Shulman, 2006) and negative behaviours with romantic partners (Galliher et al., 2008), and to over-report similitude with friends (Kandel & Andrews, 1987), hence obscuring relational differences in self-reports. For example, late adolescents report less negativity and more support from romantic partners than with friends, contradicting observers' reports of higher perceived conflict (Furman & Shomaker, 2008). Thus, the current findings showing discordance between adolescents' self-reports and other informants' reports are consistent with empirical evidence on multiple informants (e.g., Yeh & Weisz, 2001). Peer and independent observer reports were very consistent.

Overall, results suggest that emotional regulation strategies rooted in attachment with mother have direct impact on late adolescents' romantic relationship behaviour. The over-learned, entrenched and automatic nature of these strategies (Piaget, 1983) may partially explain the continued link found between attachment to mother and emotions**.**

No significant associations between attachment and adolescents' gender were found. Thus there is no evidence that attachment style differs between females and males, in line with most studies and attachment theory (e.g., Tuval-Mashiach & Shulman, 2006).

Implications

This research moves beyond self-report data to adolescents' demonstrated behaviour with an actual friend or romantic partner furthering our understanding attachment-related emotion regulation, especially the anxiety dimension, and has direct impact on adolescents' romantic relationship behaviour. Difficulties forging and sustaining significant relationships have been linked to emotional distress as well as adolescent and adult suicide behaviours (Canetto & Lester, 2002; Joyner & Udry, 2000; Monroe, et al., 1999; Simon & Marcussen, 1999). Not having a romantic partner is stressful to adolescents (Nieder & Seiffge-Krenke, 2001). Perhaps as a way to maintain closeness (or avoid abandonment) anxiously-attached adolescents seemingly engage in less conflictual behaviour by suppressing negative emotions and enhancing positive emotions. Problems managing emotions in early years are related to emotional problems later in life (Thompson, 2008). Suppression of emotions (e.g., self-silencing; Harper & Welsh, 2007) has been linked to increased psychopathology (Harper et al., 2006; Harper & Welsh, 2007; Gross & John, 2003). Of particular interest to policymakers and clinicians alike would be targeting these behaviours early as they are important for optimizing late adolescents' emotional health (Galambos, Barker, & Krahn, 2006) and socio-emotional functioning. Interventions focused on secure-base parenting and maternal support might enhance adolescents' attachment security and emotional resilience in close relationships. Couple problems are the most common issue students bring to therapy (e.g., Creasey et al., 1999). Thus; it is important to further our understanding of adolescent romantic behaviours so as to develop effective

relationship-based interventions for young couples (i.e., The Gottman Method, Gottman, 1999; Emotionally-Focused Therapy, Johnson, 1996). Clinicians may also foster secure-based relationships with their clients (Bowlby, 1988; Pistole, 1989), target emotions in therapy (i.e., Emotionally-Focused Therapy, Greenberg & Goldman, 2008; Emotion Regulation in Psychotherapy, Leahy, Tirch, & Napolitano, 2011) or address insecure attachment (i.e., Mentalization-Based Treatments, Allen, Fonagy, 2006) to improve overall emotional and relationship functioning.

Future Directions

This study unveiled a number of issues for future investigation. First, conceptualizing and operationalizing attachment-related constructs has been challenging for attachment theorists (Crowell & Treboux, 1995). For example, there exists no standardized criterion on the minimal relationship length dating participants should have. Moreover, unlike this study, few investigations offer explicit descriptions of what is considered a steady couple relationship. Adolescents may report a friendship or a sexual relationship as romantic (Carver, Joyner, & Udry, 2003; Leaper & Anderson, 1997). Dating relationships for some adolescents might be for personal convenience, to boost social status, or to hide their true sexual orientation (Brown, Feiring, & Furman, 1999). Researchers may treat adolescent dating relationships as an attachment relationship. Primary and secondary attachment relationships are both important for adolescent's socio-emotional functioning (Allen & Manning, 2007). Future research should better conceptualize romantic attachment, by differentiating between primary versus secondary attachment relationships, especially with late adolescents. Because of the many different attachment instruments (e.g., categorical, dimensional), relationship focus (parents together or separately, close others, general or specific romantic relationships), methods (interview, self-

reports), and populations utilized, integration (and comparison) of attachment findings has been difficult. Different methodologies, conceptualizations and/or inclusion criterion may account for inconsistencies in the attachment literature. Attachment researchers should address these important issues in future work.

Global emotions are often assessed and reported in studies. However, given emotion regulation is central to attachment and includes both emotional *experience* and emotional *expression*, it is important that they both be investigated and reported independently as they may differ (Davila et al., 1998; Feeney, 1995). For future directions, it would be interesting to investigate adolescents' emotions within peer dyadic relationships at different levels of interpersonal stress. This study has found differences in emotional expressions with romantic dyads with short and longer adolescent romantic relationships. Because romantic attachment develops over time, more longitudinal research is needed to examine change in attachment-related behaviours and emotions across relationships of different lengths (Furman & Simon, 2006), and degree of emotional commitment (e.g., Tran & Simpson, 2009).

Limitations

This study has a few limitations. First, given the modest size sample the choice of analyses was limited and the study remains correlational and not longitudinal; thus, neither causality nor developmental changes can be deduced. Relationship experiences have the potential to modify attachment schemas over time (e.g., Kirkpatrick & Hazan, 1994; Thompson, 1999). Thus, examining directionality of the variables would be informative. Second, low statistical power due to the 2:1 ratio of females to males in both the friendship and romantic dyads precluded the detection of gender interactions and generalizable results, especially for males (Aquinis, 1995); thus, the next step for future work is to explore whether the association

between maternal attachment and peer conflict differs with gender. Third, on a few occasions peer-reported and observer-reported findings were inconsistent. Trained observers rate specific, overt behaviours of unfamiliar individuals in video-clips constrained by camera views. Hence, observers may be less privy than dyad peers to subtle interpersonal behaviours. Fourth, this study did not assess peers' report of targets' conflict management strategies, an important behaviour to assess in future research. Fifth, stress should also be independently accessed using multiple-item scales, to provide evidence of reliability.

Strengths

Limitations notwithstanding, the current multi-method study yielded new information on the links between attachment style with mother and late adolescents' observed interactions with peers. The separate contributions of attachment anxiety and avoidance and type of peer relationship to adolescents' emotions and conflict behaviours were examined controlling for SDR and attachment to the peer, using multiple informants (i.e., self, peer, and observer). We note several significant strengths. Firstly, the use of multiple informants and multiple methods is widely recognized as a strong research design (Achenbach, 2006; Holmbeck, Li, Schurman, Friedman, & Coakley, 2002), providing a comprehensive assessment of adolescents' attachment-related experienced and expressed emotions. The results of this study add to the existing literature by identifying relational contexts in which expressed emotions and dyadic disagreements differ. Second, the study included direct observations of adolescent behaviour, so findings are likely replicable (Bakeman & Gottman, 1997). Observations "can provide measures of responses that most subjects cannot accurately describe, such as behaviour rates, expressive movements, and fleeting movements, and for events that subjects may be unwilling to report or may distort. . . " (Hartmann & Wood, 1990, p. 108). Observational tasks of ten minutes provides

ample opportunity for reliable estimates of behaviour and establishing generalizability (see Heyman , Chaudhry, Treboux, Crowell, Lord, Vivian, & Waters, 2002), with reasonably consistent findings found across conflict tasks regardless of investigational settings (Foster, Caplan, & Howe, 1997). Indeed, this study shows concordance of observational data, as effects for adolescent's expressed emotions and dyadic disagreements were comparable for peers and independent observers. Third, despite the modest sample size, the current findings comprise several robust associations. Although some results run counter to hypotheses, they are useful in identifying new conditions under which adolescents' attachment-related behaviours may vary. Fourth, we examined maternal attachment style as a predictor of conflict management strategies, dyadic disagreements and emotions independent of attachment style to the peer and SDR, which has not been done in previous studies. Thus, our findings are specific to maternal attachment above and beyond attachment to the peer. Fifth, notable differences and commonalities between adolescents' attachment anxiety and avoidance and associated emotional expressions were revealed. Finally, the present investigation used a stable continuous measure of maternal attachment to capture individual differences during the reorganization phase of adolescents' attachment hierarchies (Allen & Land, 1999). Furthermore, to facilitate research comparisons and decrease 'referential ambiguity' (see Fraley et al., 2011) attachment styles to different figures (i.e., mother, friend/romantic partner) were separately measured, using similar scales. The current findings highlight the unique and combined influence of maternal attachment style and relationship context in late adolescent's emotional interactions with romantic partners. The results of this study provide compelling support for the continuing importance of attachment to mother in late adolescents' new and emerging romantic relationships. It is hoped that this thesis serves as a stepping stone for many future investigations.

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APPENDIX A

Additional Preliminary Analyses and Results

Appendix A1: Preliminary Analyses

Cronbach Alphas and Intra-Class Correlations (ICC) for Original Emotions Subscales.

Subscales	Target Self-Rating α	Peer-Rating of Target α	ICC
Hostile Given (2-items)	.82	.78	.89
Hostile Received (2-items)	.73	.82	.68
Depressed (3-items)	.64	.75	.57
Anxious (4-items)	.64	.78	.57
Positive Given (4-items)	.88	.90	.88
Positive Received (4-items)	.89	.89	.84

Note. $N = 44$

Appendix A2: Validation of ECR-M as a Measure of Use of Mother as a Secure-Base

Preliminary analyses were performed to validate the ECR-M adaptations for late adolescents. For the longitudinal sample (n = 123), associations between T1 and T3 ECR-M attachment anxiety and avoidance and use of mother as secure-base (SB) were examined in comparison to use of best friends, and romantic partners (where present, n = 72). SB ratings were averaged separately for friend and mother across T1 and T3. Via hierarchical regression analyses, ECR-M ratings (separately for avoidance and anxiety scores) were predicted from SB ratings, controlling for gender and SDR averaged across T1 and T3. As expected, SB mother ratings predicted uniquely to ECR-M ratings in ways consistent with attachment theory. Specifically, SB mother ratings significantly predicted uniquely to low ECR-M avoidant attachment (ΔR^2 = .37, p = .000; β = -.64, sr^2 = .35, p = .000; See below Appendix A2 Tables). Adolescents less likely to use mother as a SB were more avoidantly attached to their mothers. Conversely, anxiously attached adolescents are theorized to use mothers inconsistently as SB. Consistent with theory, SB mother predicted uniquely to ECR-M anxiety ratings much less strongly for the longitudinal sample of 123 adolescents (ΔR^2 = .05, p = .039; β = -.21, sr^2 = .04, p = .026) and for the smaller sample of 72 with romantic partners was not significant. SB friend and romantic partner scores were unrelated to ECR-M maternal attachment. In light of these findings, the ECR-M adaptations were deemed to be valid indices for assessing maternal attachment style during late adolescence.

Table A2.1

Results of Hierarchical Regression Analysis for Mom, Friend and Romantic Partner Secure-Base T3 Predicting Target's ECR-M Avoidance and Anxiety Scores (N = 72).

		Avoidance Scores				**Anxiety Scores**			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.08[t]	.15	.13	.01	.10*	-.08	-.11	.01
	Social Desirability		-.28*	-.17	.02		-.28*	-.23[t]	.04
2	Secure-base Friend	.37***	.04	.04	.00	.03	-.05	-.05	.00
	Secure-base Romantic Partner		.06	.06	.00		-.01	-.01	.00
	Secure-base Mother		-.64***	-.64***	.35		-.16	-.16	.02
		$R^2 = .45$, F (5, 66) = 10.85***				$R^2 = .10$, F (2, 66) = 3.64*			

Note. Social desirability and secure-based scores are averaged across T1 and T3, except for romantic partner includes T3 scores only.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$

Table A2.2

Results of Hierarchical Regression Analysis for Mom and Friend Secure-Base Predicting Target's ECR-M Avoidance and Anxiety Scores (N = 123).

		Avoidance Scores				**Anxiety Scores**			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.11**	.17[t]	.15***	.02	.13***	-.10	-.13	.02
	Social Desirability		-.30**	-.21****	.04		-.34***	-.29**	.07
2	Secure-base Friend	.38**	.10	.10	.01	.05*	-.05	-.05	.00
	Secure-base Mother		.65***	-.65***	.37		-.21*	-.21*	.04
		$R^2 = .50$, F (4,118) = 28.51***				$R^2 = .18$, F (4,118) = 6.51***			

Note. Social desirability and secure-base scores are averaged across T1 and T3.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

Appendix A3: Additional Results Regarding Attachment with Others

To ascertain whether the ECR-M adaptations were reflecting attachment with mother rather than attachment with general others, main regression analyses were repeated using an adaptation of the ECR (Brennan et al., 1998) to measure attachment insecurity within close relationships. Items were worded to refer to "people/others" and "relationship to" a romantic partner was changed to "close relationships". Similar to the ECR-M and ECR-P adaptations, the ECR-G includes two, 12-item subscales: *anxiety* about abandonment (e.g., "I worry about being abandoned by others") and, *avoidance* of closeness (e.g., "I get uncomfortable when my others want to be very close") both rated on a 7-point Likert scale (1 = *disagree strongly*, 7 = *agree strongly*). Higher ratings reflected greater attachment anxiety or avoidance. Cronbach alphas for ECR-G anxiety at Time 1 $\alpha = .89$ and at Time 2 $\alpha = .91$. Likewise, for avoidance at Time 1 $\alpha = .88$, Time 2 $\alpha = .89$. Following the ECR-M and ECR-P adaptations, scores were averaged across Time 1 and Time 3.

The adapted ECR- G was used as a predictor of target's conflict management strategies, emotions and amount of dyadic disagreement. All regression analyses were not significant (analyses not shown) supporting of ECR-M adaptations as specifically measuring late adolescents' attachment with mother and not with general others.

Appendix A4: Results of Analyses Regarding Peer Attachment

Main regression interaction analyses (i.e., attachment anxiety/avoidance X relationship type; attachment anxiety/avoidance X gender; attachment anxiety X avoidance; centered, e.g. Aiken & West, 1991; Holmbeck, 2002) were also repeated using the adapted ECR-P (adapted from Brennan et al., 1998) as a predictor of target's conflict management strategies, emotions and amount of dyadic disagreement. All interaction regression analyses with attachment to peer were nonsignificant (analyses not shown), except for one main effect (see Appendix A6.3).

Appendix A5: Results of Analysis of Intensity of Discussion Problems

The intensity of the relationship problems rated separately by targets (M = 1.91; SD = .79; min. = 1.00, max. 4.18) and their peers (M = 1.84; SD = .75; min. = 1.00, max. 4.00) post discussion at Time 2 were comparable, and not statistically different from each other (p = .671, two-tailed).

Appendix A6: Non Significant Main Analyses

Note: Regression analyses are displayed in the order they are discussed in the results section.

Table A6.1

Hierarchical Regression Analysis Predicting Target's Collaborative Conflict Management Strategies: Observer-Rating.

		Observer-Rating of Target			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender [c]	.02*	.06	.31[t]	.07
	Relationship Type		.14	-.02	.00
2	Anxious Attachment (P)	.15*	.20	.12	.01
	Avoidant Attachment (P)		-.40*	-.50*	.18
3	Anxious Attachment (M)	.06	.15	.15	.02
	Avoidant Attachment (M)		.20	.20	.03

Note. $R^2 = .24$, $F(6, 36) = 1.84$

$N = 43$.

(P) = Peer; (M) = Mother; (RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

Table A6.2

Regression Analysis for Variables Predicting Target's Destructive Conflict Management Strategies: Self-Rating (N = 43).

		Self-Rating			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.05	-.06	-.10	.00
	Relationship Type		.19	.21	.04
	Social Desirability		-.08	.04	.00
2	Anxious Attachment (P)	.05	.19	.20	.03
	Avoidant Attachment (P)		.15	.10	.01
3	Anxious Attachment (M)	.10	-.18	-.18	.02
	Avoidant Attachment (M)		.32[t]	.22[t]	.09

Note. $R^2 = .20$, $F\ (7, 36) = 1.29$

(P) = Peer; (M) = Mother.

(RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

Table A6.3

Hierarchical Regression Analysis Predicting Target's Destructive Conflict Management Strategies: Observer-Rating.

		Observer-Rating of Target			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.08	-.14[t]	-.40*	.35
	Relationship Type		.24*	.37*	.12
2	Anxious Attachment (P)	.13*	-.09	.15	.00
	Avoidant Attachment (P)		.40*	.51**	.08
3	Anxious Attachment (M)	.10[t]	-.32[t]	-.32[t]	.18
	Avoidant Attachment (M)		-.08	-.08	.01

Note. $R^2 = .30$, $F(6, 36) = 2.59$*

$N = 43$.

(P) = Peer; (M) = Mother; (RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

Table A6.4

Hierarchical Regression Predicting Dyadic Disagreements: Self-Ratings.

		Self-Rating			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.01	.02	-.11	.01
	Relationship Type		.06	.06	.00
	Social Desirability		-.10	-.07	.00
2	Anxious Attachment (P)	.07	.30	.32	.07
	Avoidant Attachment (P)		.10	.23	.03
3	Anxious Attachment (M)	.10	-.36*	-.36*	.09
	Avoidant Attachment (M)		-.04	-.04	.00

Note. $R^2 = .19$, $F\ (7, 36) = 1.18$

$N = 44$.

(P) = Peer; (M) = Mother.

(RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

Table A6.5

Hierarchical Regression Analysis Predicting Negative Emotions: Self-Ratings.

		Self-Rating			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.11	-.05	-.16	.02
	Relationship Type		.31*	.35*	.12
	Social Desirability		-.05	.02	.00
2	Anxious Attachment (P)	.10	.15	.17	.02
	Avoidant Attachment (P)		.30[t]	.28	.05
3	Anxious Attachment (M)	.07	-.18	-.18	.02
	Avoidant Attachment (M)		.24	.24	.05

Note. $R^2 = .27$, $F(7, 36) = 1.93$

$N = 44$.

(P) = Peer; (M) = Mother.

(RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

Table A6.6

Hierarchical Regression Analysis Predicting Positive Emotions: Self-Ratings.

		Self-Rating			
Block	Predictor	ΔR^2	β^a	β^b	sr^{2b}
1	Gender[c]	.13	.04	.09	.01
	Relationship Type		-.33*	-.33*	.09
	Social Desirability		-.23	-.34[t]	.06
2	Anxious Attachment (P)	.05	-.25	-.26	.04
	Avoidant Attachment (P)		-.09	-.10	.01
3	Anxious Attachment (M)	.04	.18	.18	.02
	Avoidant Attachment (M)		-.14	-.14	.02

Note. $R^2 = .22$, F (7, 36) = 1.47

$N = 44$.

(P) = Peer; (M) = Mother.

(RT) = Relationship Type; friendships = 0, romantic = 1.

[a] Beta when entered, [b] Beta on last block, [c] females = 0, males = 1.

[t] $p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

APPENDIX B

Recruitment Letters to Students and Consent Forms

Center for Research in Human Development
Department of Psychology
Tel: (514) 848-7560
Fax: (514) 848-2815

November 2001

Dear Student,

We are writing to ask for your participation in the Concordia Relationships and Well-Being Project. With this project we hope to better understand how relationship quality with others helps adolescents, like you, deal with challenges in your life.

Your participation will help us a lot! We are asking you to complete questionnaires and a computer task at school. The questionnaires ask about your relationships with your parents and friends, other family relationships, and how you feel and act (e.g., breaking rules, drug use, mood, decision making, helpfulness to others). These questionnaires have often been used with adolescents like you. The computer task is about possible situations with parents and friends. You will be asked what you would think, do, and feel in these situations. The questionnaires and computer task will each take about one class period to complete, at a time that is convenient for your teacher.

Of course we keep all your answers confidential. We hope that you choose to participate; if so, please sign the consent form, have one of your parents sign it too, and return it to your French teacher as soon as possible. *Even if you say no*, please complete the top of the consent form, and return it. **All students returning the form (whether answering "yes" or "no") will have their names entered in a draw for *Cineplex Odeon movie passes and HMV gift certificates!!***

Our work is funded by the Social Sciences and Humanities Research Council of Canada, and is concerned with the development of adolescents' academic performance and social well-being. Because changes over time are important, we will ask you again in the next two years to complete similar questionnaires. However, you don't have to continue at that time if you don't want to.

If you (or your parents) have questions or wish further information to decide about participating, please indicate a convenient telephone number on the form so that we can call you. Also, please do not hesitate to call one of us at the numbers below. Thanks for your assistance.

Sincerely,

Daniela Pelle
Research Assistant
(848-7560)

Anna Beth Doyle, Ph.D.
Professor of Psychology
(848-7538)

Dorothy Markiewicz,Ph.D.
Professor of Applied Human Sciences and Psychology
(848-2268)

Centre for Research in Human Development
Department of Psychology
tel: (514) 848-7560 fax: (514) 848-2815

November 2001 (JHS-i)

Consent Form For Students To Participate in Research

Student's Name:_____

Student's Date of Birth:_____Age:_____

School: LCCHS Grade:_____ French Teacher's name/class:_____

Check where applicable:

_____ YES, my parent(s) and I agree to **my participation** in the Relationships and Well-being study conducted by Dr. Anna Beth Doyle, and Dr. Dorothy Markiewicz.
(Student and parent please sign below).

_____ Before my parent(s) or I agree to my participation, please call to discuss the project.
Name_____ and phone number _____.

_____ NO, my parent(s) or I do not agree to my participation.

IF YOU AGREE TO THE STUDENT'S PARTICIPATION, please complete the following:

We have been informed that the purpose of the study is to understand students' relationships with family and peers, and well-being. Participation will involve approximately 2 hours of the student's class time in the winter term, completing questionnaires about friendships and family relationships. Students will also answer questions on a computer about their thoughts and feelings in possible situations with parents and friends. We understand that **all information will be confidential** to the research team and identified only by number, although if life-threatening circumstances are reported, the research team will legally have to break confidentiality. We understand that the student may withdraw consent and may discontinue participation at any time.

Student's Signature: _____

Parent's Signature:_____Date_____

Parent(s) Name(s)_____

Address_____

City & Postal Code_____Phone Number_____

PLEASE RETURN THIS FORM TO YOUR FRENCH TEACHER AS SOON AS POSSIBLE.

Centre for Research in Human Development
Department of Psychology
tel: (514) 848-2424 Ext. 7560 fax: (514) 848-2815

JHSv
October, 2005

Dear Student,

Over the last four years, as you may remember, you participated in the Concordia Relationships and Well-being Project, telling us about your relationships, feelings and behaviour. **We are now writing to ask you to help us in the fifth year of our study.**

We are asking you to complete questionnaires again during class time at school, at times convenient for your teacher. This will take about two class periods during the year. The questionnaires are mostly like last year, and ask about your relationships with parents and friends, and how you and your friends feel and act (e.g., mood, helping others, making decisions, and breaking rules). Of course, we keep all of your information confidential

We really appreciate that you helped us in the past. **Your help again this year is very important** because we need to understand how changes affect students your age over time. T**hose students who choose to participate again this year will be entered in THE GRAND-PRIZE draw for an MP3 PLAYER !!!**

Please complete the enclosed consent form, and return it to your to the French teacher as soon as possible, e*ven if you say no*. Although we hope that you say yes, it is your choice whether or not to participate. **All students returning the form will have their names entered in a draw for *Cineplex Odeon movie passes and HMV gift certificates!!***

If you have any questions feel free to call one of us at the numbers below.
Thanks a lot!

Genevieve Torrico, B.A.
M.A. Candidate
(848-2424 ext. 7560)

Stine Linden-Andersen, M.A.
Ph.D. Candidate
(848-2424 ext. 7538)

Anna-Beth Doyle, Ph.D
Professor of Psychology
(848-2424 ext. 7538)

Dorothy Markiewicz, Ph.D.
Professor of Applied Human Sciences and Psychology
(848-2424 ext. 2268)

Centre for Research in Human Development
Department of Psychology
tel: (514) 848-2424 ext. 7560 fax: (514) 848-2815
November 2005 (JHSv)

Consent Form For Students To Participate in Research

Student's Name:_____

Student's Date of Birth:_____Age:_____

School: LCCHS Grade:_____ Teacher's name/class:_____

Check one line:

_____ YES, **I agree to participate** in the Relationships and Well-being study conducted by Dr. Anna Beth Doyle and Dr. Dorothy Markiewicz.
(Student please sign below).

_____ Before I agree to participate, please call me or my parents to discuss the project.
Name_____ and phone number _____.

_____ NO, I do not agree to participate.

IF YOU AGREE TO PARTICIPATE, please complete the following:

I have been informed that the purpose of the study is to understand my relationships with family and peers, adjustment and well-being. Participation will involve approximately 1½ hours of my class time during the year, completing questionnaires about friendships and family relationships, self-perceptions and emotional and behavioural adjustment. I understand that **all information will be confidential** to the research team and identified only by number, although if I report life-threatening circumstances, the research team will legally have to break confidentiality. I understand that general results may be published. I also understand that I may withdraw consent and may discontinue participation at any time.

Student's Signature:_____Date_____

Email address: _____

Parent(s) Name(s)_____

Address_____

City & Postal Code_____ Phone Number_____

PLEASE RETURN THIS FORM TO YOUR TEACHER AS SOON AS POSSIBLE.

If at any time you have questions about your rights as a research participant, please contact Adela Reid, Research Ethics and Compliance Officer, Concordia University, at 514.848.2424, ext. 7481 or by email at ***Adela.Reid@Concordia.ca****.*

Centre for Research in Human Development
Department of Psychology
Tel: (514) 848-2424 Ext. 7560
Fax: (514) 848-2815

November 2006 JHSvi

Dear

Welcome to the **final year** of The Concordia Relationships and Well-Being Project that you have taken part in over the last 5 years at LCCHS. We are writing to invite **you and a romantic partner or close friend** to participate in another **exciting and important phase of the project.** In return, you will **each receive $25** (plus bus fare or parking).

We would like you **and a romantic partner or close friend** to come **to Concordia** to complete some questionnaires on your relationship and feelings, and to participate in a 20-minute videotaped discussion task. The discussion is about solving a problem and most young adults find it interesting.

Sessions will be held in the **Psychology building on the Loyola campus** of Concordia and **will take about 1.5 hours,** at a time convenient for you**.**

If you are willing to help us, even if you aren't sure yet whether a partner or friend can come with you**, please send us an email with your name and phone** number at **relation@alcor.concordia.ca** or call us at 848-2424 ext 7560. If by chance you are not interested in participating, please also let us know that by email or phone.

All those who email or phone us about their willingness to participate, answering yes or no, within a week of receiving this letter, will be entered in a **draw for a HMV gift certificate or movie passes** with a 1 to 10 chance of winning.

We will contact you by phone and/or email to discuss your participation, any questions, and possible appointment times convenient for you and a romantic partner or close friend. As always, your participation is completely voluntary and the information you provide will be **confidential** to the research team and will be identified by number only.

We hope you will come to visit us at Concordia and look forward to speaking with you soon. We would really appreciate your continued participation in the project.

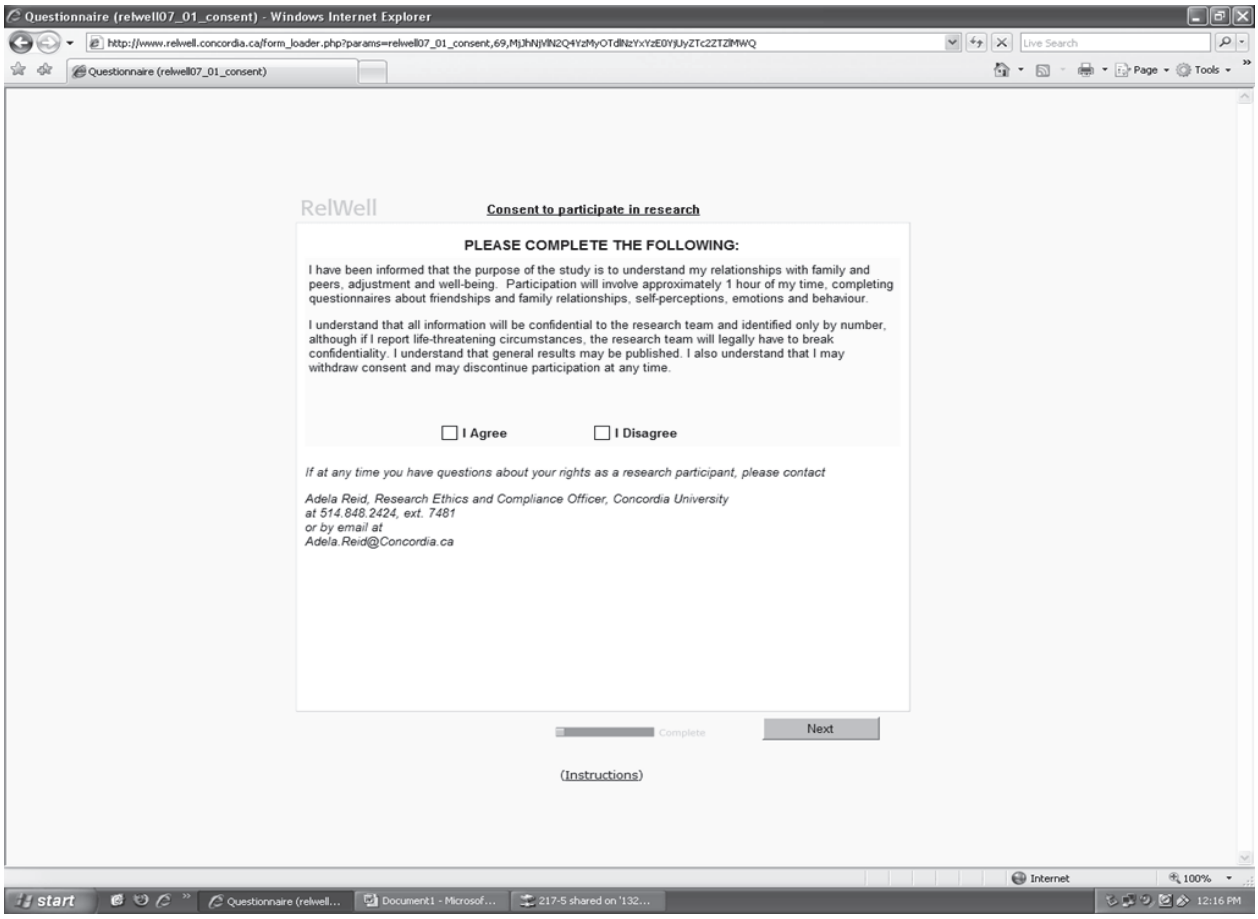
Sincerely,

Nikki Ratto
Graduate Student

Stine Linden-Andersen
Graduate Student

Anna-Beth Doyle
Professor of Psychology

Dorothy Markiewicz
Professor of Psychology and Applied Human Sciences


Questionnaire (relwell07_01_consent) - Windows Internet Explorer
http://www.relwell.concordia.ca/form_loader.php?params=relwell07_01_consent,69,MjJhNjVlN2Q4YzMyOTdlNzYxYzE0YjUyZTc2ZTZlMWQ
Questionnaire (relwell07_01_consent)
RelWell
Consent to participate in research
PLEASE COMPLETE THE FOLLOWING:
I have been informed that the purpose of the study is to understand my relationships with family and peers, adjustment and well-being. Participation will involve approximately 1 hour of my time, completing questionnaires about friendships and family relationships, self-perceptions, emotions and behaviour.
I understand that all information will be confidential to the research team and identified only by number, although if I report life-threatening circumstances, the research team will legally have to break confidentiality. I understand that general results may be published. I also understand that I may withdraw consent and may discontinue participation at any time.
I Agree
I Disagree
If at any time you have questions about your rights as a research participant, please contact
Adela Reid, Research Ethics and Compliance Officer, Concordia University
at 514.848.2424, ext. 7481
or by email at
Adela.Reid@Concordia.ca
Complete
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Centre for Research in Human Development
Department of Psychology
Tel: (514) 848-2424 Ext. 7560
Fax: (514) 848-2815

January 2007 JHSvi

Dear

Hello again! Remember us from Lasalle C.C.H.S or our recent letter? You participated in our study The Concordia Relationships and Well-Being Project during the past five years and we would really appreciate your participation again **this final time.** It will help us a lot!

This time we are asking you to **complete questionnaires on the WEB at www.relation.concordia.ca**. Your ID number is _____.

In return, you will receive **$20** and a chance to win an **MP3 player.** All those who complete the consent form, answering yes or no, will as usual also be entered in a draw for a **HMV gift certificate**.

As before, the questionnaires ask about your relationships with your parents, friends, and romantic partners, as well as how you feel about issues that young adults often face. Our study aims to better understand how young people like you deal with challenges in your life over time. The questionnaires should take approximately an hour to complete, and we keep all of your answers confidential.

If you do not have access to the internet, do not feel comfortable using it, or have problems with our website or questions about the study, please email us at **relation@alcor.concordia.ca** or call us at **848-2424 ext 7560** to let us know (leave a message if we're not in).

So, go to **www.relation.concordia.ca** to begin! We look forward to hearing from you.

Sincerely,

Nikki Ratto
Graduate Student

Stine Linden-Andersen
Graduate Student

Anna-Beth Doyle
Professor of Psychology

Dorothy Markiewicz
Professor of Psychology and Applied Human Sciences

APPENDIX C

Self-Report Questionnaires, Time 0, Time 1, and Time 3

Please do not mark in this area

				1

We would like to know a little more about your parents. Please complete the following as best you can.

PARENT INFORMATION

Please answer about the mom/stepmom who lives with you (☒ one):

☐ Mom **OR** ☐ Stepmom

1. What level of education does your mom have (☒ the highest level completed)?
   - ☐ Elementary School
   - ☐ High School
   - ☐ CEGEP/Technical School
   - ☐ University - Bachelor's
   - ☐ University - Master's or Doctorate, Law degree

2. Is your mom working now at a paid job? ☐ **Yes** ☐ **No**

   If she is not currently working at a paid job, go to question # 7.

3. Does she work: ☐ Full-time (35+ hours a week) OR ☐ Part-time?

4. What does your mother do for a living (e.g., doctor, office manager, factory worker, salesperson)?

   _____

5. What are her main activities at work?

   _____

6. What industry is this in (e.g. what does the employer sell or make)?

   _____

7. **If your mom is not currently working at a paid job**, would you say she was looking for work, keeping house, or unable to work (☒ one only)?

   ☐ Looking for work ☐ Keeping house ☐ Unable to work

Please do not mark in this area

Please do not mark in this area

				1

Please answer about the dad/stepdad who lives with you (☒ one):

☐ Dad **OR** ☐ Stepdad

8. What level of education does your dad have (☒ the highest level completed)?

   ☐ Elementary School
   ☐ High School
   ☐ CEGEP/Technical School
   ☐ University - Bachelor's
   ☐ University - Master's or Doctorate, Law degree

9. Is your dad working now at a paid job? ☐ **Yes** ☐ **No**

   If he is not currently working at a paid job, go to question 14.

10. Does he work: ☐ Full-time (35+ hours a week) OR ☐ Part-time?

11. What does your father do for a living (e.g., doctor, office manager, factory worker, salesperson)?

    _____

12. What are his main activities at work?

    _____

13. What industry is this in (e.g. what does the employer sell or make)?

    _____

14. **If your dad is not currently working at a paid job**, would you say he was looking for work, keeping house, or unable to work (☒ one only)?

    ☐ Looking for work ☐ Keeping house ☐ Unable to work

15. How well off financially is your family?

    ☐ Very well off
    ☐ Quite well off
    ☐ Average
    ☐ Not very well off
    ☐ Not at all well off

Please do not mark in this area

GENERAL INFORMATION

Please do not mark in this area

				5

This information will help us describe the participants in our study.

1. Age: ☐☐

   Date of Birth: DAY ☐☐ / MONTH ☐☐ / YEAR ☐☐

2. Sex: ☐ Female ☐ Male

3. Grade: ☐ 8 ☐ 9 ☐ 10 ☐ 11

4. My mom is currently (☒ one box):

☐ Married to my dad (or living with)
☐ Divorced/Separated ☐ Widowed
☐ Single ☐ Other (specify)
☐ Remarried

5. My dad is currently (☒ one box):

☐ Married to my mom (or living with)
☐ Divorced/Separated ☐ Widowed
☐ Single ☐ Other (specify)
☐ Remarried

6. Who lives in your home with you?

☒ all that apply. (If you live in more than one home, tell us about the home you live in most.)

☐ Mom ☐ Sisters/Stepsisters
☐ Dad ☐ Brothers/Stepbrothers
☐ Stepmom ☐ Other (Specify)
☐ Stepdad

7. For questions 4 to 6, have any of these people/living situations changed since last year?

☐ Yes ☐ No

8. Performance in academic subjects.

(☒ a box for each subject that you take)

a. English

☐ **Failing** ☐ **Below Average** ☐ **Average** ☐ **Above Average**

b. History/Economics/Law /Geography

☐ **Failing** ☐ **Below Average** ☐ **Average** ☐ **Above Average**

c. Mathematics

☐ **Failing** ☐ **Below Average** ☐ **Average** ☐ **Above Average**

d. Science/Physics/Chemistry/Biology

☐ **Failing** ☐ **Below Average** ☐ **Average** ☐ **Above Average**

SECURE BASE

Please do not mark in this area

				5

These questions ask about your relationships with each of the following people:

1) your Mom (or Stepmom; the person you live with most)

If you don't have a mom/stepmom, ☒ this box ⟶ ☐ and leave the "mom" items blank

2) your Dad (or Stepdad; the person you live with most)

If you don't have a dad/stepdad, ☒ this box ⟶ ☐ and leave the "dad" items blank

3) your closest same-sex best friend Put their initials here: ☐☐

Please answer by making an ☒ in the appropriate box on each line.
Sometimes the answers for different people may be the same; sometimes they may be different.

1. How much can you always count on this person?

	Little or None	Some-what	Very Much	Extremely	The Most
Mom:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Dad:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Friend:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

2. How much will this person always be there for you?

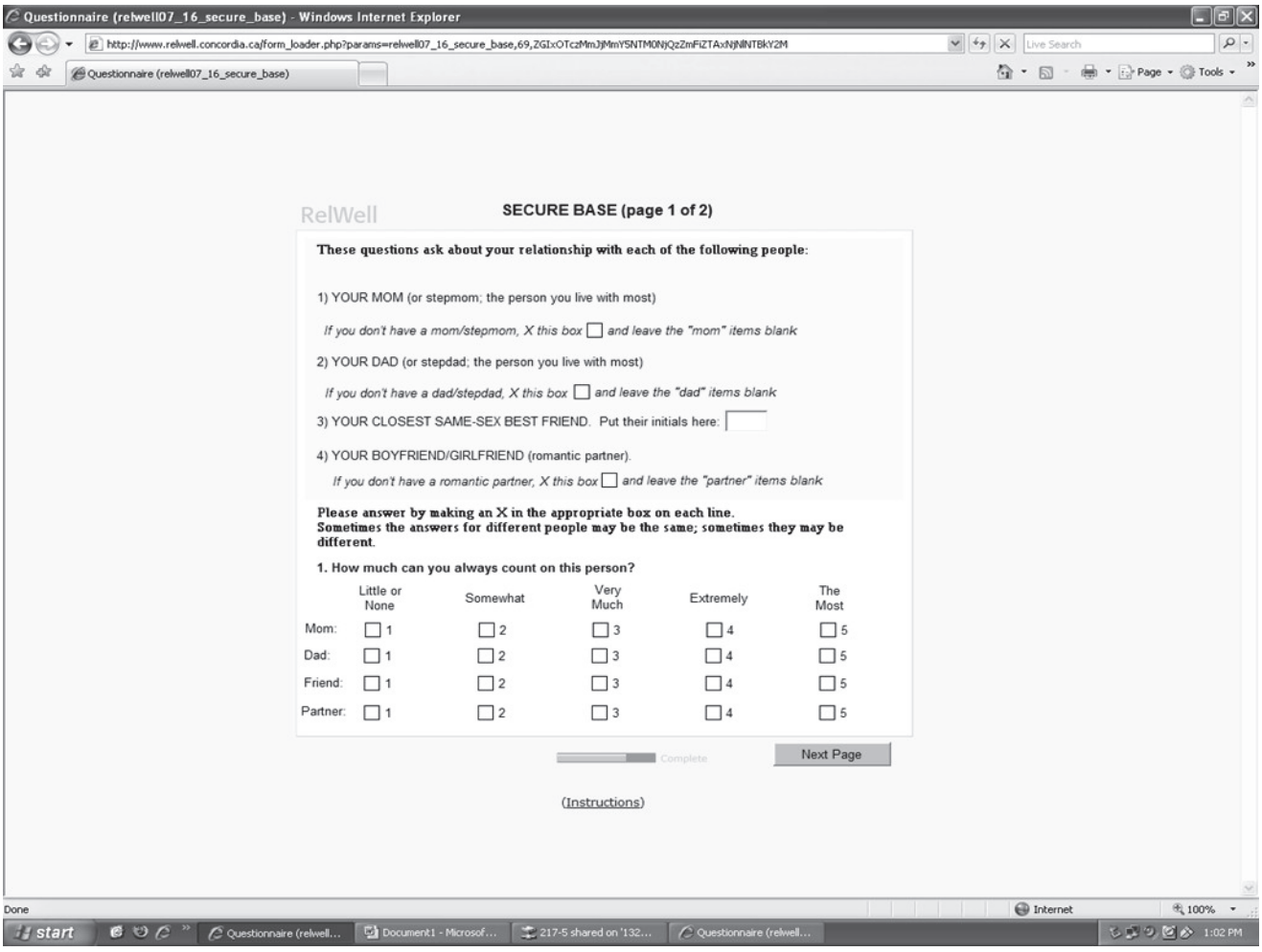
	Little or None	Some-what	Very Much	Extremely	The Most
Mom:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Dad:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Friend:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

3. How much do you count on this person for advice?

	Little or None	Some-what	Very Much	Extremely	The Most
Mom:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Dad:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Friend:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

4. How much will this person do almost anything for you?

	Little or None	Some-what	Very Much	Extremely	The Most
Mom:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Dad:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Friend:	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5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http://www.relwell.concordia.ca/form_loader.php?params=relwell07_16_secure_base,69,ZGIxOTczMmJjMmY5NTM0NjQzZmFiZTAxNjNlNTBkY2M
Questionnaire (relwell07_16_secure_base)
RelWell
SECURE BASE (page 1 of 2)
These questions ask about your relationship with each of the following people:
1) YOUR MOM (or stepmom; the person you live with most)
If you don't have a mom/stepmom, X this box ☐ and leave the "mom" items blank
2) YOUR DAD (or stepdad; the person you live with most)
If you don't have a dad/stepdad, X this box ☐ and leave the "dad" items blank
3) YOUR CLOSEST SAME-SEX BEST FRIEND. Put their initials here: ☐
4) YOUR BOYFRIEND/GIRLFRIEND (romantic partner).
If you don't have a romantic partner, X this box ☐ and leave the "partner" items blank
Please answer by making an X in the appropriate box on each line.
Sometimes the answers for different people may be the same; sometimes they may be different.
1. How much can you always count on this person?
Little or None
Somewhat
Very Much
Extremely
The Most
Mom: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Dad: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Friend: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Partner: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Complete
Next Page
(Instructions)
Done
Internet
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start
Questionnaire (relwell...
Document1 - Microsof...
217-5 shared on '132...
Questionnaire (relwell...
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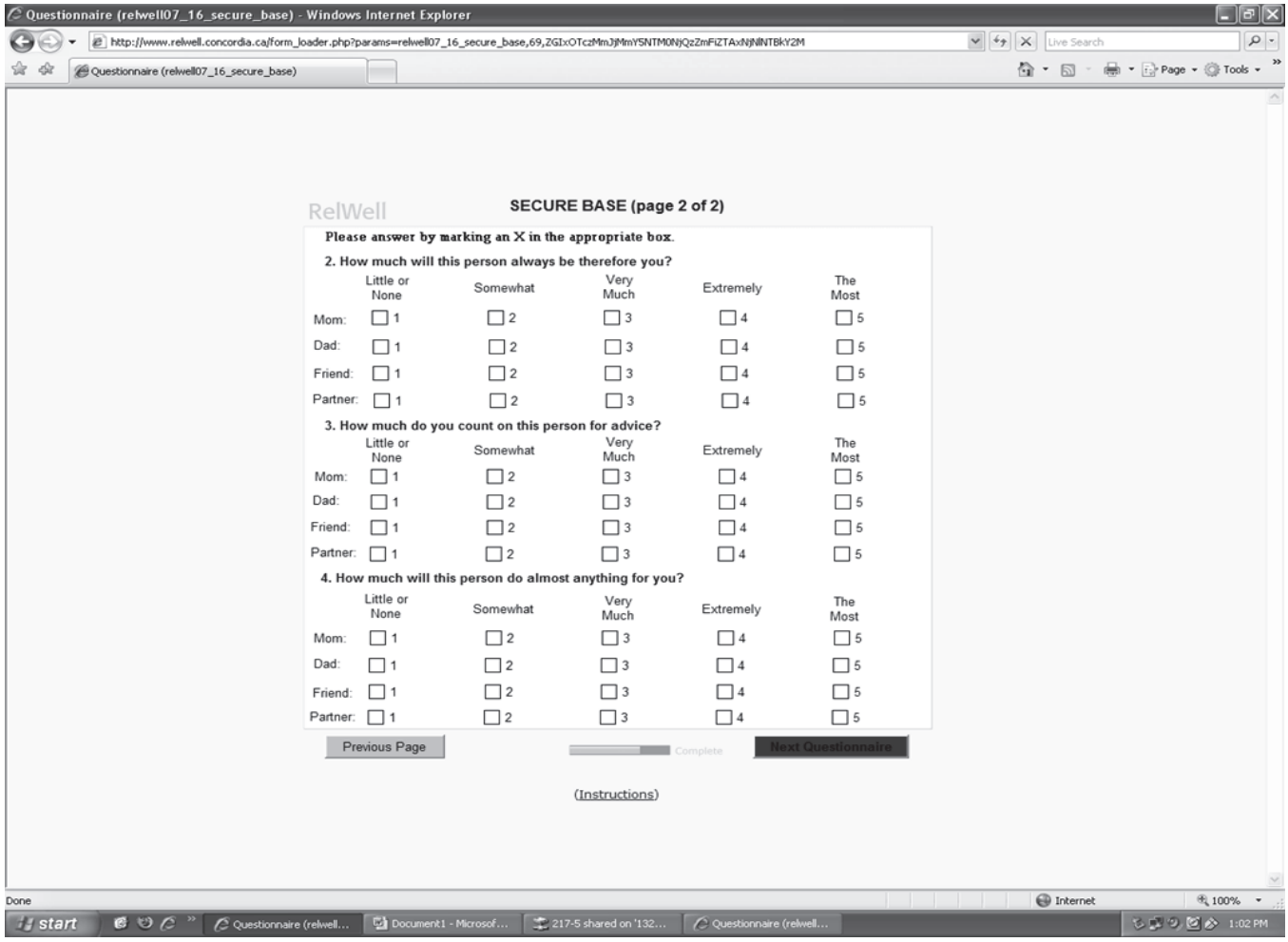
Questionnaire (relwell07_16_secure_base) - Windows Internet Explorer
http://www.relwell.concordia.ca/form_loader.php?params=relwell07_16_secure_base,69,ZGIxOTczMmJjMmY5NTM0NjQzZmFiZTAxNjNlNTBkY2M
Questionnaire (relwell07_16_secure_base)
RelWell
SECURE BASE (page 2 of 2)
Please answer by marking an X in the appropriate box.
2. How much will this person always be therefore you?
Little or None | Somewhat | Very Much | Extremely | The Most
Mom: 1 2 3 4 5
Dad: 1 2 3 4 5
Friend: 1 2 3 4 5
Partner: 1 2 3 4 5
3. How much do you count on this person for advice?
Little or None | Somewhat | Very Much | Extremely | The Most
Mom: 1 2 3 4 5
Dad: 1 2 3 4 5
Friend: 1 2 3 4 5
Partner: 1 2 3 4 5
4. How much will this person do almost anything for you?
Little or None | Somewhat | Very Much | Extremely | The Most
Mom: 1 2 3 4 5
Dad: 1 2 3 4 5
Friend: 1 2 3 4 5
Partner: 1 2 3 4 5
Previous Page
Complete
Next Questionnaire
(Instructions)
Done
Internet
100%
start
Questionnaire (relwell...
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Questionnaire (relwell...
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EXPERIENCES WITH MOTHER (ECRM)

Please do not mark in this area

				5

Order ☐1 ☐2

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

If you have both a mom and a stepmom, tell us about the one most important to you.

Who are you thinking of when you fill out this questionnaire? (☒one box):

☐ Mom OR ☐ Stepmom

Read each statement below and indicate how much each describes your feelings with this parent. Respond how you generally feel with this parent. **Put an ☒ in the box with the number** that is true for you.

	1 Disagree Strongly	2	3	4 Neutral/ Mixed	5	6	7 Agree Strongly
1. I worry about being abandoned by my mother.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
2. I am very comfortable being close to my mother.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
3. I worry a lot about my relationship with my mother.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
4. I worry that my mother doesn't care about me as much as I care about her.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
5. I get uncomfortable when my mother wants to be very close.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
6. I worry a lot about losing my mother.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
7. I don't feel comfortable opening up to my mother.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
8. I often wish that my mother's feelings for me were as strong as my feelings for her.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
9. I want to be close to my mother, but I keep pulling back.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
10. I am nervous when my mother gets too close to me.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
11. I worry about being without my mother.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
12. I am comfortable sharing my private thoughts and feelings with my mother.	☐1	☐2	☐3	☐4	☐5	☐6	☐7
13. I try to avoid getting too close to my mother.	☐1	☐2	☐3	☐4	☐5	☐6	☐7

Disagree Strongly			Neutral/ Mixed			Agree Strongly
1	2	3	4	5	6	7

EXPERIENCES WITH MOTHER (ECRM)

Please do not mark in this area

						5

	1	2	3	4	5	6	7
	Disagree Strongly			Neutral/ Mixed			Agree Strongly
14. I need a lot of reassurance that I am loved by my mother.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
15. I find it relatively easy to be close to my mother.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
16. If I can't get my mother to pay attention to me, I get upset or angry.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
17. I find that my mother doesn't want to get as close as I would like.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
18. I usually talk about my problems and concerns with my mother.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
19. Without my mother, I feel a bit anxious and insecure.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
20. I don't mind asking my mother for comfort, advice, or help.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
21. It helps to turn to my mother in times of need.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
22. When my mother disapproves of me, I feel really bad about myself.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
23. I turn to my mother for many things, including comfort and reassurance.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
24. I feel angry when my mother spends time away from me.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7

	Disagree Strongly			Neutral/ Mixed			Agree Strongly
	1	2	3	4	5	6	7

MC-SD

Please do not mark in this area

				5

For the following questions, please ☒ "T" for True and "F" for False.	True	False
1. It is sometimes hard for me to go on with my work if I am not encouraged.	☐ T	☐ F
2. I sometimes feel resentful when I don't get my way.	☐ T	☐ F
3. On a few occasions, I have given up doing something because I thought too little of my ability.	☐ T	☐ F
4. I like to gossip at times.	☐ T	☐ F
5. There have been times when I felt like rebelling against people in authority even though I knew they were right.	☐ T	☐ F
6. No matter who I'm talking to, I'm always a good listener.	☐ T	☐ F
7. There have been occasions when I took advantage of someone.	☐ T	☐ F
8. I'm always willing to admit it when I make a mistake.	☐ T	☐ F
9. I sometimes try to get even, rather than forgive and forget.	☐ T	☐ F
10. I am always courteous, even to people who are disagreeable.	☐ T	☐ F
11. At times I have really insisted on having things my own way.	☐ T	☐ F
12. I have never been annoyed when people expressed ideas very different from my own.	☐ T	☐ F
13. There have been times when I was quite jealous of the good fortune of others.	☐ T	☐ F
14. I am sometimes irritated by people who ask favours of me.	☐ T	☐ F
15. I have never deliberately said something that hurt someone's feelings.	☐ T	☐ F

APPENDIX D

Areas of Change Checklist (AOC) Time 2

(Dyadic Discussion Study)

Your Name_____ Date_____ ID (lab use only) _____

Areas of Change Checklist: Solvable Problems (RP)

Circle a number for any issue that is an area **in your relationship** that you would like to see change.

If it is a very serious problem, in your view, circle a "5," if it is only a small problem circle a "1", or circle a number in between (1= small problem, 5= major problem).

	1 Small problem	2	3	4	5 Major problem
1. I would like us to talk to each other more	1	2	3	4	5
2. I would like us to have more independence in our relationship.	1	2	3	4	5
3. I would like it if we were more organized.	1	2	3	4	5
4. I would like it if my partner spent more time with me.	1	2	3	4	5
5. I would like my partner's relationships with our families to improve.	1	2	3	4	5
6. I would like us to go to church, mosque, or synagogue together.	1	2	3	4	5
7. I would like us to have more fun together.	1	2	3	4	5
8. I would like to have fewer problems with my jealousy.	1	2	3	4	5
9. I would like to have fewer problems with my partner's jealousy.	1	2	3	4	5
10. I would like my partner to have fewer problems with alcohol and drugs.	1	2	3	4	5
11. I would like us to have some more friends in common.	1	2	3	4	5
12. I would like to be consulted on important decisions.	1	2	3	4	5
13. I want us to go out more together.	1	2	3	4	5
14. I would like my partner to watch less television when we're together and talk to me more instead	1	2	3	4	5
15. I would like my partner to talk on the phone less when we are together.	1	2	3	4	5
16. I want to receive more appreciation for what I do.	1	2	3	4	5
17. I would like it if we had fewer disagreements about spending money.	1	2	3	4	5
18. I would like us to have more fun than we do.	1	2	3	4	5
19. I don't feel my partner listens to me when I am upset.	1	2	3	4	5
20. I don't feel supported in this relationship.	1	2	3	4	5
Please describe another issue in your relationship that is not listed above _____	1	2	3	4	5
Anything else? _____	1	2	3	4	5

Adapted from J. Gottman

Your Name_____ Date_____ ID (lab use only) _____

Areas of Change Checklist: Solvable Problems (F)

Circle a number for any issue that is an area **in your relationship** that you would like to see change.

If it is a very serious problem, in your view, circle a "5," if it is only a small problem circle a "1", or circle a number in between (1= small problem, 5= major problem).

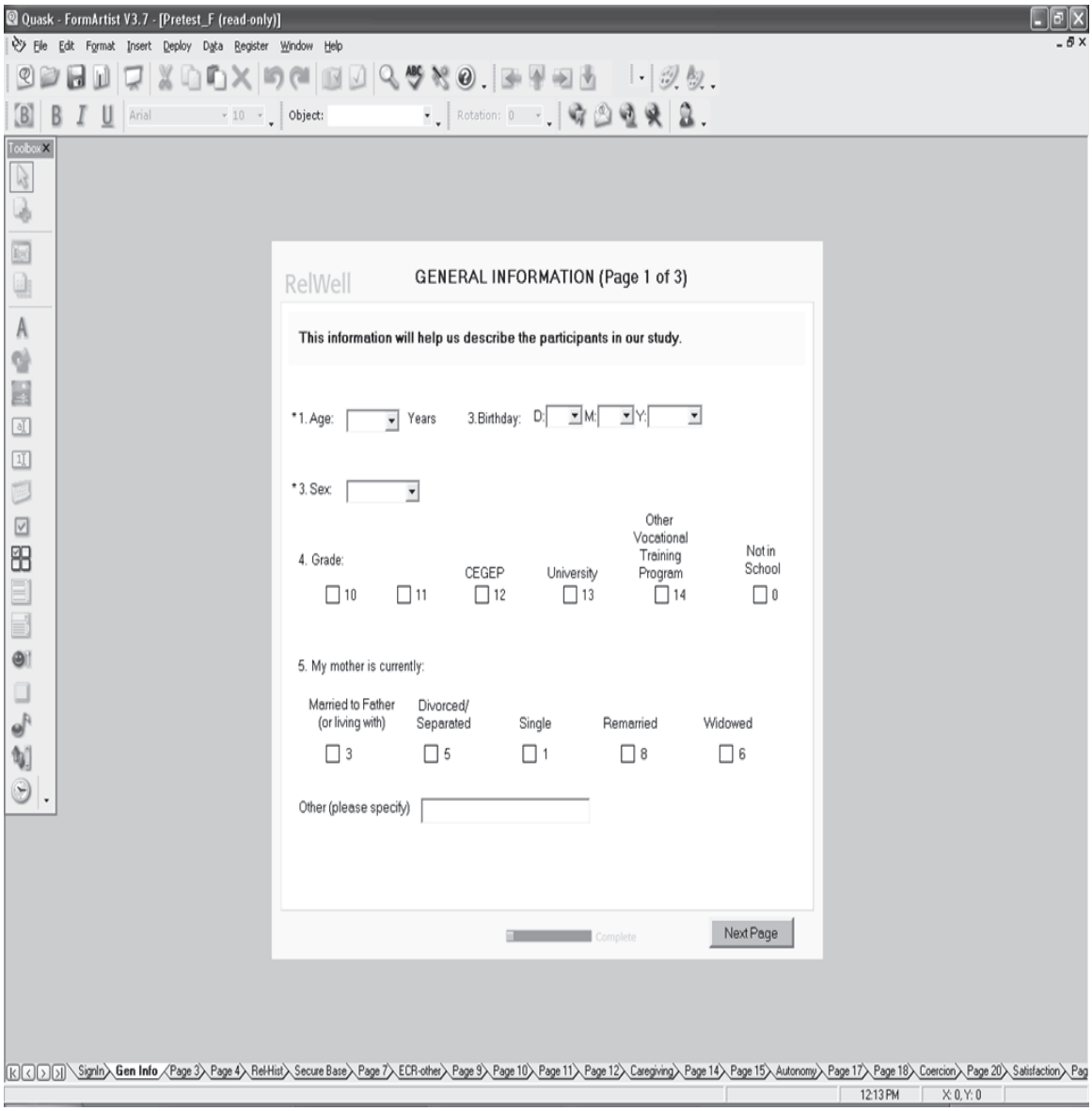
	1 Small problem	2	3	4	5 Major problem
1. I would like us to talk to each other more	1	2	3	4	5
2. I would like us to have more independence in our relationship.	1	2	3	4	5
3. I would like it if we were more organized.	1	2	3	4	5
4. I would like it if my friend spent more time with me.	1	2	3	4	5
5. I would like my friend's relationships with our families to improve.	1	2	3	4	5
6. I would like us to go to church, mosque, or synagogue together.	1	2	3	4	5
7. I would like us to have more fun together.	1	2	3	4	5
8. I would like to have fewer problems with my jealousy.	1	2	3	4	5
9. I would like to have fewer problems with my friend's jealousy.	1	2	3	4	5
10. I would like my friend to have fewer problems with alcohol and drugs.	1	2	3	4	5
11. I would like us to have some more friends in common.	1	2	3	4	5
12. I would like to be consulted on important decisions.	1	2	3	4	5
13. I want us to go out more together.	1	2	3	4	5
14. I would like my friend to watch less television when we're together and talk to me more instead	1	2	3	4	5
15. I would like my friend to talk on the phone less when we are together.	1	2	3	4	5
16. I want to receive more appreciation for what I do.	1	2	3	4	5
17. I would like it if we had fewer disagreements about spending money.	1	2	3	4	5
18. I would like us to have more fun than we do.	1	2	3	4	5
19. I don't feel my friend listens to me when I am upset.	1	2	3	4	5
20. I don't feel supported in this relationship.	1	2	3	4	5
Please describe another issue in your relationship that is not listed above					
_____	1	2	3	4	5
Anything else? _____	1	2	3	4	5

Adapted from J. Gottman

APPENDIX E

Pre-Task Questionnaires Time 2

(Dyadic Discussion Study)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RelWell
GENERAL INFORMATION (Page 1 of 3)
This information will help us describe the participants in our study.
*1. Age: Years
3.Birthday: D: M: Y:
*3. Sex:
4. Grade:
10
11
CEGEP 12
University 13
Other Vocational Training Program 14
Not in School 0
5. My mother is currently:
Married to Father (or living with) 3
Divorced/ Separated 5
Single 1
Remarried 8
Widowed 6
Other (please specify)
Complete
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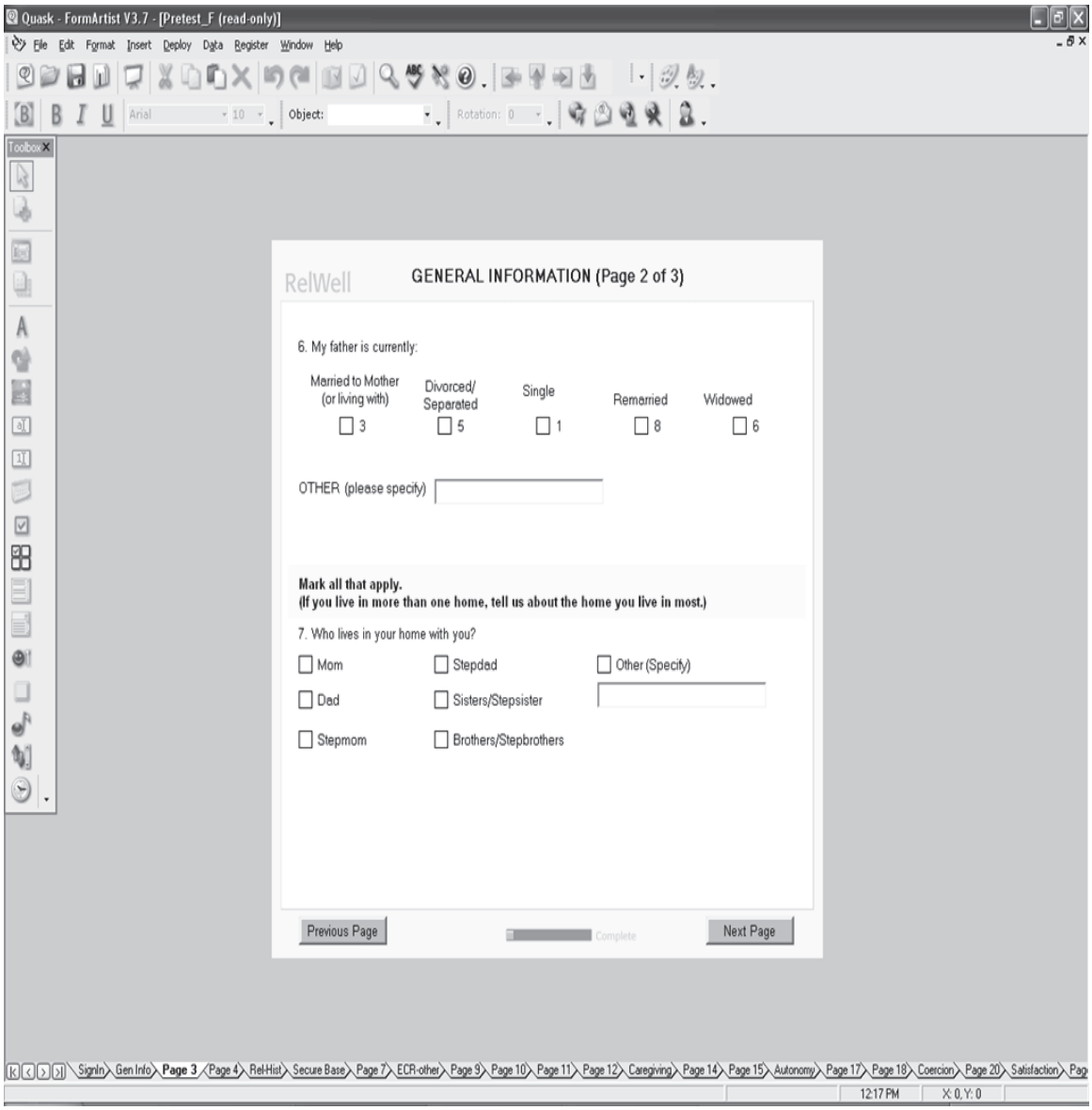
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RelWell
GENERAL INFORMATION (Page 2 of 3)
6. My father is currently:
Married to Mother (or living with)
3
Divorced/ Separated
5
Single
1
Remarried
8
Widowed
6
OTHER (please specify)
Mark all that apply.
(If you live in more than one home, tell us about the home you live in most.)
7. Who lives in your home with you?
Mom
Dad
Stepmom
Stepdad
Sisters/Stepsister
Brothers/Stepbrothers
Other (Specify)
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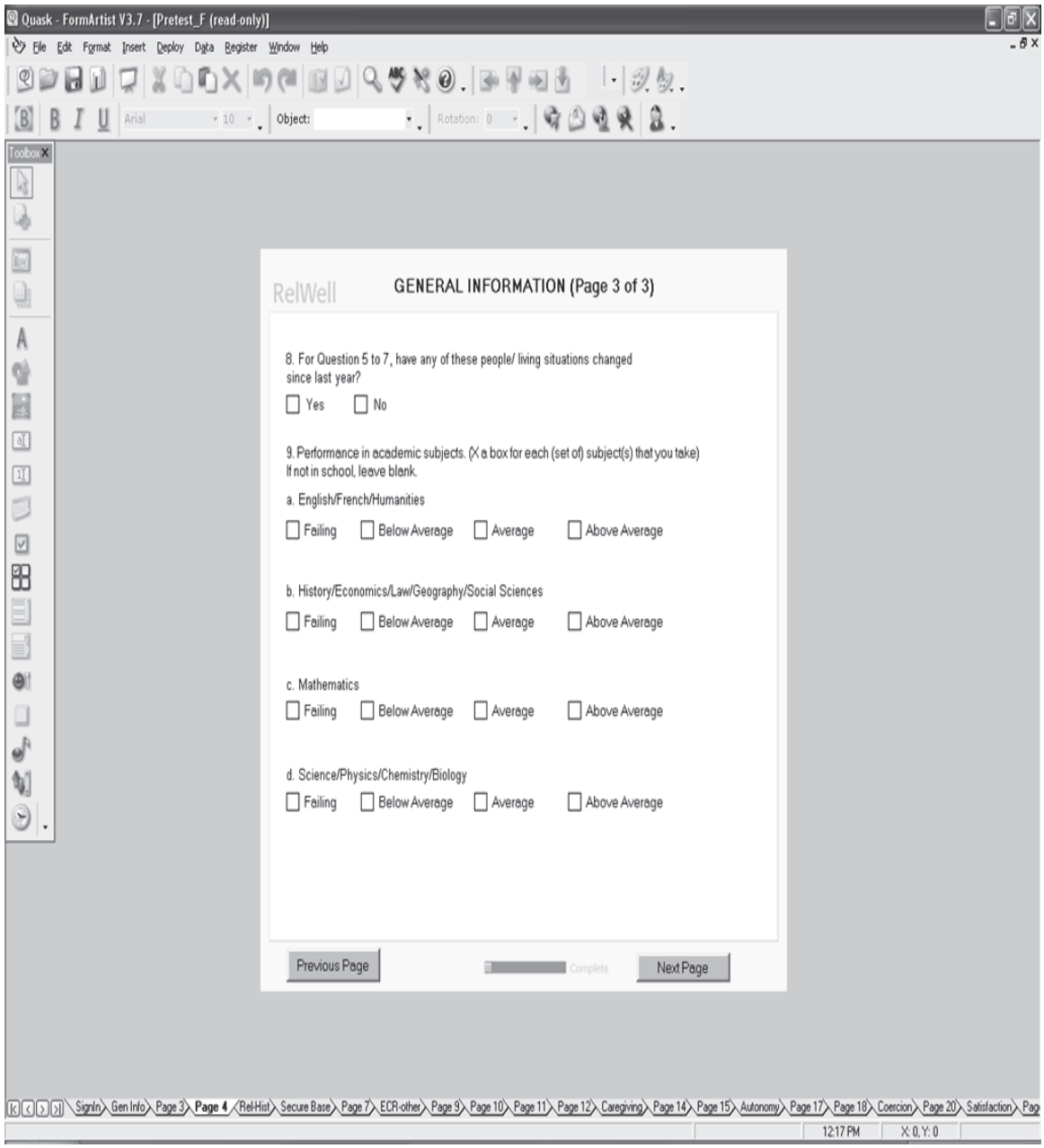
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GENERAL INFORMATION (Page 3 of 3)
8. For Question 5 to 7, have any of these people/ living situations changed since last year?
Yes
No
9. Performance in academic subjects. (X a box for each (set of) subject(s) that you take) If not in school, leave blank.
a. English/French/Humanities
Failing
Below Average
Average
Above Average
b. History/Economics/Law/Geography/Social Sciences
Failing
Below Average
Average
Above Average
c. Mathematics
Failing
Below Average
Average
Above Average
d. Science/Physics/Chemistry/Biology
Failing
Below Average
Average
Above Average
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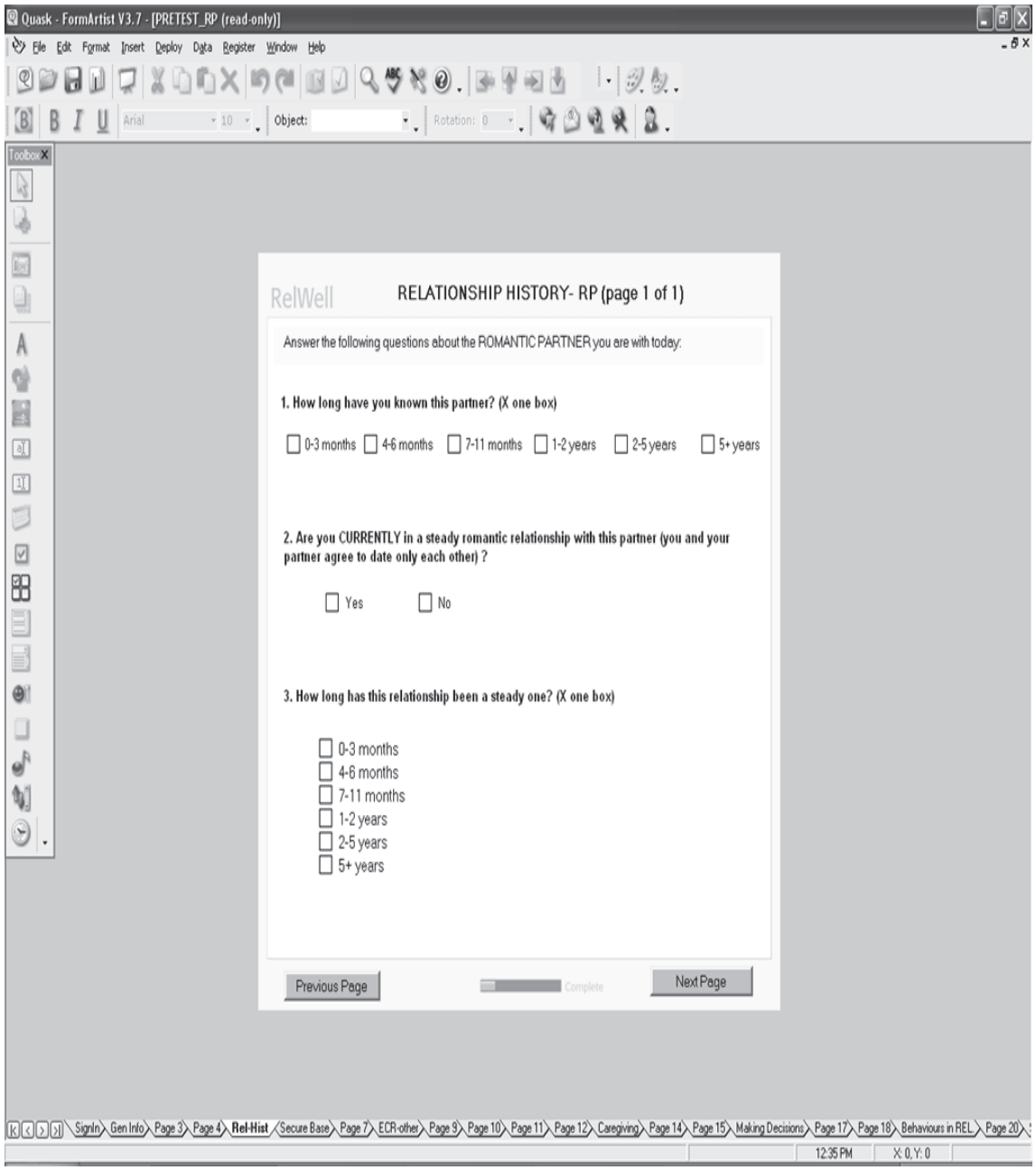
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RELATIONSHIP HISTORY- RP (page 1 of 1)
Answer the following questions about the ROMANTIC PARTNER you are with today:
1. How long have you known this partner? (X one box)
0-3 months 4-6 months 7-11 months 1-2 years 2-5 years 5+ years
2. Are you CURRENTLY in a steady romantic relationship with this partner (you and your partner agree to date only each other) ?
Yes No
3. How long has this relationship been a steady one? (X one box)
0-3 months
4-6 months
7-11 months
1-2 years
2-5 years
5+ years
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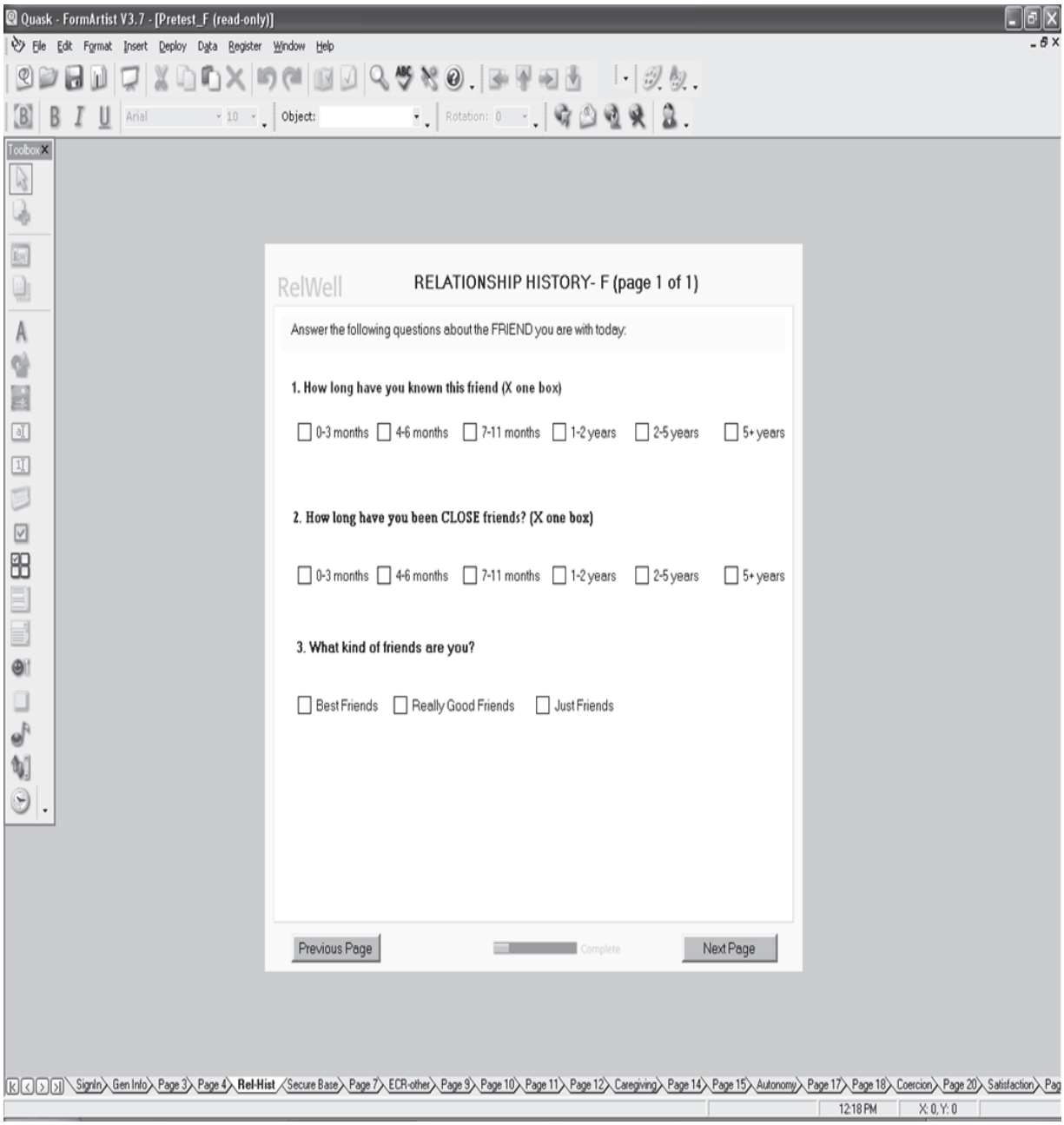
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RELATIONSHIP HISTORY- F (page 1 of 1)
Answer the following questions about the FRIEND you are with today:
1. How long have you known this friend (X one box)
0-3 months 4-6 months 7-11 months 1-2 years 2-5 years 5+ years
2. How long have you been CLOSE friends? (X one box)
0-3 months 4-6 months 7-11 months 1-2 years 2-5 years 5+ years
3. What kind of friends are you?
Best Friends Really Good Friends Just Friends
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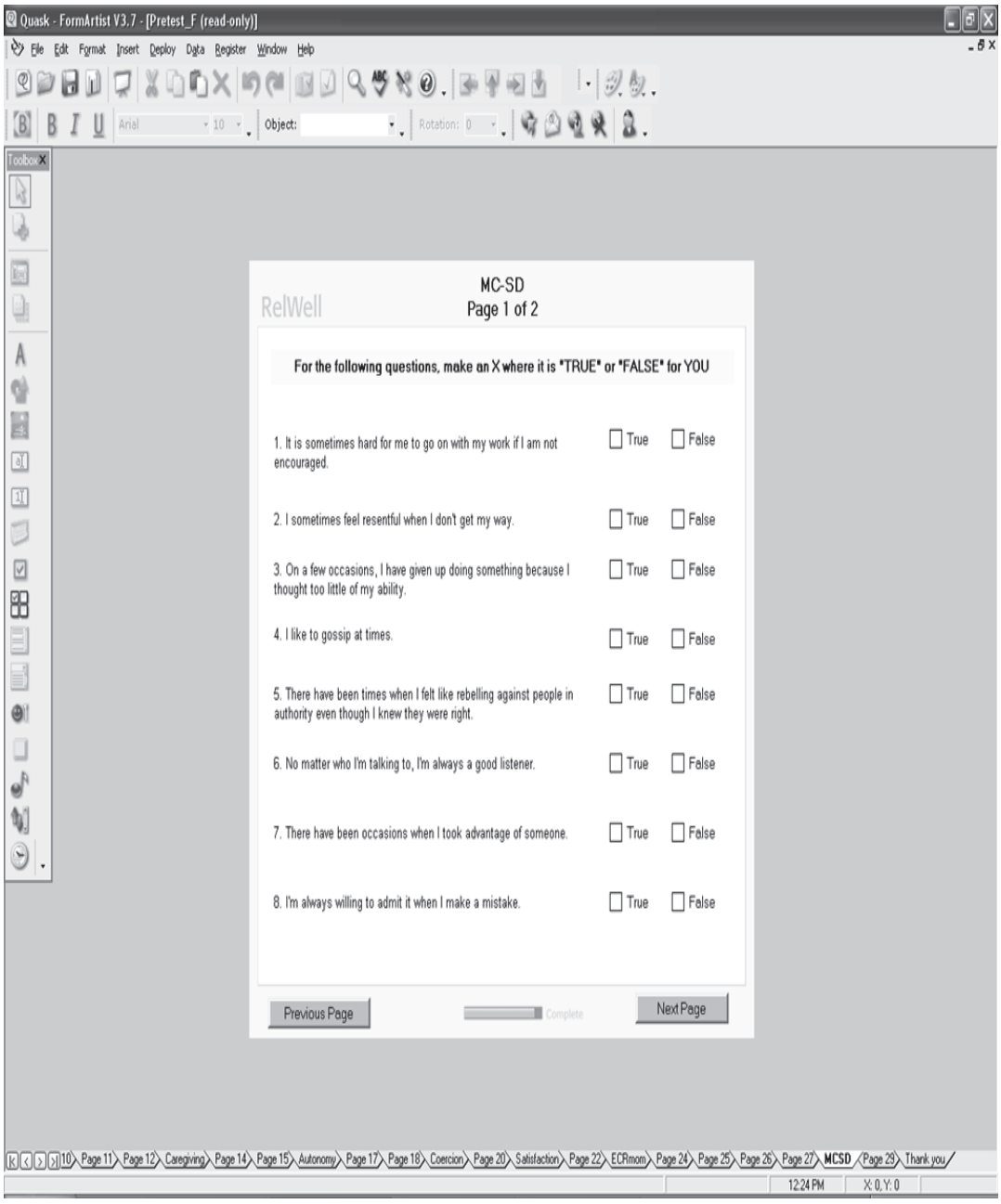
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RelWell
MC-SD
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For the following questions, make an X where it is "TRUE" or "FALSE" for YOU
1. It is sometimes hard for me to go on with my work if I am not encouraged. True False
2. I sometimes feel resentful when I don't get my way. True False
3. On a few occasions, I have given up doing something because I thought too little of my ability. True False
4. I like to gossip at times. True False
5. There have been times when I felt like rebelling against people in authority even though I knew they were right. True False
6. No matter who I'm talking to, I'm always a good listener. True False
7. There have been occasions when I took advantage of someone. True False
8. I'm always willing to admit it when I make a mistake. True False
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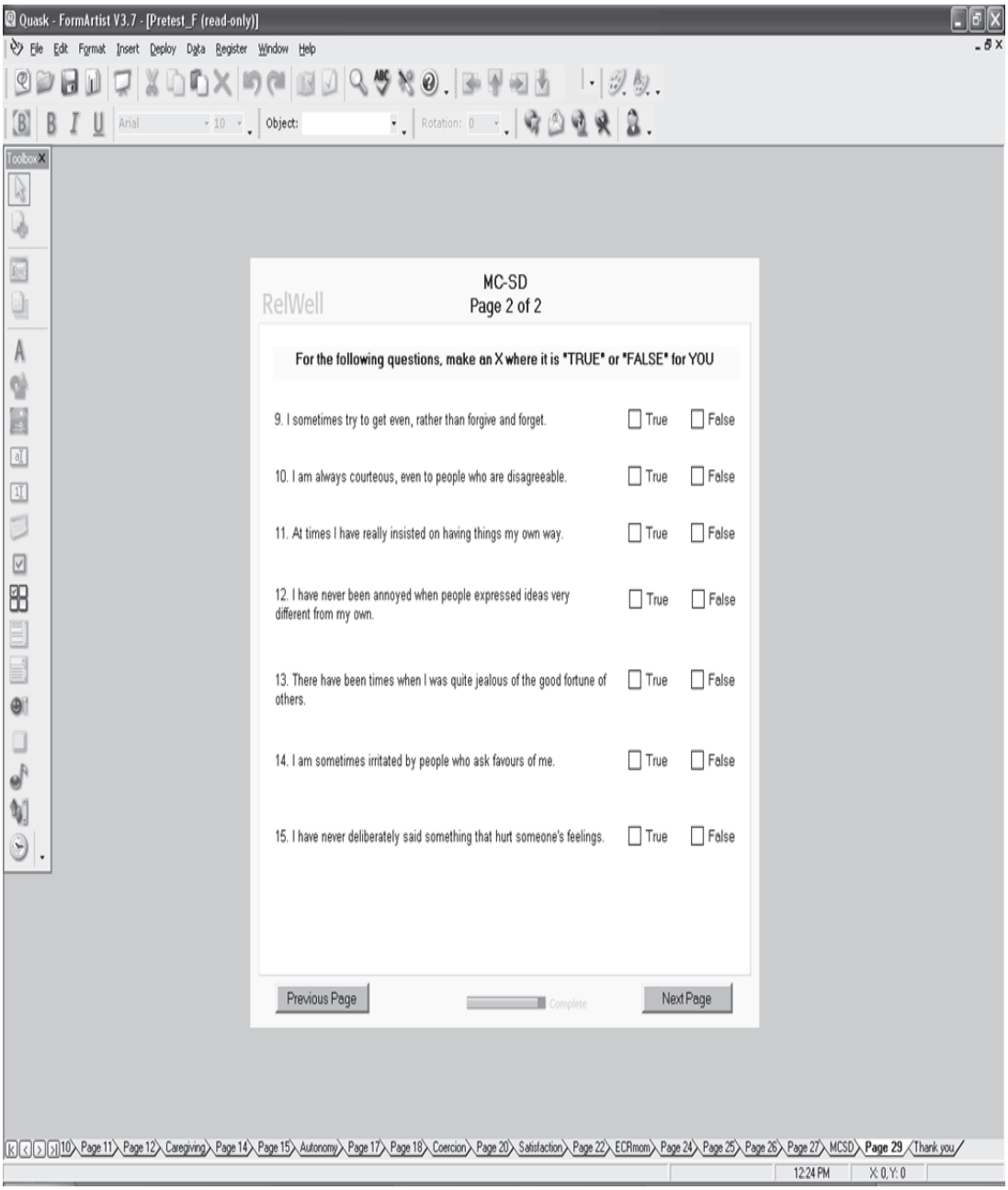
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RelWell
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Page 2 of 2
For the following questions, make an X where it is "TRUE" or "FALSE" for YOU
9. I sometimes try to get even, rather than forgive and forget. True False
10. I am always courteous, even to people who are disagreeable. True False
11. At times I have really insisted on having things my own way. True False
12. I have never been annoyed when people expressed ideas very different from my own. True False
13. There have been times when I was quite jealous of the good fortune of others. True False
14. I am sometimes irritated by people who ask favours of me. True False
15. I have never deliberately said something that hurt someone's feelings. True False
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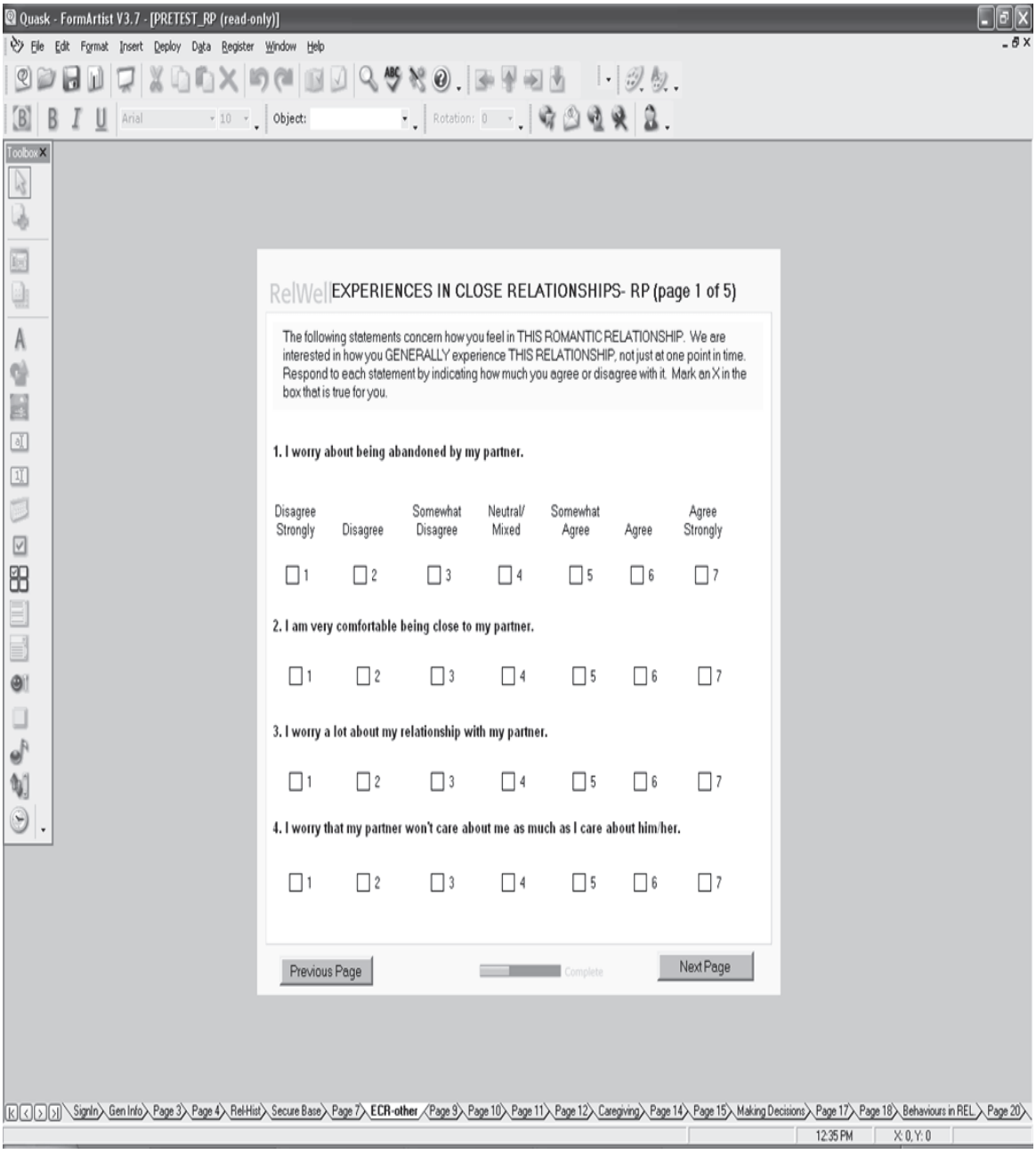
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RelWell EXPERIENCES IN CLOSE RELATIONSHIPS- RP (page 1 of 5)
The following statements concern how you feel in THIS ROMANTIC RELATIONSHIP. We are interested in how you GENERALLY experience THIS RELATIONSHIP, not just at one point in time. Respond to each statement by indicating how much you agree or disagree with it. Mark an X in the box that is true for you.
1. I worry about being abandoned by my partner.
Disagree Strongly
Disagree
Somewhat Disagree
Neutral/ Mixed
Somewhat Agree
Agree
Agree Strongly
1 2 3 4 5 6 7
2. I am very comfortable being close to my partner.
1 2 3 4 5 6 7
3. I worry a lot about my relationship with my partner.
1 2 3 4 5 6 7
4. I worry that my partner won't care about me as much as I care about him/her.
1 2 3 4 5 6 7
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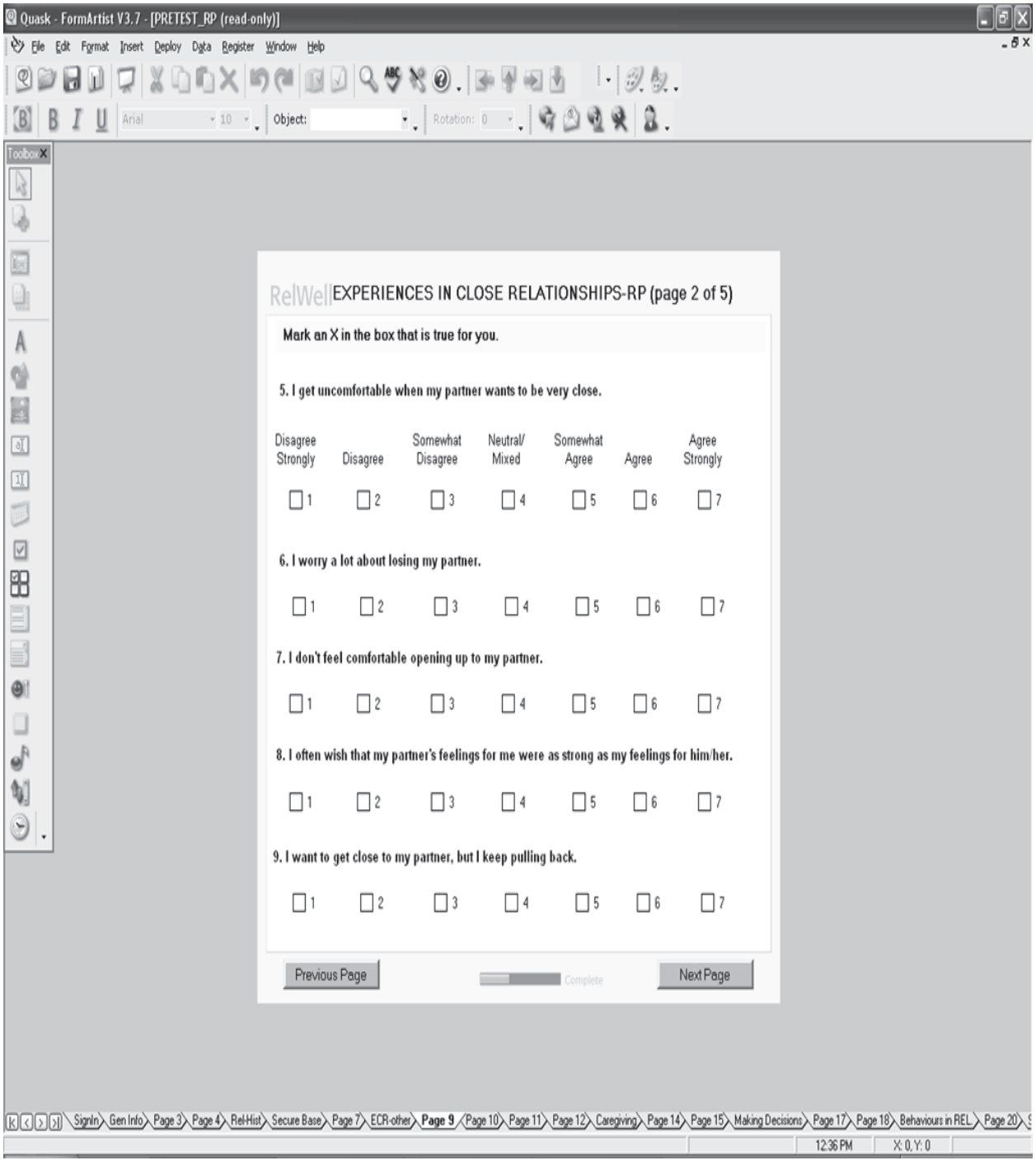
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RelWell EXPERIENCES IN CLOSE RELATIONSHIPS-RP (page 2 of 5)
Mark an X in the box that is true for you.
5. I get uncomfortable when my partner wants to be very close.
Disagree Strongly
Disagree
Somewhat Disagree
Neutral/ Mixed
Somewhat Agree
Agree
Agree Strongly
1 2 3 4 5 6 7
6. I worry a lot about losing my partner.
1 2 3 4 5 6 7
7. I don't feel comfortable opening up to my partner.
1 2 3 4 5 6 7
8. I often wish that my partner's feelings for me were as strong as my feelings for him/her.
1 2 3 4 5 6 7
9. I want to get close to my partner, but I keep pulling back.
1 2 3 4 5 6 7
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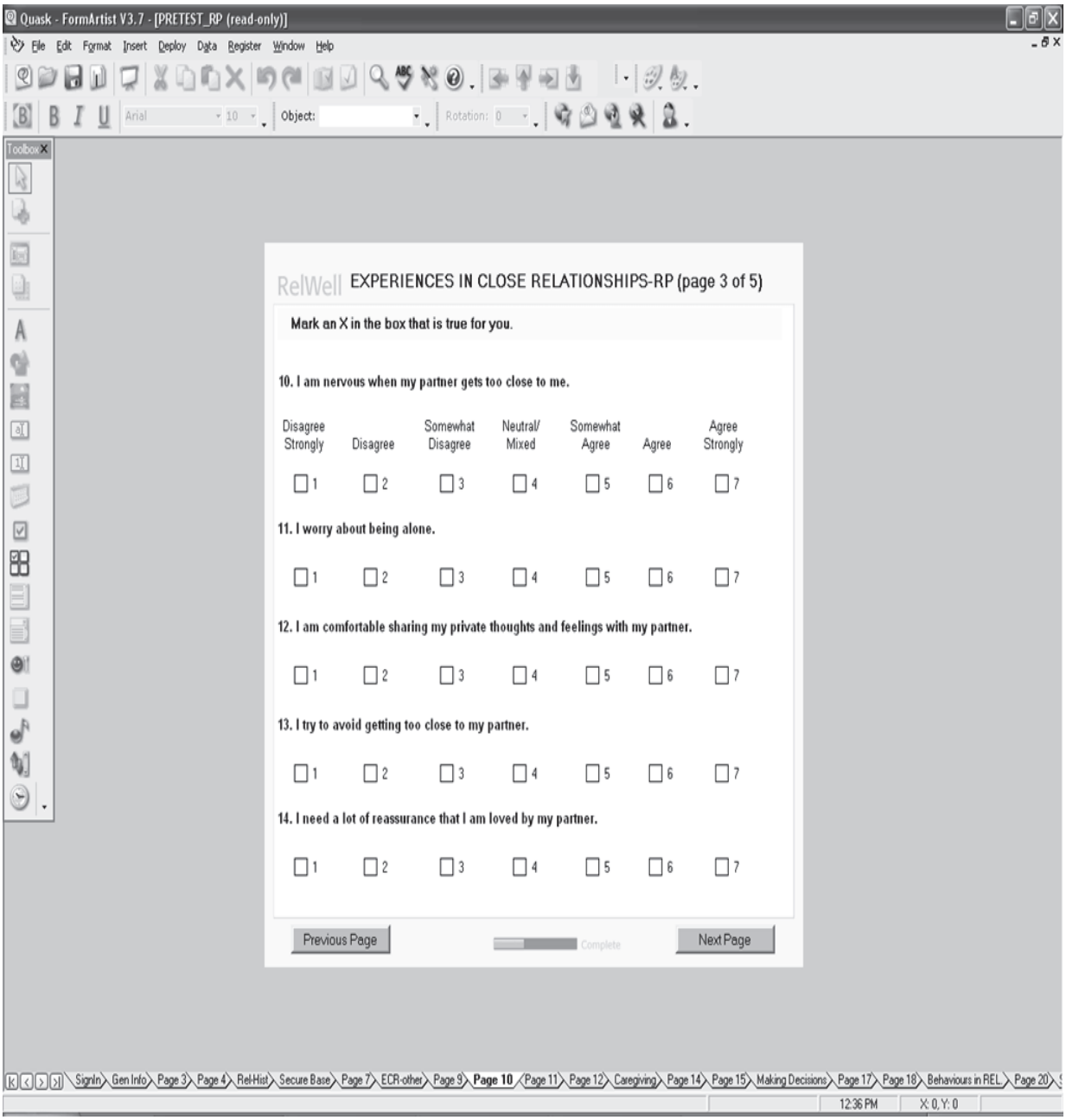
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RelWell EXPERIENCES IN CLOSE RELATIONSHIPS-RP (page 3 of 5)
Mark an X in the box that is true for you.
10. I am nervous when my partner gets too close to me.
Disagree Strongly
Disagree
Somewhat Disagree
Neutral/ Mixed
Somewhat Agree
Agree
Agree Strongly
1 2 3 4 5 6 7
11. I worry about being alone.
1 2 3 4 5 6 7
12. I am comfortable sharing my private thoughts and feelings with my partner.
1 2 3 4 5 6 7
13. I try to avoid getting too close to my partner.
1 2 3 4 5 6 7
14. I need a lot of reassurance that I am loved by my partner.
1 2 3 4 5 6 7
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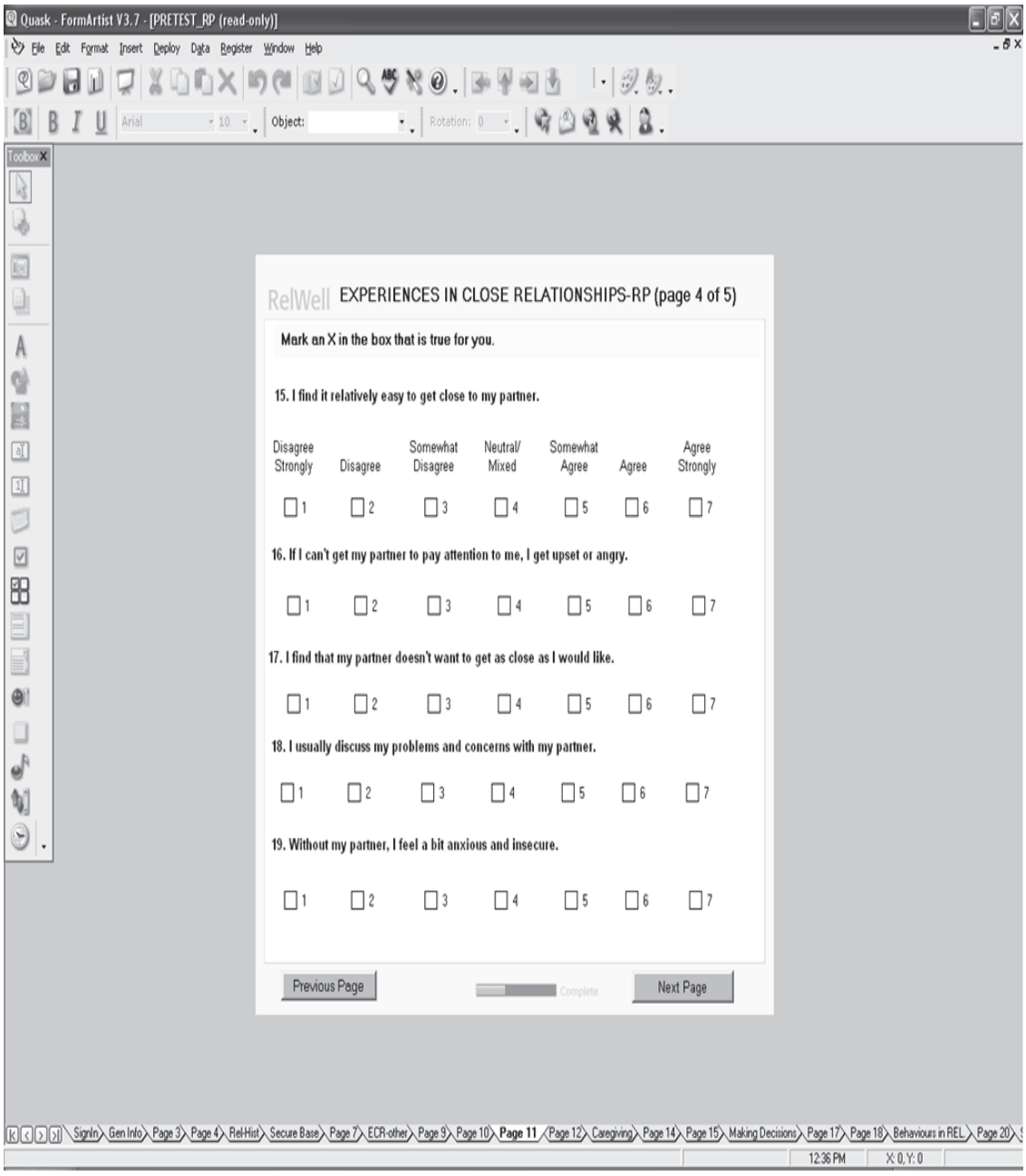
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RelWell EXPERIENCES IN CLOSE RELATIONSHIPS-RP (page 4 of 5)
Mark an X in the box that is true for you.
15. I find it relatively easy to get close to my partner.
Disagree Strongly
Disagree
Somewhat Disagree
Neutral/ Mixed
Somewhat Agree
Agree
Agree Strongly
1 2 3 4 5 6 7
16. If I can't get my partner to pay attention to me, I get upset or angry.
1 2 3 4 5 6 7
17. I find that my partner doesn't want to get as close as I would like.
1 2 3 4 5 6 7
18. I usually discuss my problems and concerns with my partner.
1 2 3 4 5 6 7
19. Without my partner, I feel a bit anxious and insecure.
1 2 3 4 5 6 7
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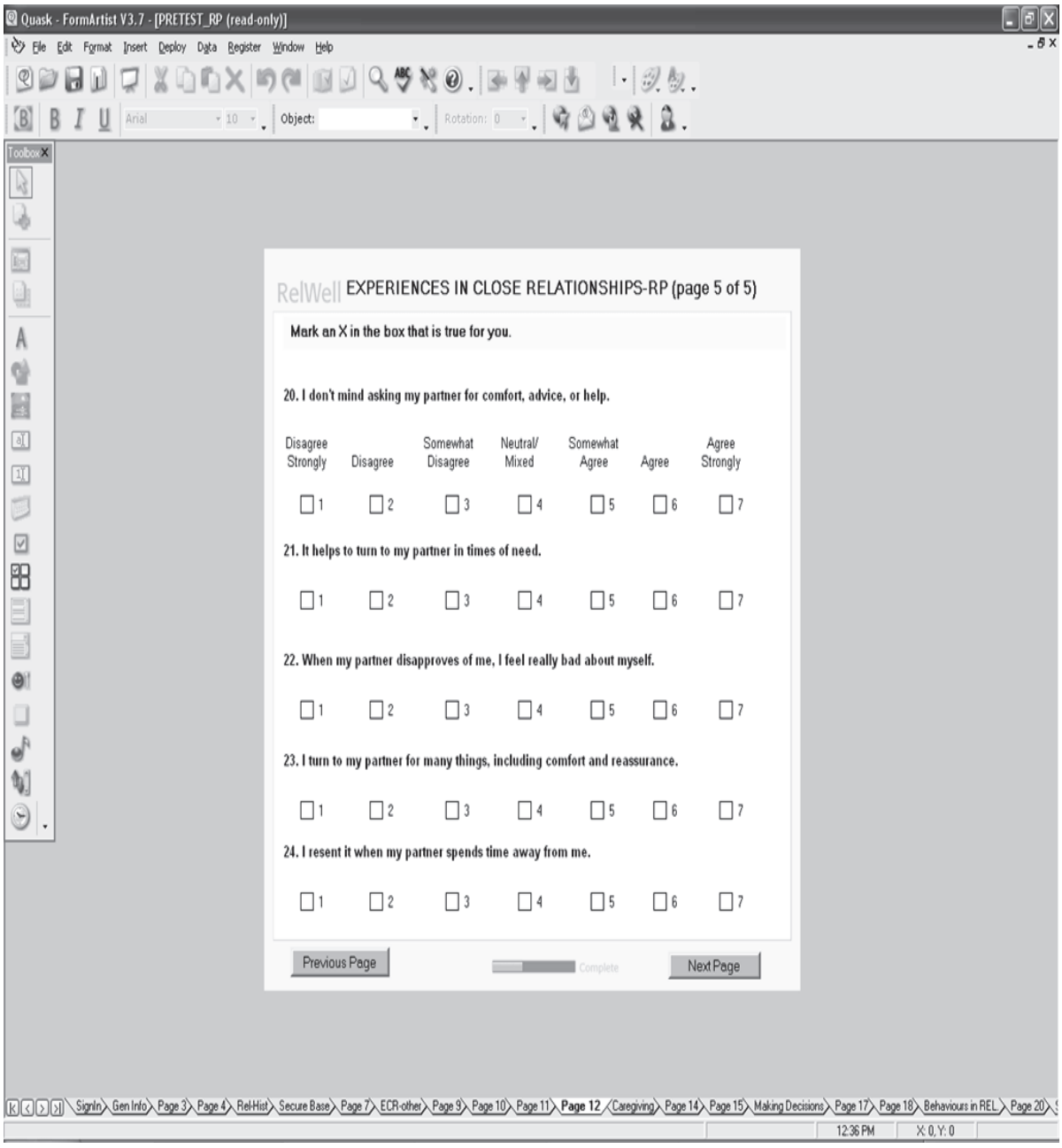
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RelWell EXPERIENCES IN CLOSE RELATIONSHIPS-RP (page 5 of 5)
Mark an X in the box that is true for you.
20. I don't mind asking my partner for comfort, advice, or help.
Disagree Strongly
Disagree
Somewhat Disagree
Neutral/ Mixed
Somewhat Agree
Agree
Agree Strongly
1 2 3 4 5 6 7
21. It helps to turn to my partner in times of need.
1 2 3 4 5 6 7
22. When my partner disapproves of me, I feel really bad about myself.
1 2 3 4 5 6 7
23. I turn to my partner for many things, including comfort and reassurance.
1 2 3 4 5 6 7
24. I resent it when my partner spends time away from me.
1 2 3 4 5 6 7
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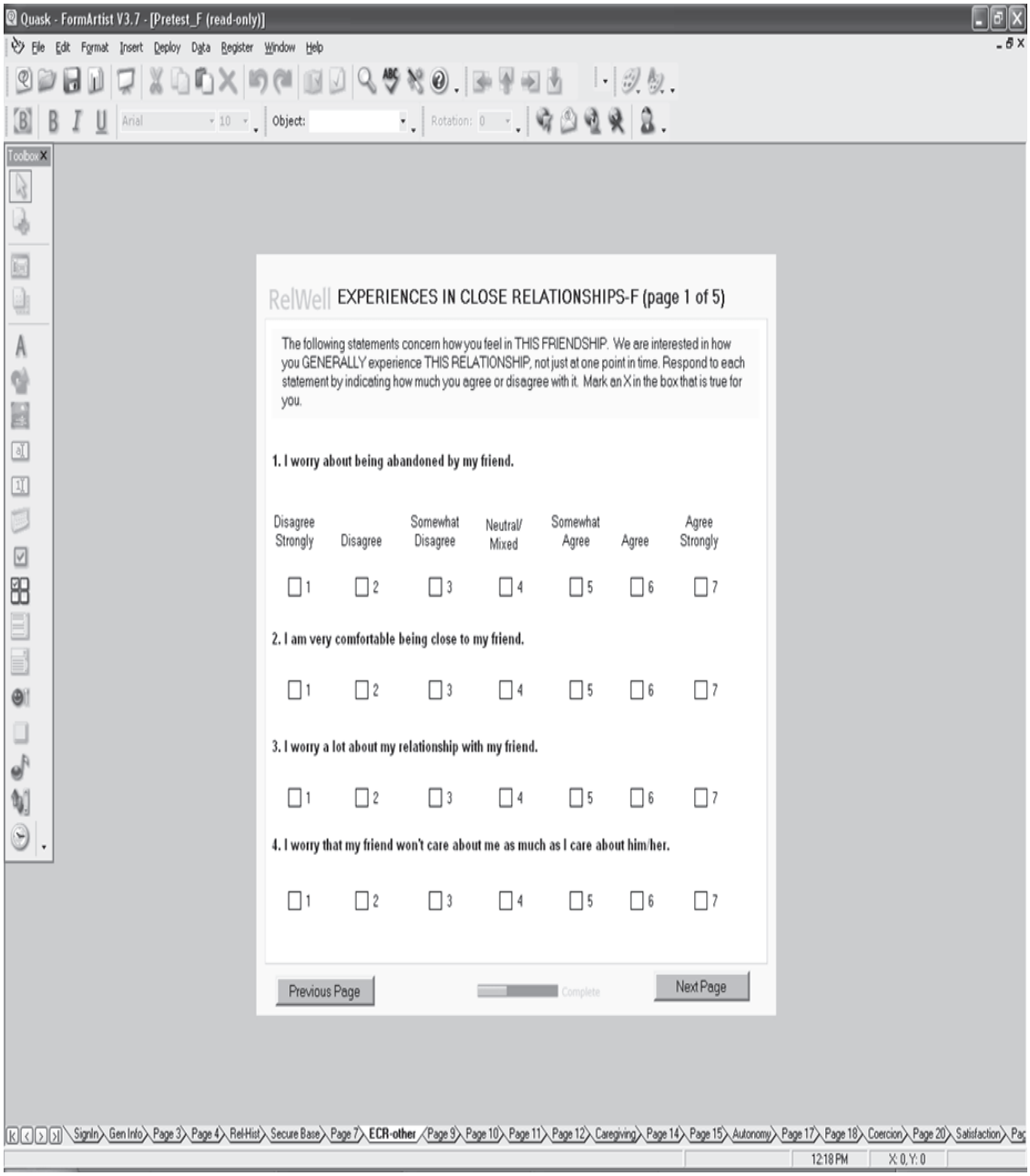
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RelWell EXPERIENCES IN CLOSE RELATIONSHIPS-F (page 1 of 5)
The following statements concern how you feel in THIS FRIENDSHIP. We are interested in how you GENERALLY experience THIS RELATIONSHIP, not just at one point in time. Respond to each statement by indicating how much you agree or disagree with it. Mark an X in the box that is true for you.
1. I worry about being abandoned by my friend.
Disagree Strongly
Disagree
Somewhat Disagree
Neutral/ Mixed
Somewhat Agree
Agree
Agree Strongly
1 2 3 4 5 6 7
2. I am very comfortable being close to my friend.
1 2 3 4 5 6 7
3. I worry a lot about my relationship with my friend.
1 2 3 4 5 6 7
4. I worry that my friend won't care about me as much as I care about him/her.
1 2 3 4 5 6 7
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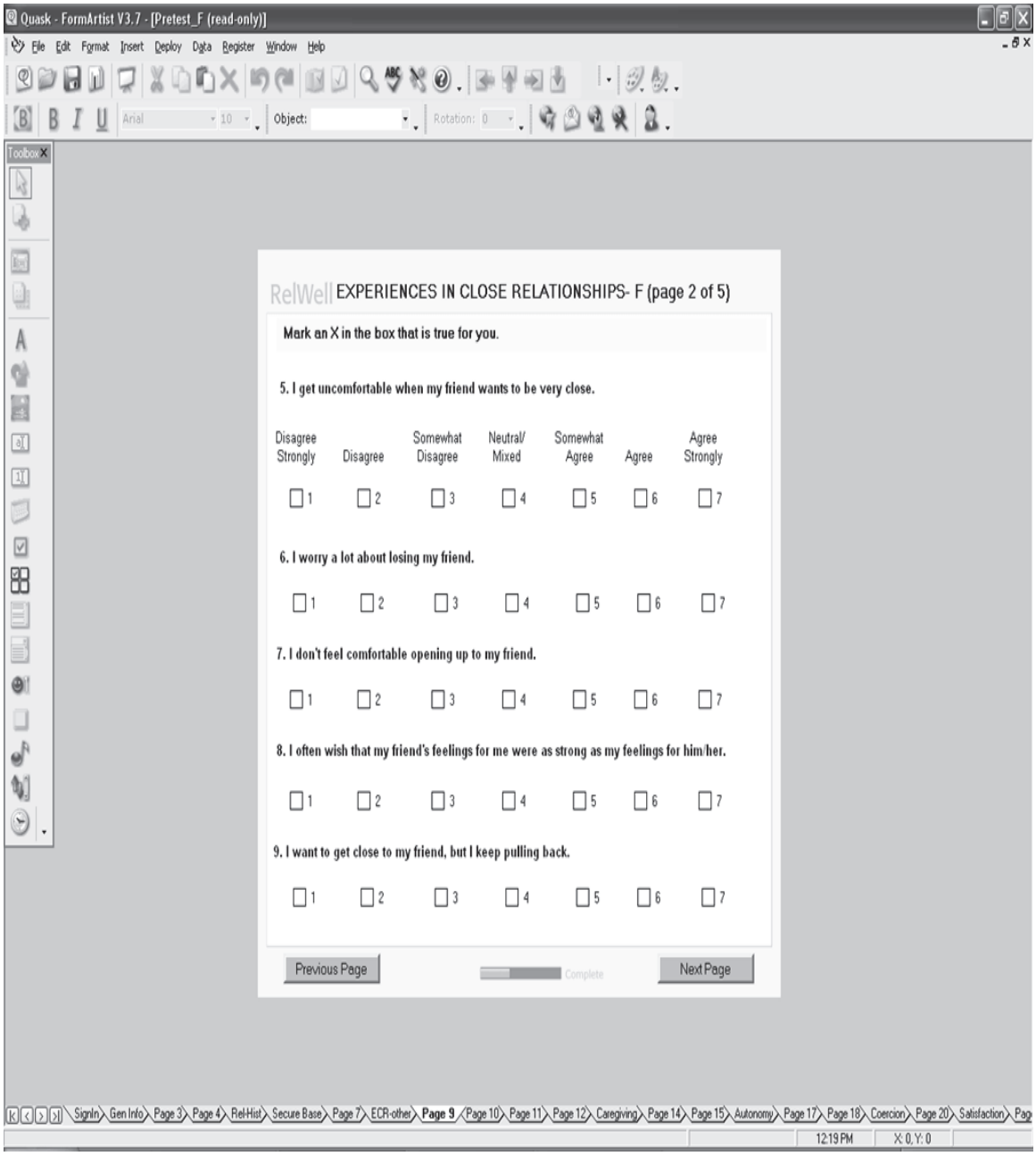
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RelWell EXPERIENCES IN CLOSE RELATIONSHIPS- F (page 2 of 5)
Mark an X in the box that is true for you.
5. I get uncomfortable when my friend wants to be very close.
Disagree Strongly
Disagree
Somewhat Disagree
Neutral/ Mixed
Somewhat Agree
Agree
Agree Strongly
1 2 3 4 5 6 7
6. I worry a lot about losing my friend.
1 2 3 4 5 6 7
7. I don't feel comfortable opening up to my friend.
1 2 3 4 5 6 7
8. I often wish that my friend's feelings for me were as strong as my feelings for him/her.
1 2 3 4 5 6 7
9. I want to get close to my friend, but I keep pulling back.
1 2 3 4 5 6 7
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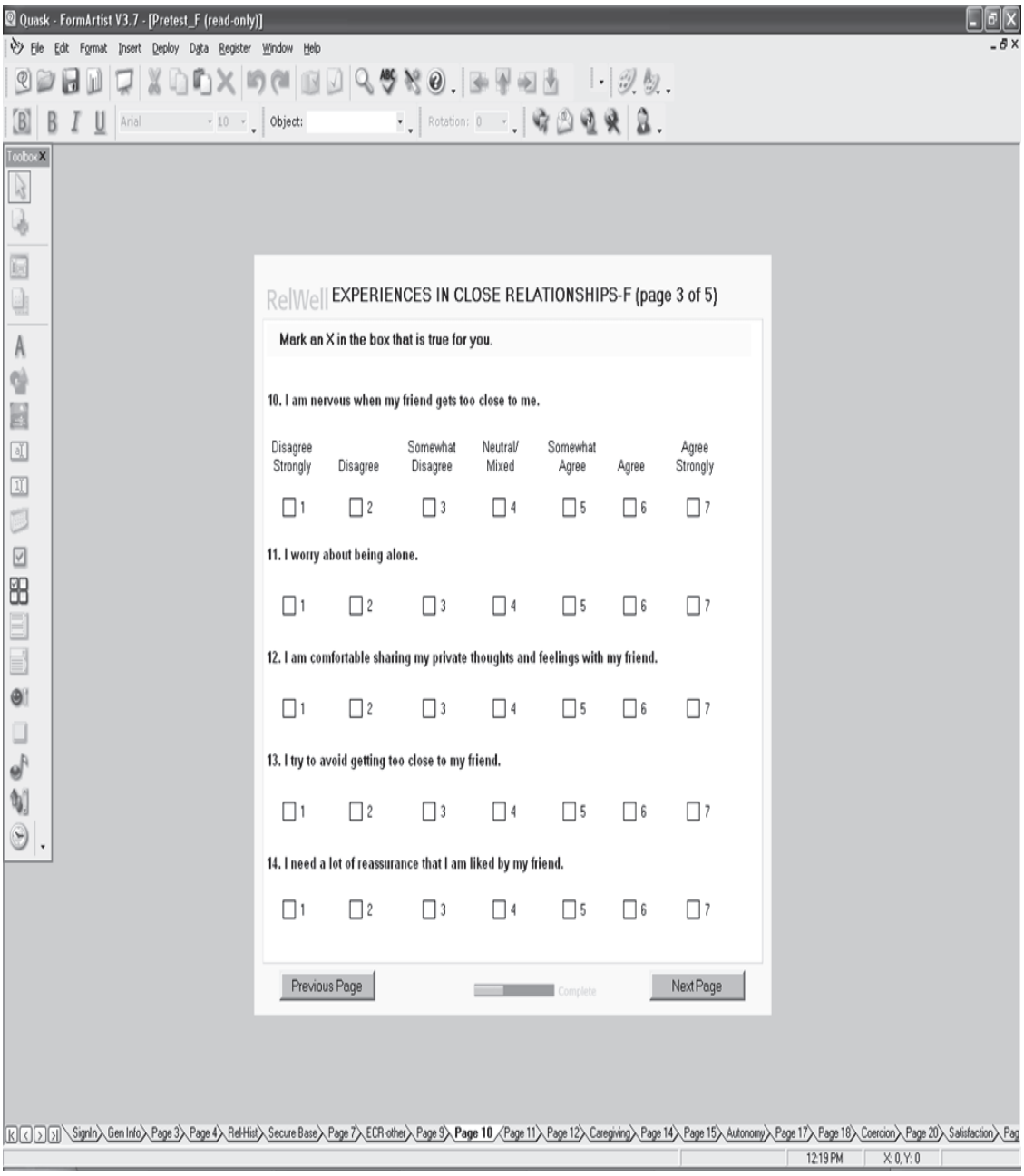
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RelWell EXPERIENCES IN CLOSE RELATIONSHIPS-F (page 3 of 5)
Mark an X in the box that is true for you.
10. I am nervous when my friend gets too close to me.
Disagree Strongly
Disagree
Somewhat Disagree
Neutral/ Mixed
Somewhat Agree
Agree
Agree Strongly
1 2 3 4 5 6 7
11. I worry about being alone.
1 2 3 4 5 6 7
12. I am comfortable sharing my private thoughts and feelings with my friend.
1 2 3 4 5 6 7
13. I try to avoid getting too close to my friend.
1 2 3 4 5 6 7
14. I need a lot of reassurance that I am liked by my friend.
1 2 3 4 5 6 7
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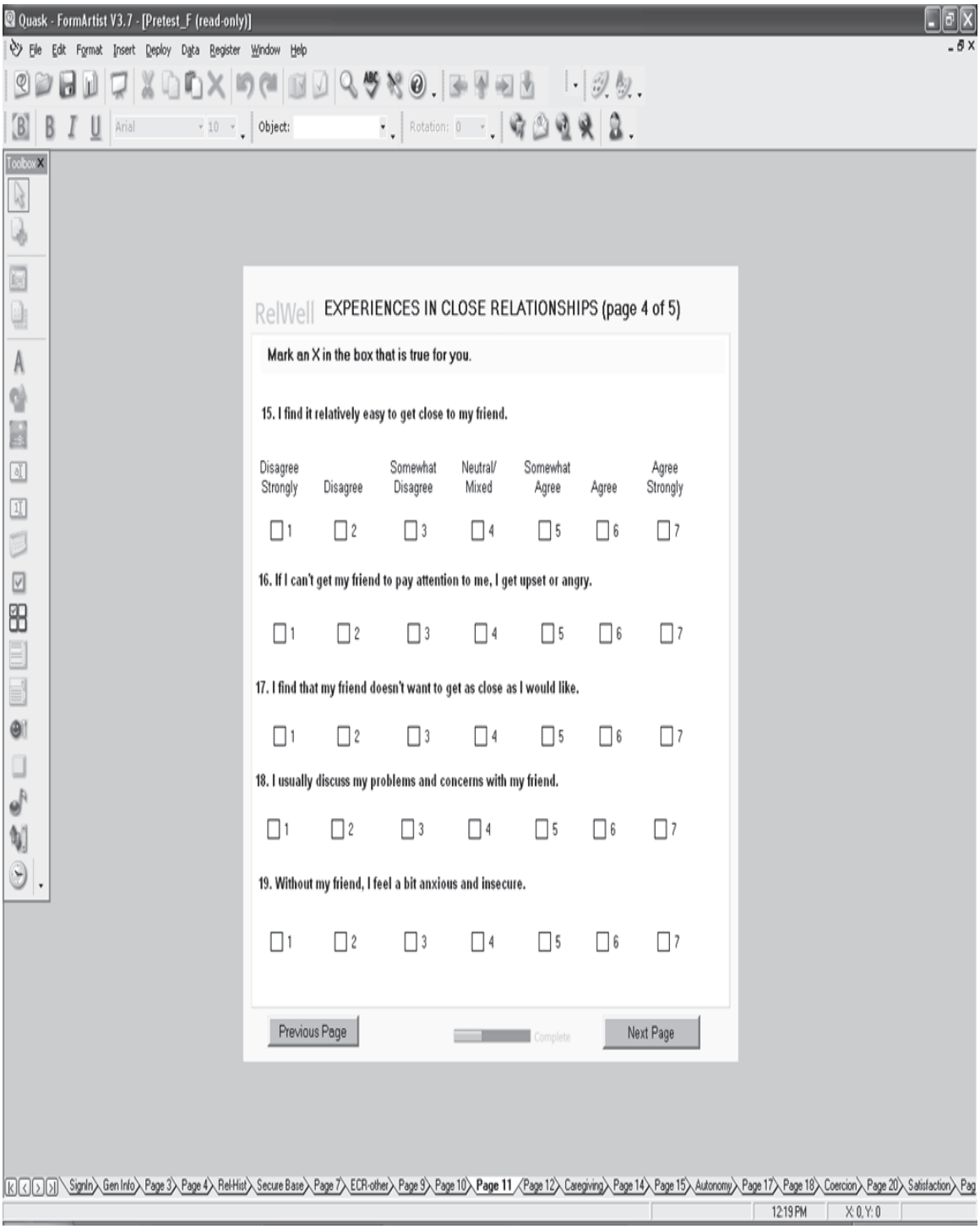
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RelWell EXPERIENCES IN CLOSE RELATIONSHIPS (page 4 of 5)
Mark an X in the box that is true for you.
15. I find it relatively easy to get close to my friend.
Disagree Strongly
Disagree
Somewhat Disagree
Neutral/ Mixed
Somewhat Agree
Agree
Agree Strongly
1 2 3 4 5 6 7
16. If I can't get my friend to pay attention to me, I get upset or angry.
1 2 3 4 5 6 7
17. I find that my friend doesn't want to get as close as I would like.
1 2 3 4 5 6 7
18. I usually discuss my problems and concerns with my friend.
1 2 3 4 5 6 7
19. Without my friend, I feel a bit anxious and insecure.
1 2 3 4 5 6 7
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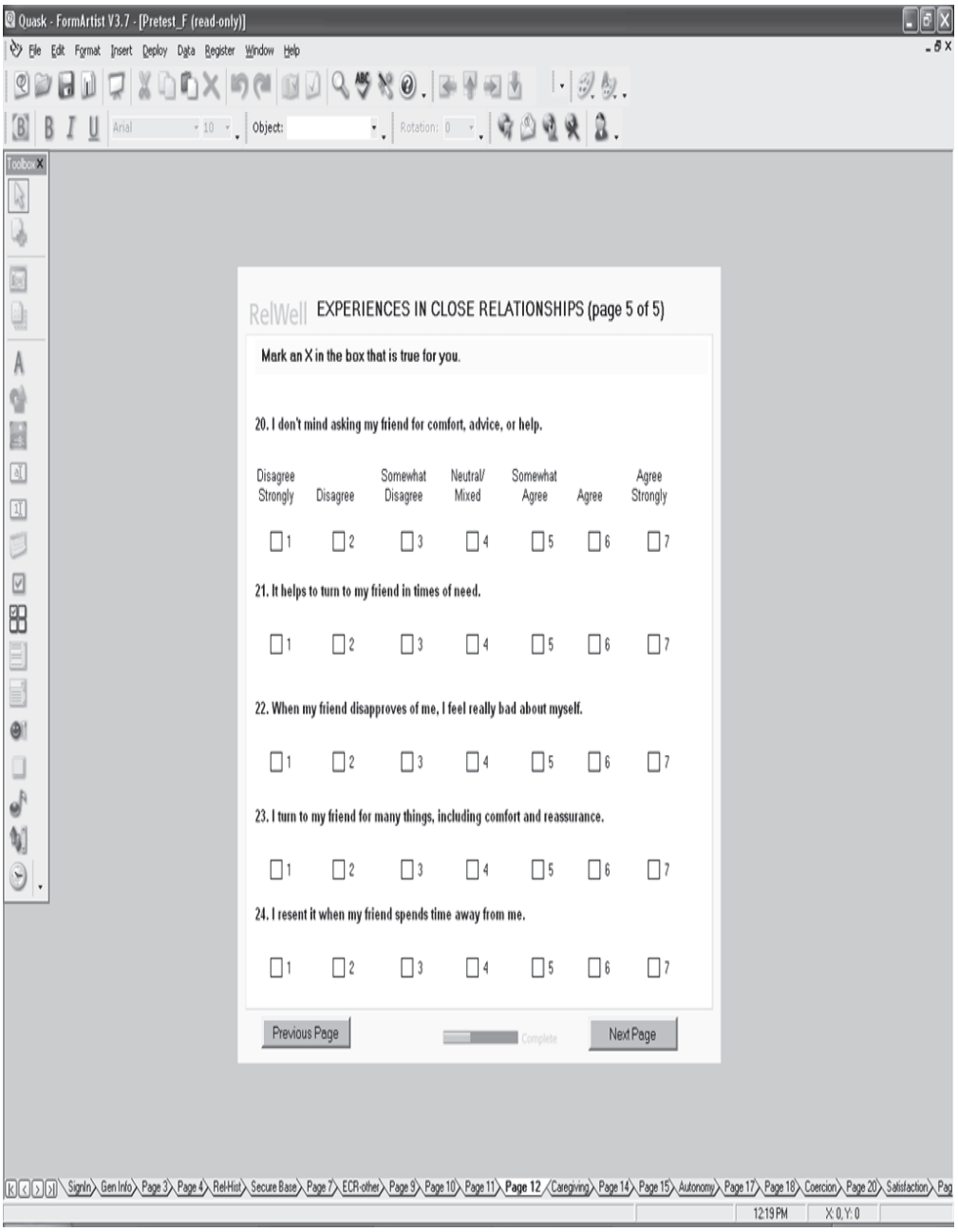
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RelWell EXPERIENCES IN CLOSE RELATIONSHIPS (page 5 of 5)
Mark an X in the box that is true for you.
20. I don't mind asking my friend for comfort, advice, or help.
Disagree Strongly
Disagree
Somewhat Disagree
Neutral/ Mixed
Somewhat Agree
Agree
Agree Strongly
1 2 3 4 5 6 7
21. It helps to turn to my friend in times of need.
1 2 3 4 5 6 7
22. When my friend disapproves of me, I feel really bad about myself.
1 2 3 4 5 6 7
23. I turn to my friend for many things, including comfort and reassurance.
1 2 3 4 5 6 7
24. I resent it when my friend spends time away from me.
1 2 3 4 5 6 7
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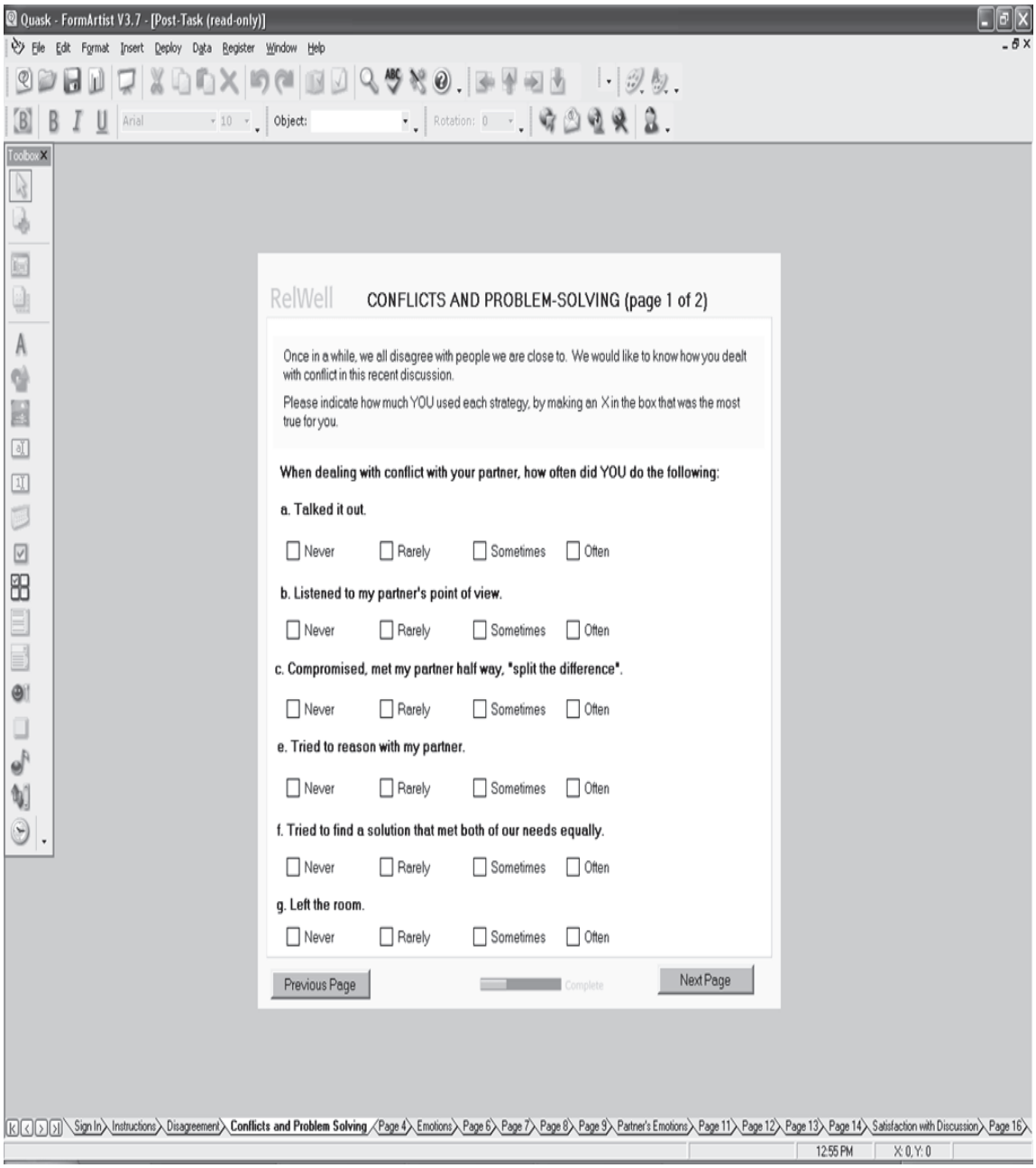
APPENDIX F

Post-Task Questionnaires Time 2

(Dyadic Discussion Study)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RelWell
CONFLICTS AND PROBLEM-SOLVING (page 1 of 2)
Once in a while, we all disagree with people we are close to. We would like to know how you dealt with conflict in this recent discussion.
Please indicate how much YOU used each strategy, by making an X in the box that was the most true for you.
When dealing with conflict with your partner, how often did YOU do the following:
a. Talked it out.
Never Rarely Sometimes Often
b. Listened to my partner's point of view.
Never Rarely Sometimes Often
c. Compromised, met my partner half way, "split the difference".
Never Rarely Sometimes Often
e. Tried to reason with my partner.
Never Rarely Sometimes Often
f. Tried to find a solution that met both of our needs equally.
Never Rarely Sometimes Often
g. Left the room.
Never Rarely Sometimes Often
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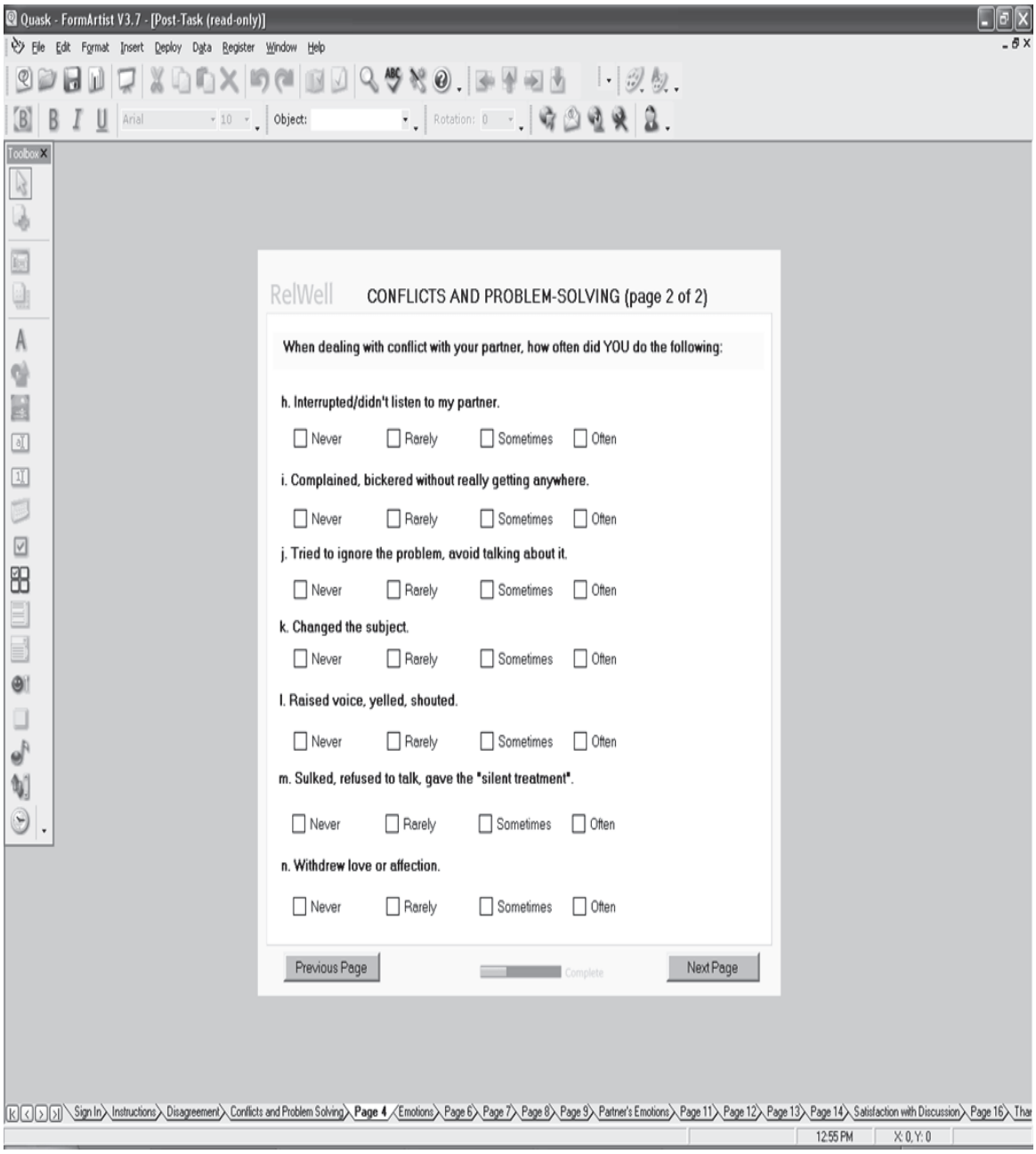
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RelWell
CONFLICTS AND PROBLEM-SOLVING (page 2 of 2)
When dealing with conflict with your partner, how often did YOU do the following:
h. Interrupted/didn't listen to my partner.
Never Rarely Sometimes Often
i. Complained, bickered without really getting anywhere.
Never Rarely Sometimes Often
j. Tried to ignore the problem, avoid talking about it.
Never Rarely Sometimes Often
k. Changed the subject.
Never Rarely Sometimes Often
l. Raised voice, yelled, shouted.
Never Rarely Sometimes Often
m. Sulked, refused to talk, gave the "silent treatment".
Never Rarely Sometimes Often
n. Withdrew love or affection.
Never Rarely Sometimes Often
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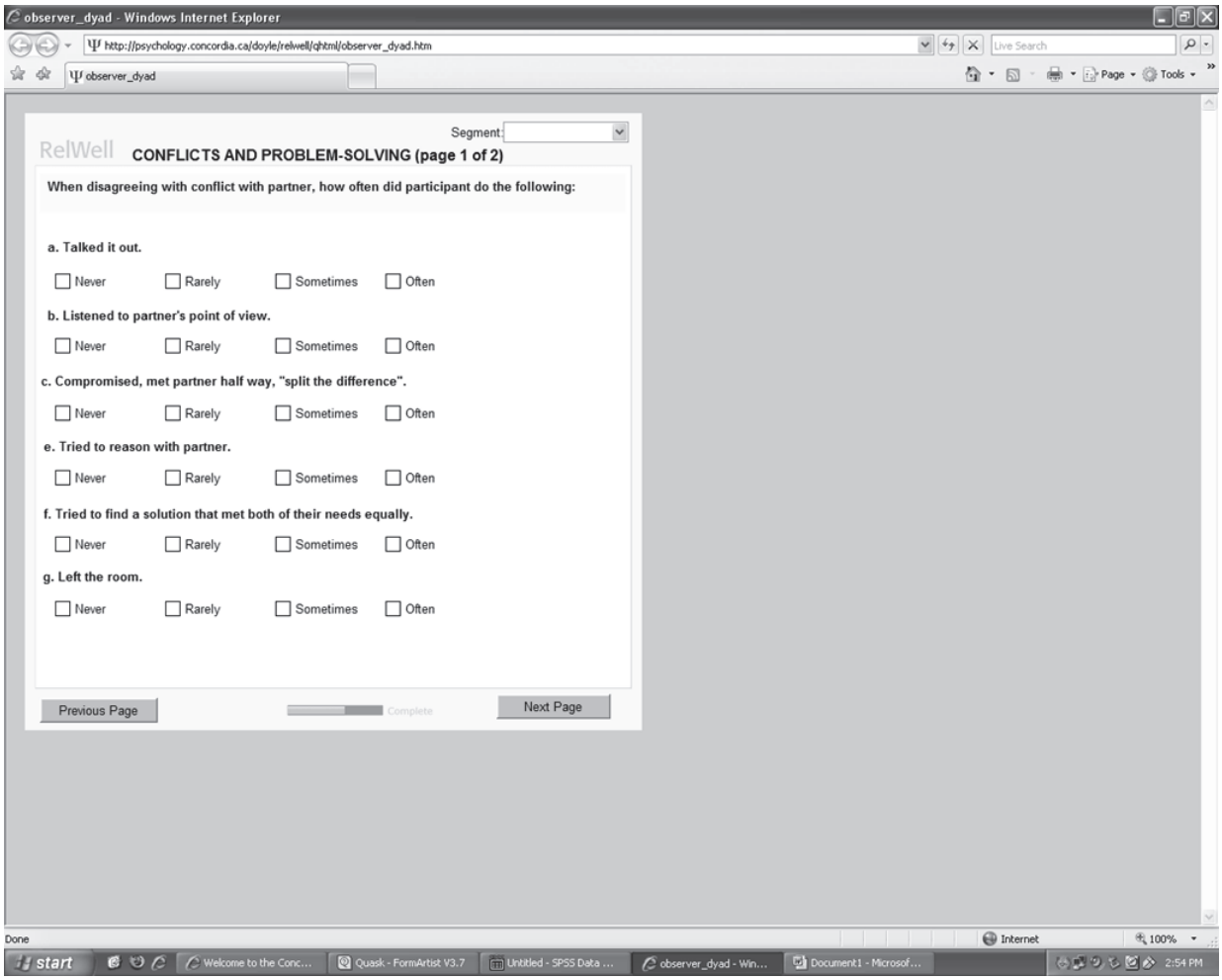
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observer_dyad
Segment:
RelWell
CONFLICTS AND PROBLEM-SOLVING (page 1 of 2)
When disagreeing with conflict with partner, how often did participant do the following:
a. Talked it out.
Never Rarely Sometimes Often
b. Listened to partner's point of view.
Never Rarely Sometimes Often
c. Compromised, met partner half way, "split the difference".
Never Rarely Sometimes Often
e. Tried to reason with partner.
Never Rarely Sometimes Often
f. Tried to find a solution that met both of their needs equally.
Never Rarely Sometimes Often
g. Left the room.
Never Rarely Sometimes Often
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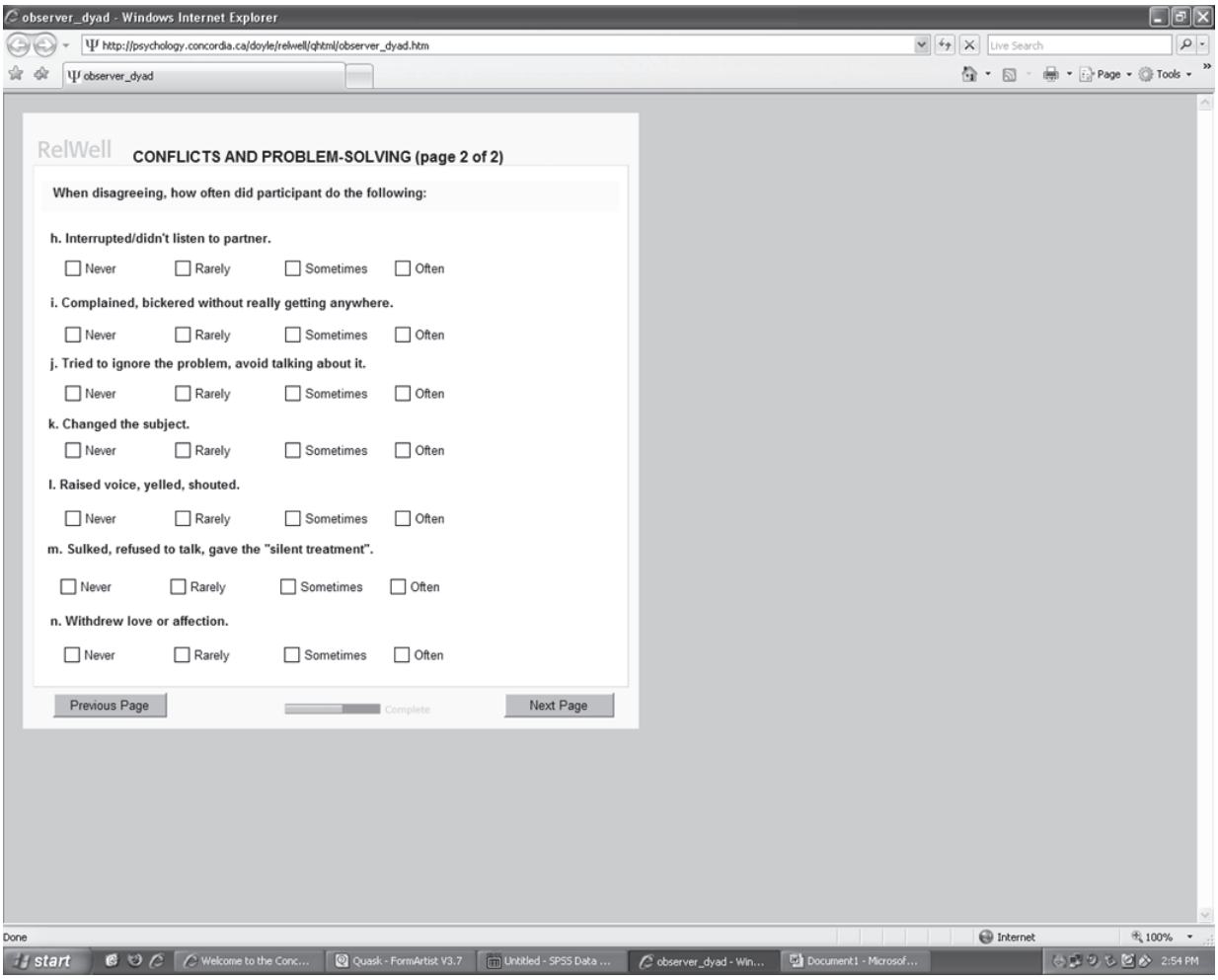
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observer_dyad
RelWell
CONFLICTS AND PROBLEM-SOLVING (page 2 of 2)
When disagreeing, how often did participant do the following:
h. Interrupted/didn't listen to partner.
Never Rarely Sometimes Often
i. Complained, bickered without really getting anywhere.
Never Rarely Sometimes Often
j. Tried to ignore the problem, avoid talking about it.
Never Rarely Sometimes Often
k. Changed the subject.
Never Rarely Sometimes Often
l. Raised voice, yelled, shouted.
Never Rarely Sometimes Often
m. Sulked, refused to talk, gave the "silent treatment".
Never Rarely Sometimes Often
n. Withdrew love or affection.
Never Rarely Sometimes Often
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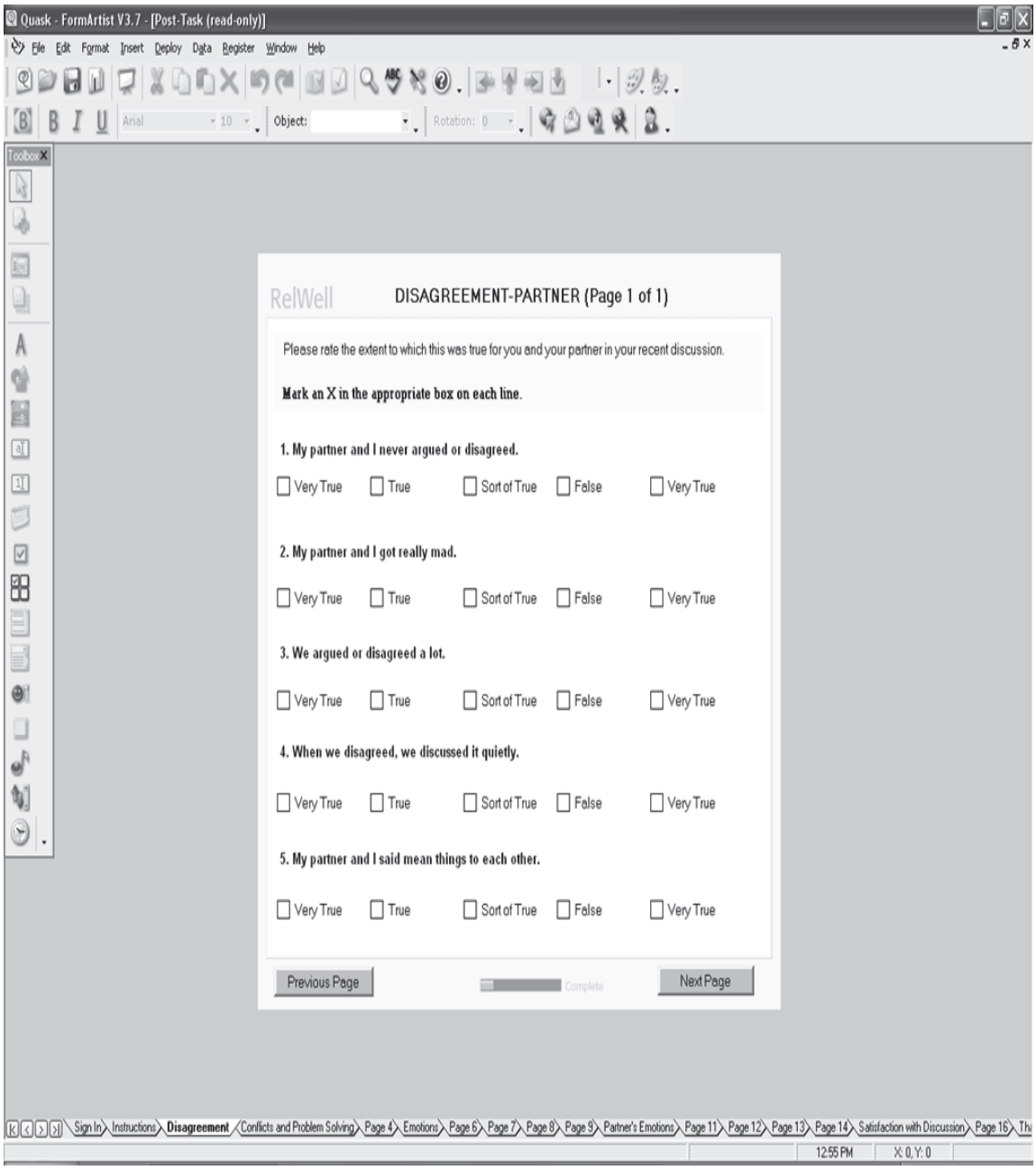
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RelWell
DISAGREEMENT-PARTNER (Page 1 of 1)
Please rate the extent to which this was true for you and your partner in your recent discussion.
Mark an X in the appropriate box on each line.
1. My partner and I never argued or disagreed.
Very True True Sort of True False Very True
2. My partner and I got really mad.
Very True True Sort of True False Very True
3. We argued or disagreed a lot.
Very True True Sort of True False Very True
4. When we disagreed, we discussed it quietly.
Very True True Sort of True False Very True
5. My partner and I said mean things to each other.
Very True True Sort of True False Very True
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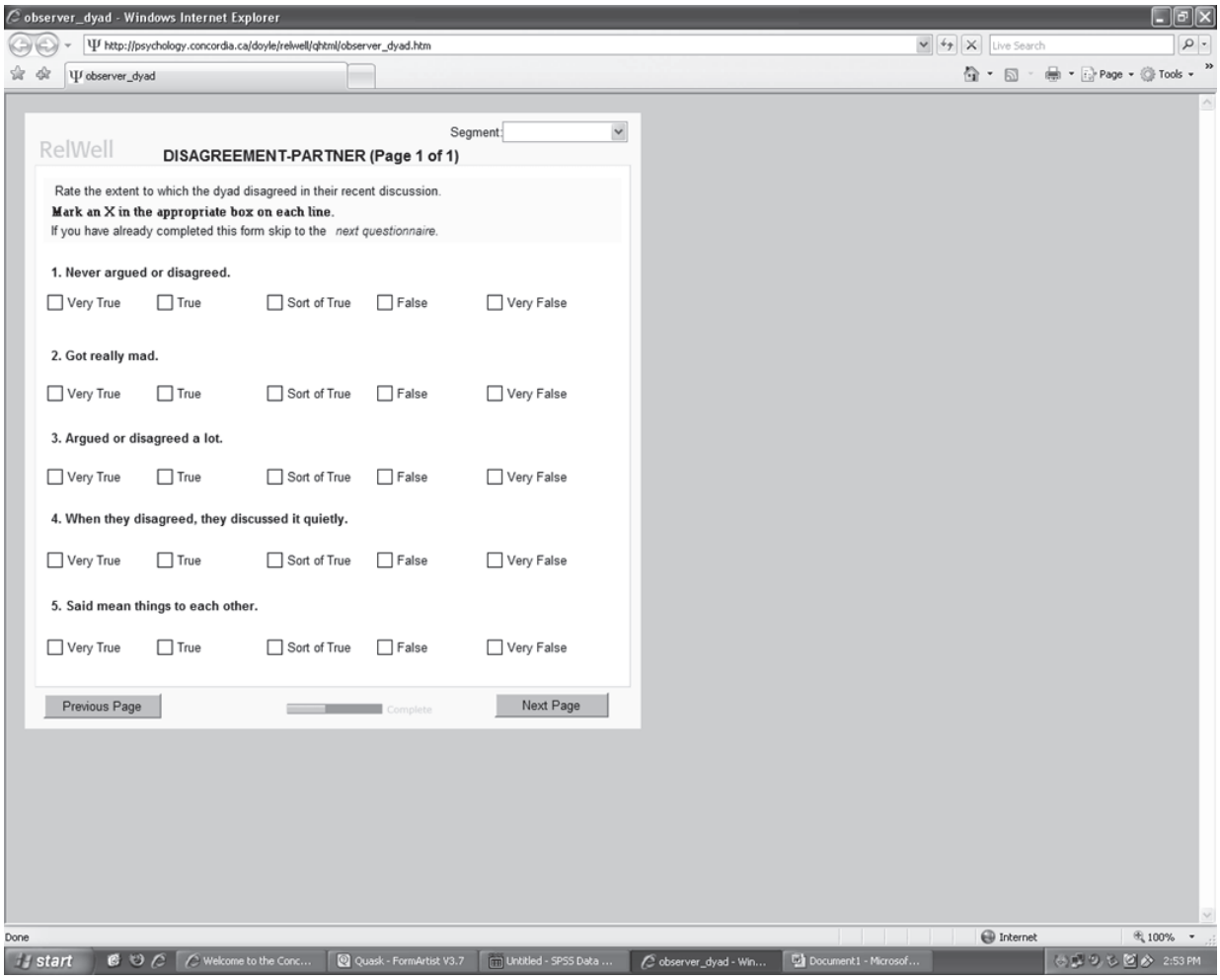
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observer_dyad
Segment:
RelWell
DISAGREEMENT-PARTNER (Page 1 of 1)
Rate the extent to which the dyad disagreed in their recent discussion.
Mark an X in the appropriate box on each line.
If you have already completed this form skip to the next questionnaire.
1. Never argued or disagreed.
Very True True Sort of True False Very False
2. Got really mad.
Very True True Sort of True False Very False
3. Argued or disagreed a lot.
Very True True Sort of True False Very False
4. When they disagreed, they discussed it quietly.
Very True True Sort of True False Very False
5. Said mean things to each other.
Very True True Sort of True False Very False
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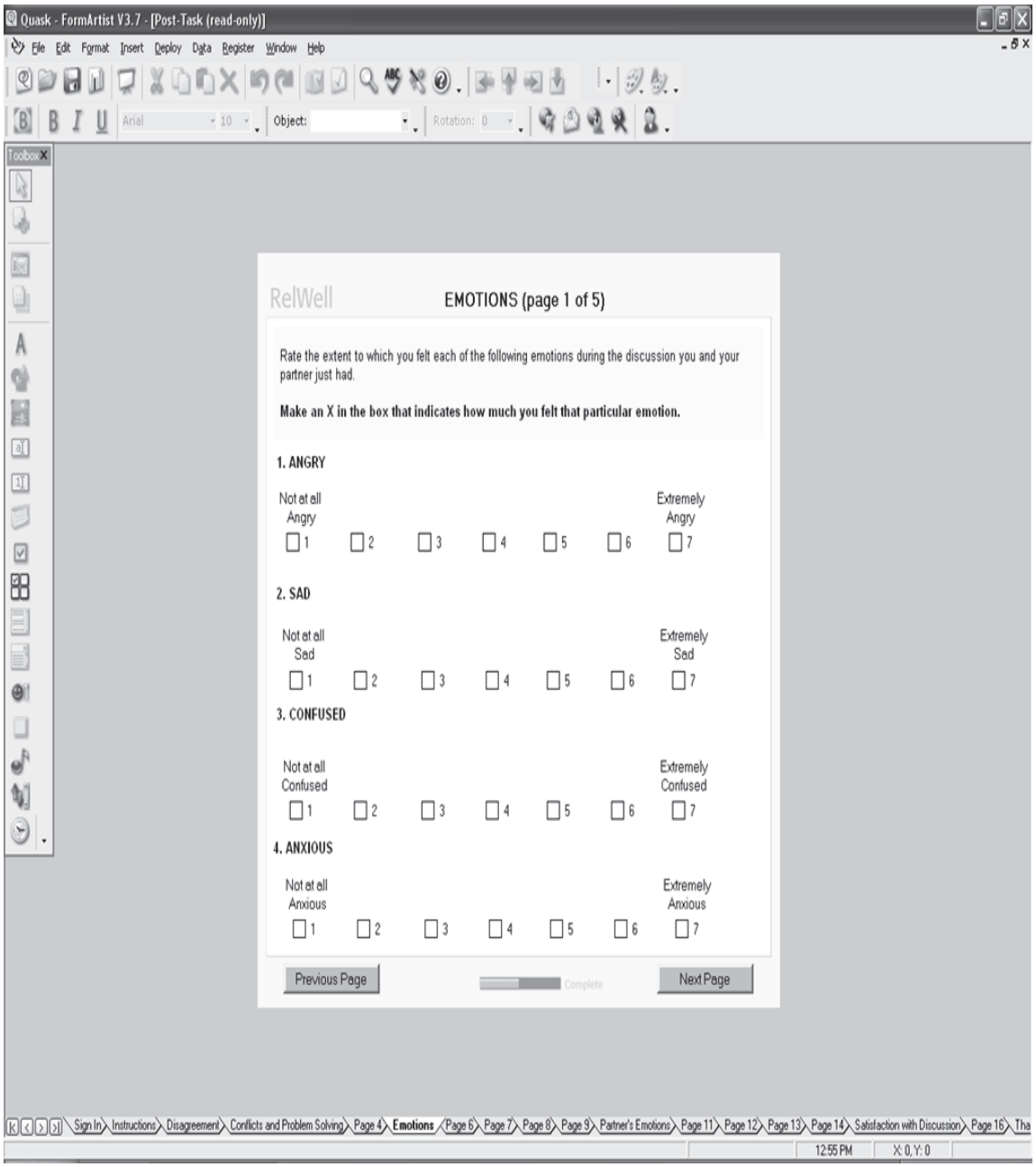
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RelWell
EMOTIONS (page 1 of 5)
Rate the extent to which you felt each of the following emotions during the discussion you and your partner just had.
Make an X in the box that indicates how much you felt that particular emotion.
1. ANGRY
Not at all Angry
Extremely Angry
1 2 3 4 5 6 7
2. SAD
Not at all Sad
Extremely Sad
1 2 3 4 5 6 7
3. CONFUSED
Not at all Confused
Extremely Confused
1 2 3 4 5 6 7
4. ANXIOUS
Not at all Anxious
Extremely Anxious
1 2 3 4 5 6 7
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Complete
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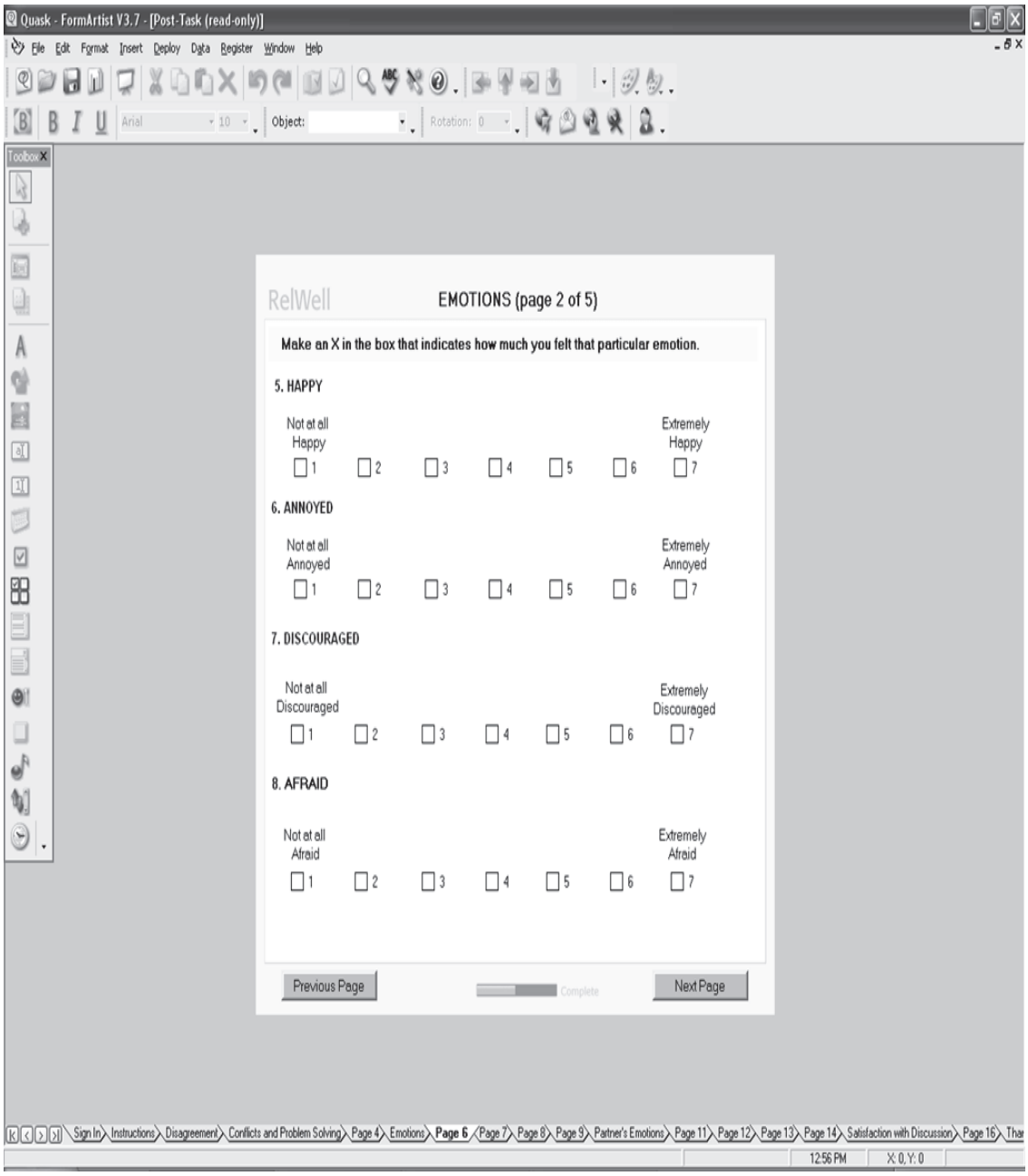
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Toolbox
RelWell
EMOTIONS (page 2 of 5)
Make an X in the box that indicates how much you felt that particular emotion.
5. HAPPY
Not at all Happy
Extremely Happy
1 2 3 4 5 6 7
6. ANNOYED
Not at all Annoyed
Extremely Annoyed
1 2 3 4 5 6 7
7. DISCOURAGED
Not at all Discouraged
Extremely Discouraged
1 2 3 4 5 6 7
8. AFRAID
Not at all Afraid
Extremely Afraid
1 2 3 4 5 6 7
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Complete
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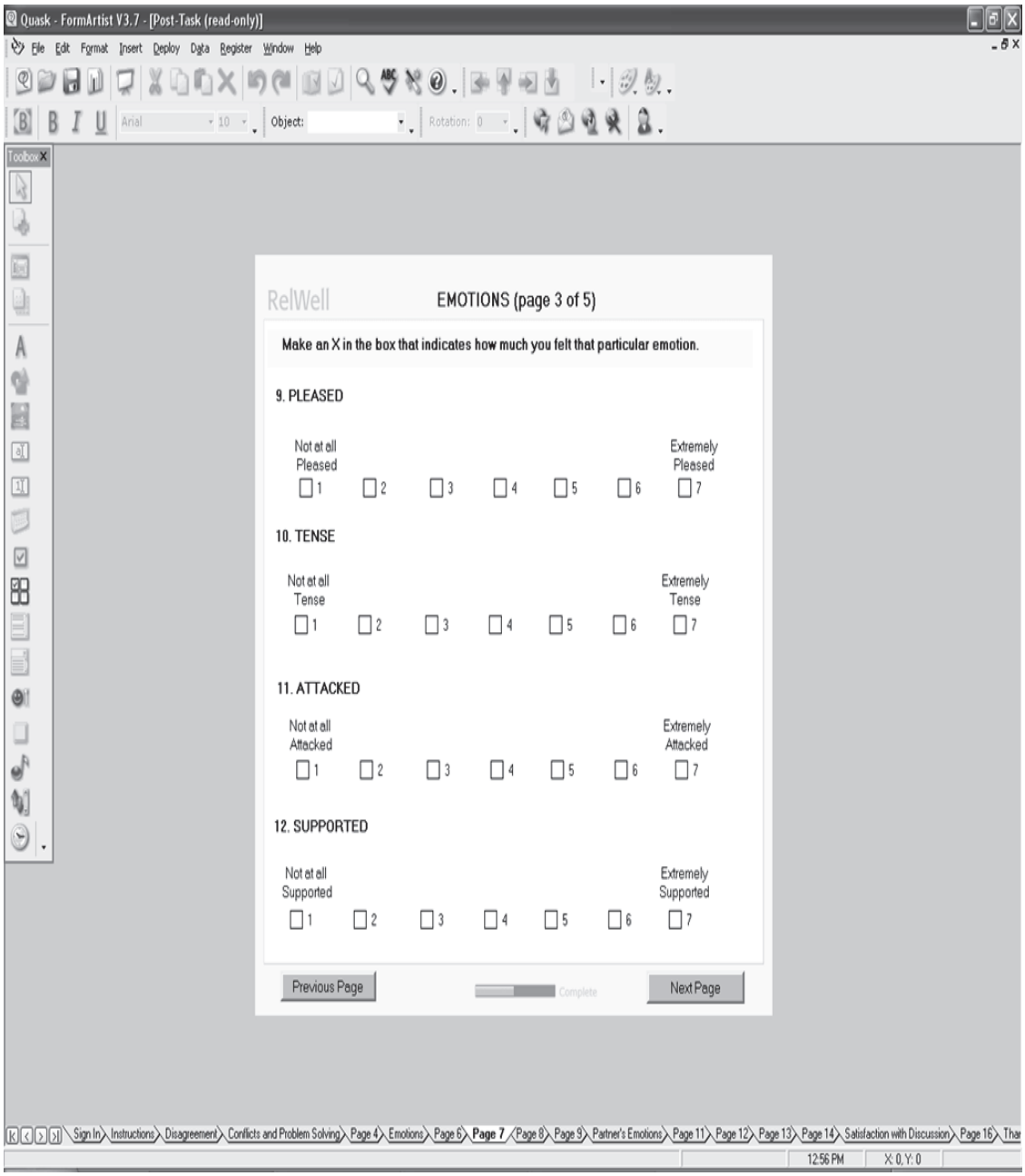
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Toolbox
RelWell
EMOTIONS (page 3 of 5)
Make an X in the box that indicates how much you felt that particular emotion.
9. PLEASED
Not at all Pleased
Extremely Pleased
1 2 3 4 5 6 7
10. TENSE
Not at all Tense
Extremely Tense
1 2 3 4 5 6 7
11. ATTACKED
Not at all Attacked
Extremely Attacked
1 2 3 4 5 6 7
12. SUPPORTED
Not at all Supported
Extremely Supported
1 2 3 4 5 6 7
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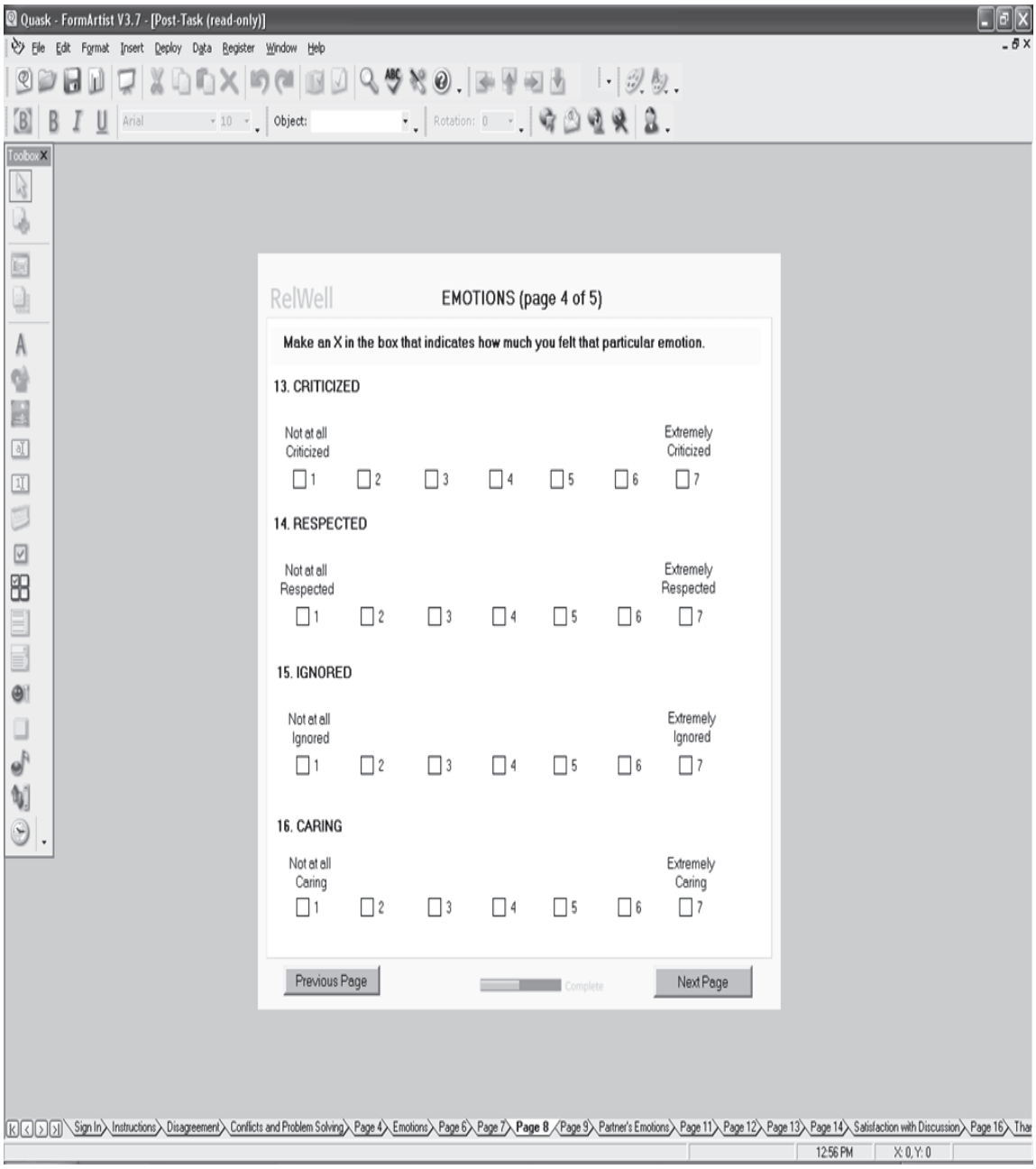
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Toolbox
RelWell
EMOTIONS (page 4 of 5)
Make an X in the box that indicates how much you felt that particular emotion.
13. CRITICIZED
Not at all Criticized
Extremely Criticized
1 2 3 4 5 6 7
14. RESPECTED
Not at all Respected
Extremely Respected
1 2 3 4 5 6 7
15. IGNORED
Not at all Ignored
Extremely Ignored
1 2 3 4 5 6 7
16. CARING
Not at all Caring
Extremely Caring
1 2 3 4 5 6 7
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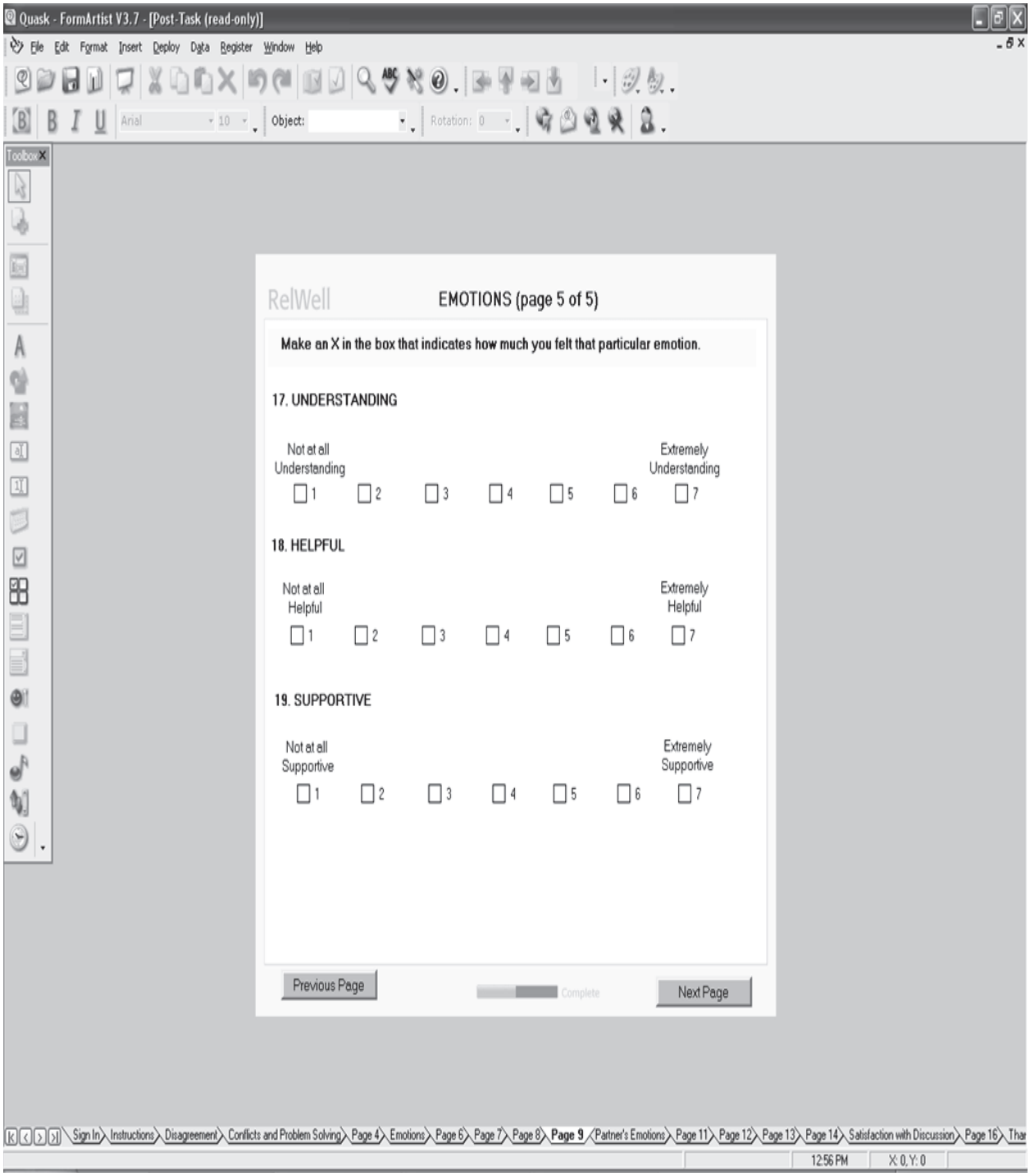
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Toolbox
RelWell
EMOTIONS (page 5 of 5)
Make an X in the box that indicates how much you felt that particular emotion.
17. UNDERSTANDING
Not at all Understanding
Extremely Understanding
1 2 3 4 5 6 7
18. HELPFUL
Not at all Helpful
Extremely Helpful
1 2 3 4 5 6 7
19. SUPPORTIVE
Not at all Supportive
Extremely Supportive
1 2 3 4 5 6 7
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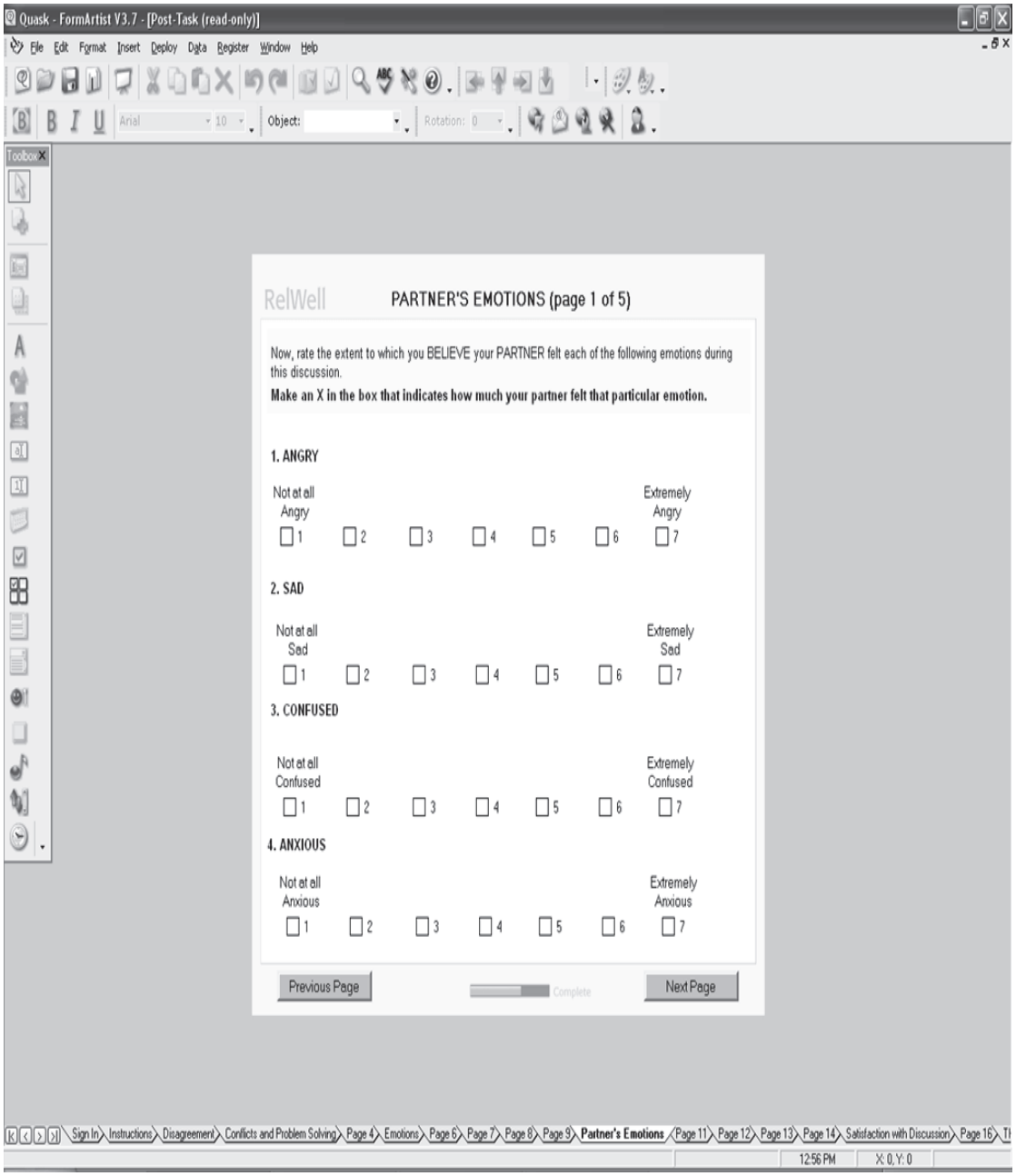
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RelWell
PARTNER'S EMOTIONS (page 1 of 5)
Now, rate the extent to which you BELIEVE your PARTNER felt each of the following emotions during this discussion.
Make an X in the box that indicates how much your partner felt that particular emotion.
1. ANGRY
Not at all Angry
Extremely Angry
1 2 3 4 5 6 7
2. SAD
Not at all Sad
Extremely Sad
1 2 3 4 5 6 7
3. CONFUSED
Not at all Confused
Extremely Confused
1 2 3 4 5 6 7
4. ANXIOUS
Not at all Anxious
Extremely Anxious
1 2 3 4 5 6 7
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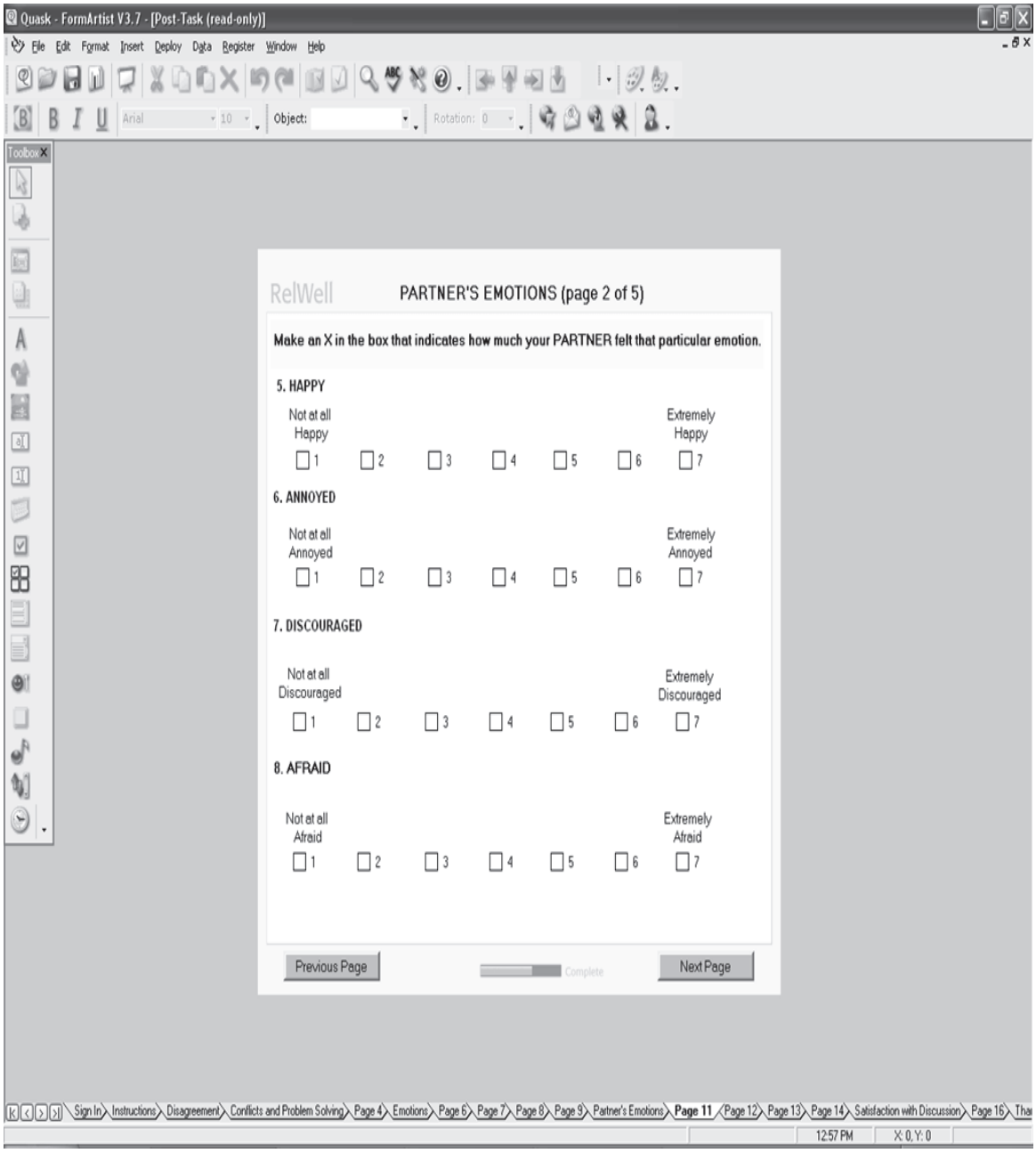
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RelWell
PARTNER'S EMOTIONS (page 2 of 5)
Make an X in the box that indicates how much your PARTNER felt that particular emotion.
5. HAPPY
Not at all Happy
Extremely Happy
1 2 3 4 5 6 7
6. ANNOYED
Not at all Annoyed
Extremely Annoyed
1 2 3 4 5 6 7
7. DISCOURAGED
Not at all Discouraged
Extremely Discouraged
1 2 3 4 5 6 7
8. AFRAID
Not at all Afraid
Extremely Afraid
1 2 3 4 5 6 7
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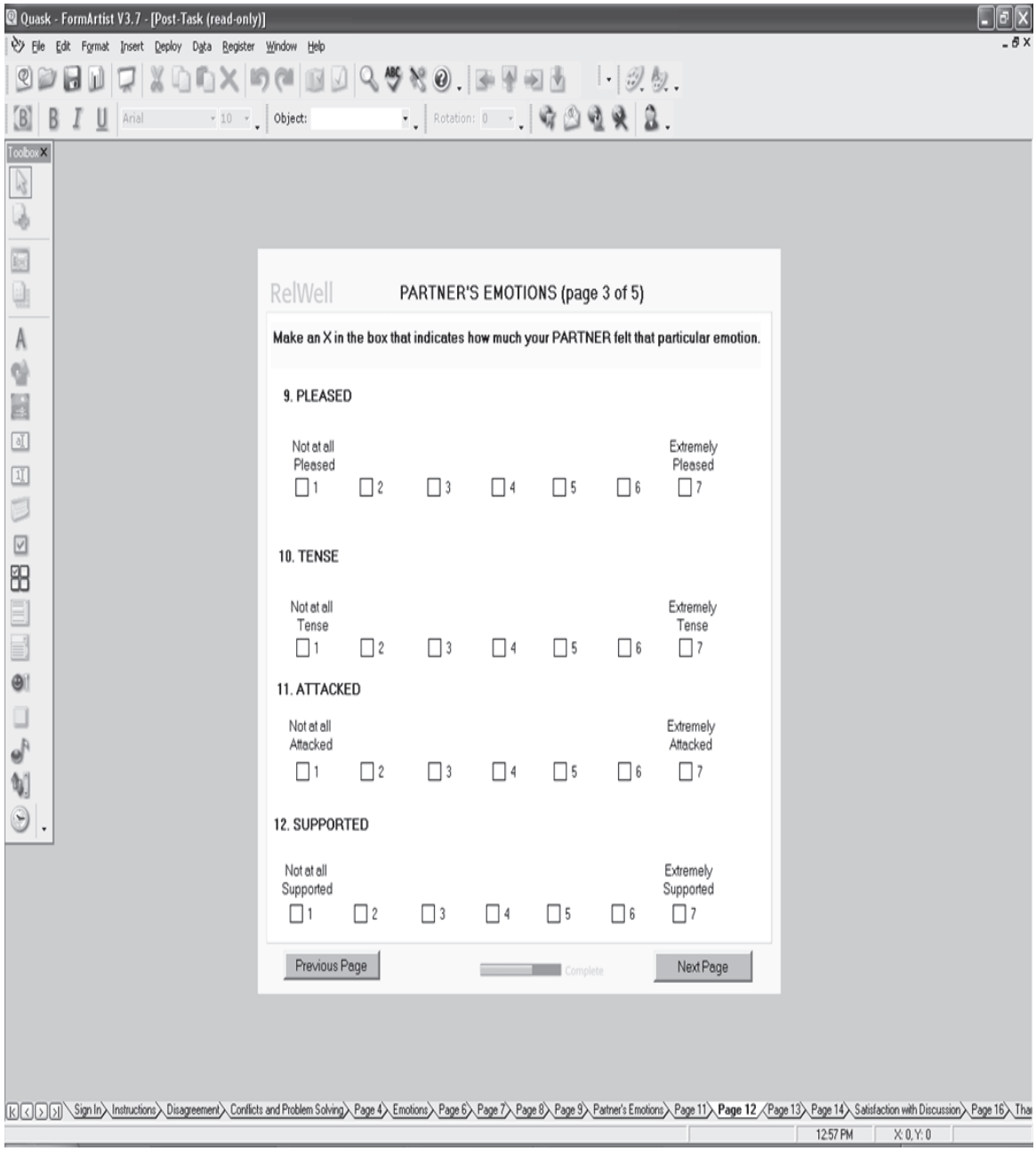
12:57 PM
X: 0, Y: 0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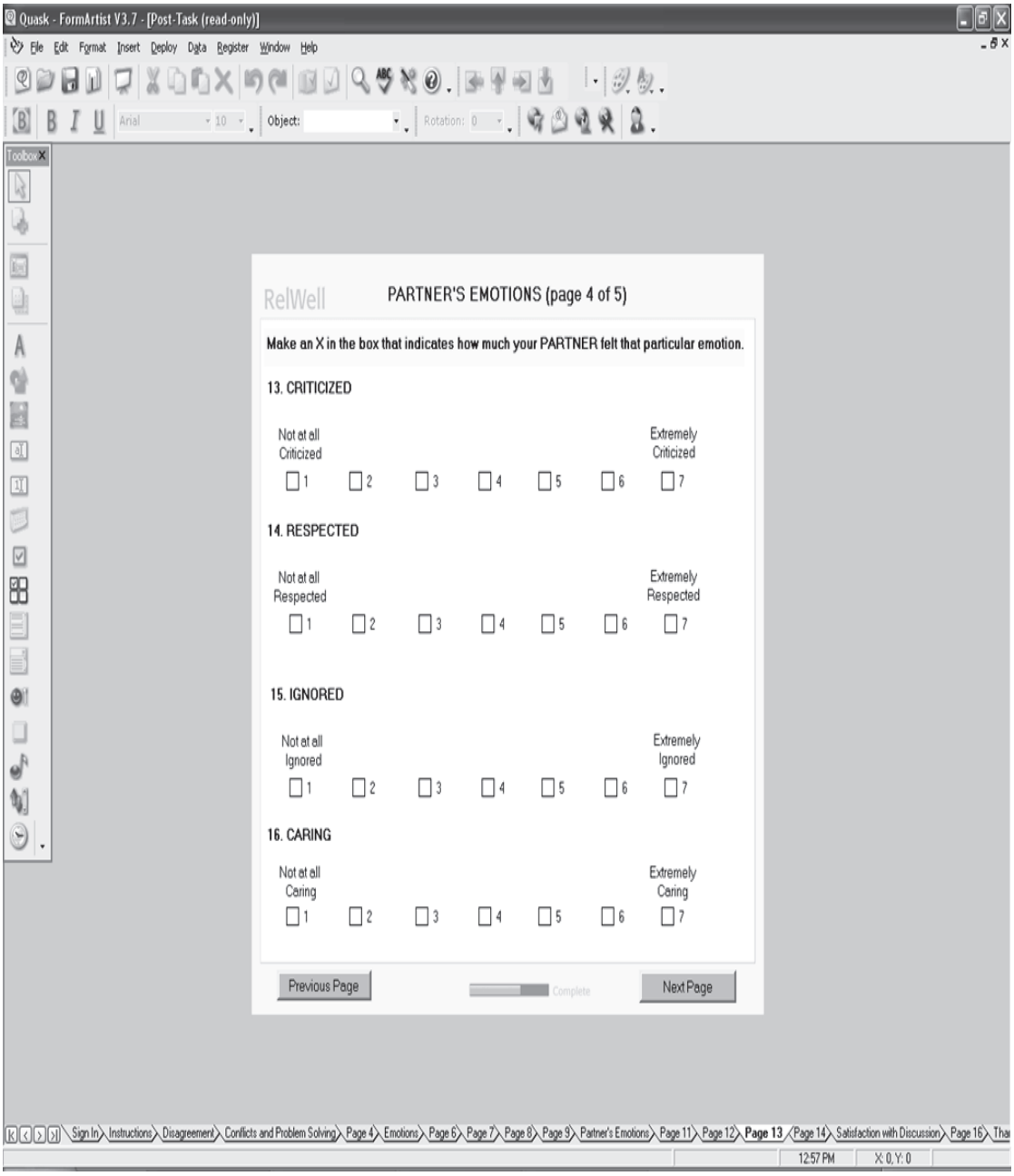
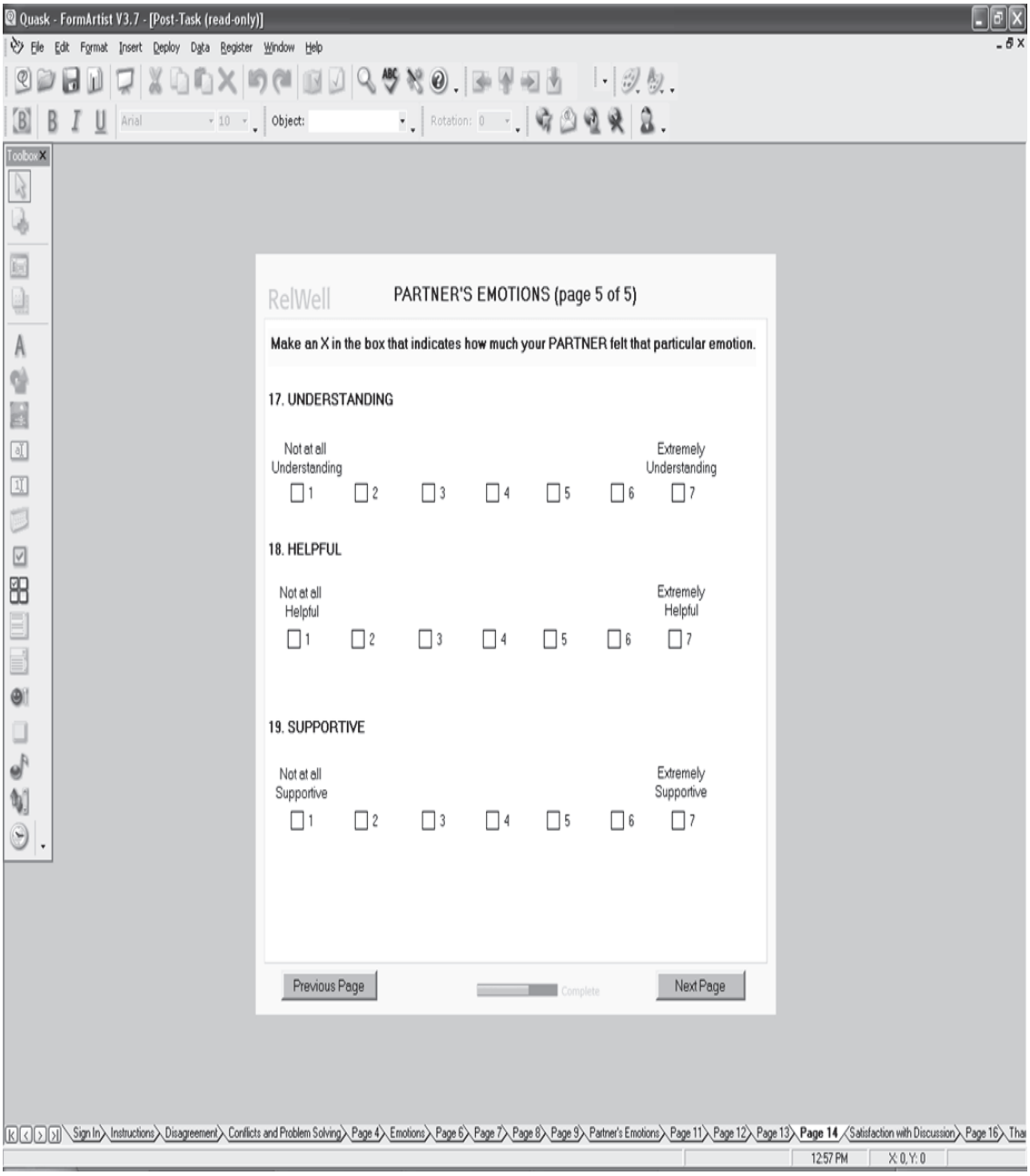
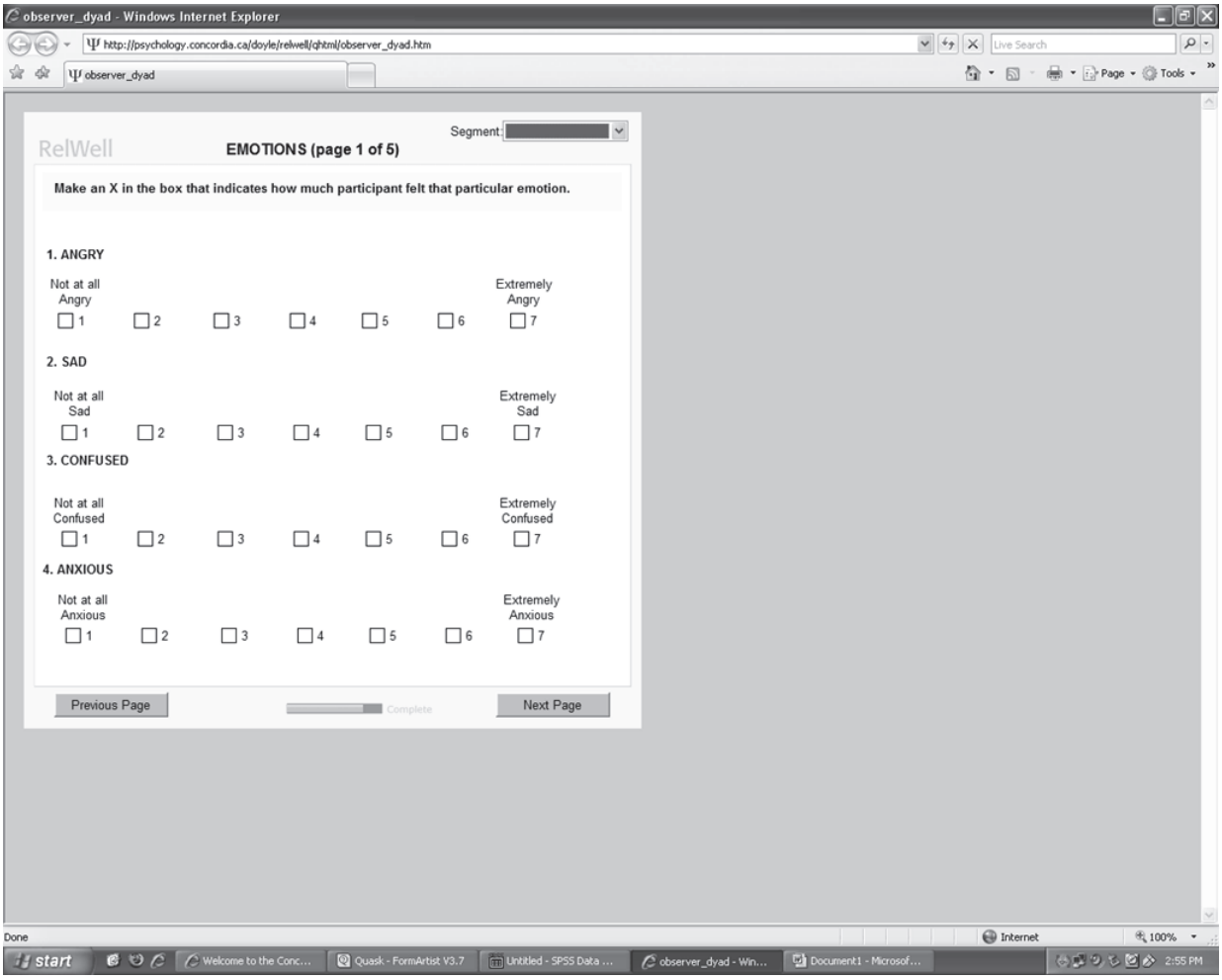
Toolbox
RelWell
PARTNER'S EMOTIONS (page 3 of 5)
Make an X in the box that indicates how much your PARTNER felt that particular emotion.
9. PLEASED
Not at all Pleased
Extremely Pleased
1 2 3 4 5 6 7
10. TENSE
Not at all Tense
Extremely Tense
1 2 3 4 5 6 7
11. ATTACKED
Not at all Attacked
Extremely Attacked
1 2 3 4 5 6 7
12. SUPPORTED
Not at all Supported
Extremely Supported
1 2 3 4 5 6 7
Previous Page
Complete
Next Page
Sign In Instructions Disagreement Conflicts and Problem Solving Page 4 Emotions Page 6 Page 7 Page 8 Page 9 Partner's Emotions Page 11 Page 12 Page 13 Page 14 Satisfaction with Discussion Page 16
12:57 PM
X: 0, Y: 0


Quask - FormArtist V3.7 - [Post-Task (read-only)]
File Edit Format Insert Deploy Data Register Window Help
Toolbox
RelWell
PARTNER'S EMOTIONS (page 4 of 5)
Make an X in the box that indicates how much your PARTNER felt that particular emotion.
13. CRITICIZED
Not at all Criticized
Extremely Criticized
1 2 3 4 5 6 7
14. RESPECTED
Not at all Respected
Extremely Respected
1 2 3 4 5 6 7
15. IGNORED
Not at all Ignored
Extremely Ignored
1 2 3 4 5 6 7
16. CARING
Not at all Caring
Extremely Caring
1 2 3 4 5 6 7
Previous Page
Complete
Next Page
Sign In Instructions Disagreement Conflicts and Problem Solving Page 4 Emotions Page 6 Page 7 Page 8 Page 9 Partner's Emotions Page 11 Page 12 Page 13 Page 14 Satisfaction with Discussion Page 16
12:57 PM
X: 0, Y: 0


Quask - FormArtist V3.7 - [Post-Task (read-only)]
File Edit Format Insert Deploy Data Register Window Help
Toolbox
RelWell
PARTNER'S EMOTIONS (page 5 of 5)
Make an X in the box that indicates how much your PARTNER felt that particular emotion.
17. UNDERSTANDING
Not at all Understanding
Extremely Understanding
1 2 3 4 5 6 7
18. HELPFUL
Not at all Helpful
Extremely Helpful
1 2 3 4 5 6 7
19. SUPPORTIVE
Not at all Supportive
Extremely Supportive
1 2 3 4 5 6 7
Previous Page
Complete
Next Page
Sign In Instructions Disagreement Conflicts and Problem Solving Page 4 Emotions Page 6 Page 7 Page 8 Page 9 Partner's Emotions Page 11 Page 12 Page 13 Page 14 Satisfaction with Discussion Page 16
12:57 PM
X: 0, Y: 0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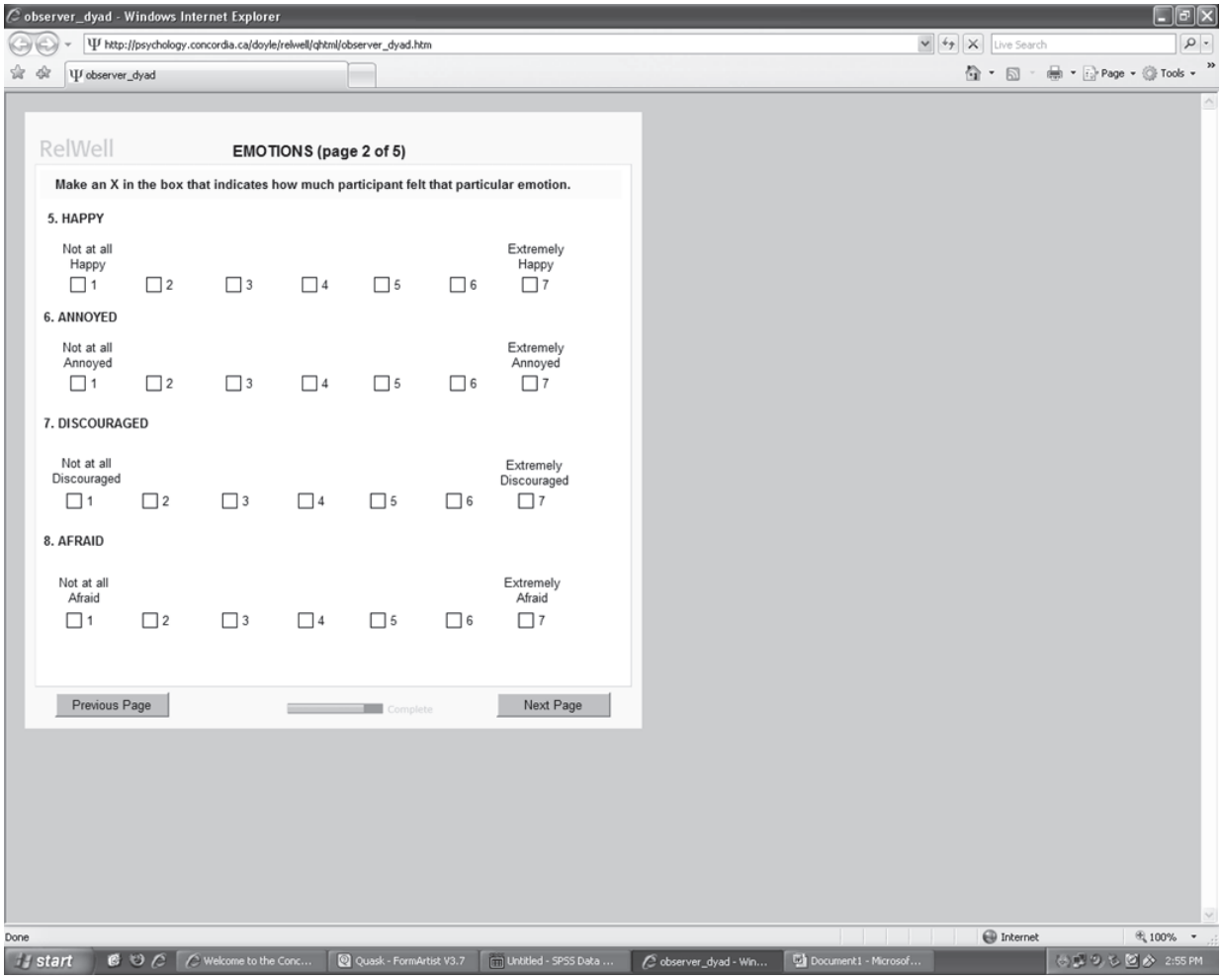
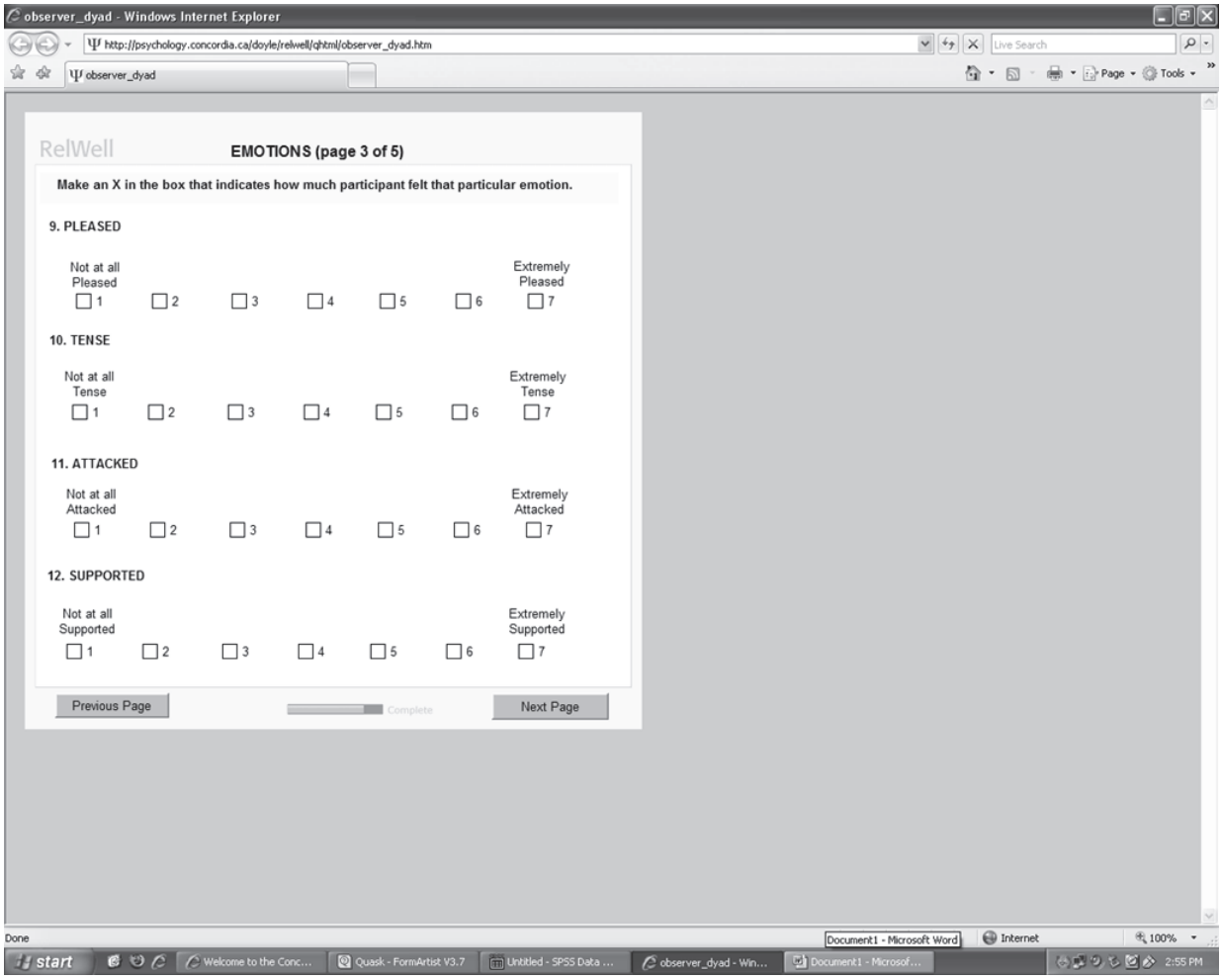
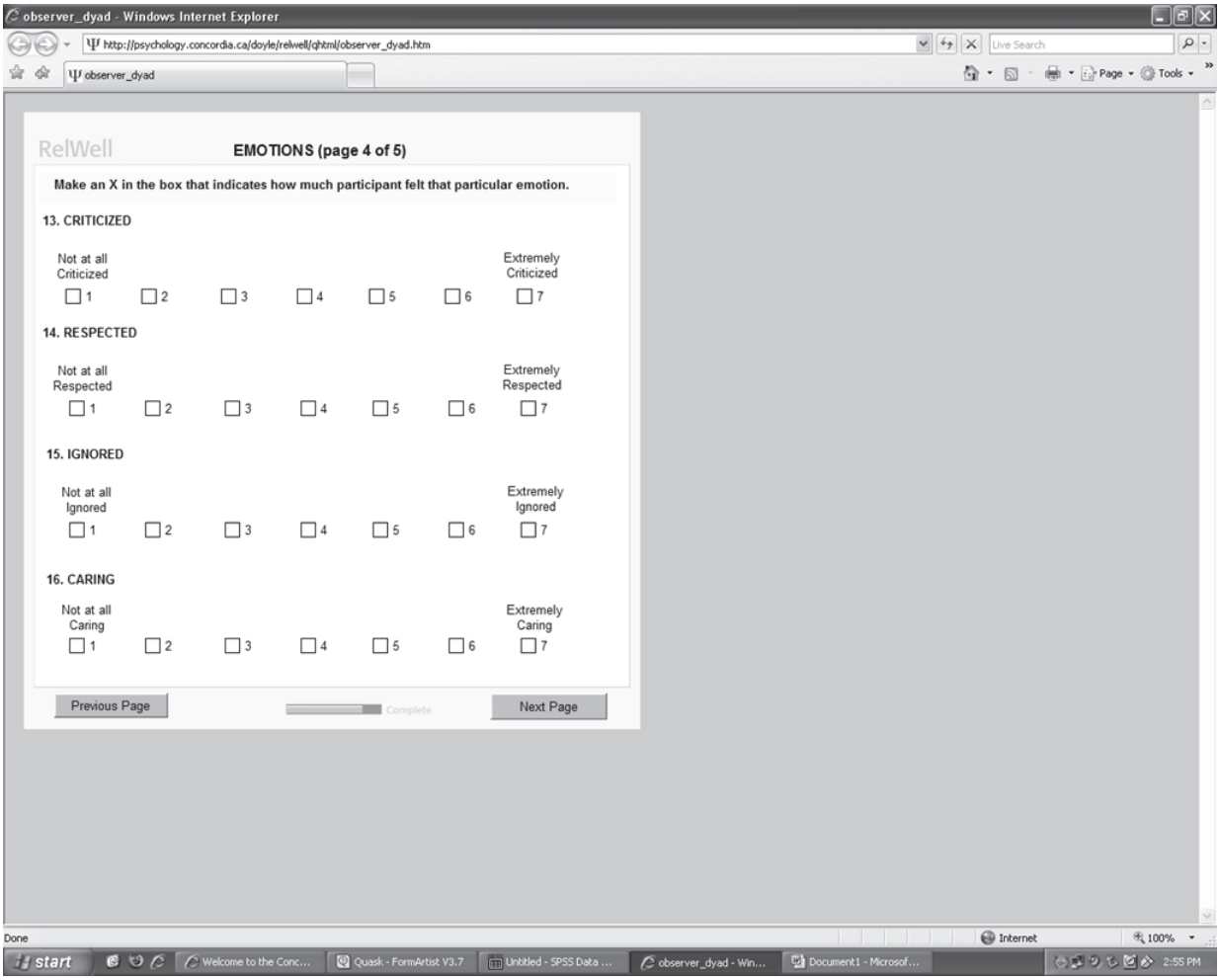
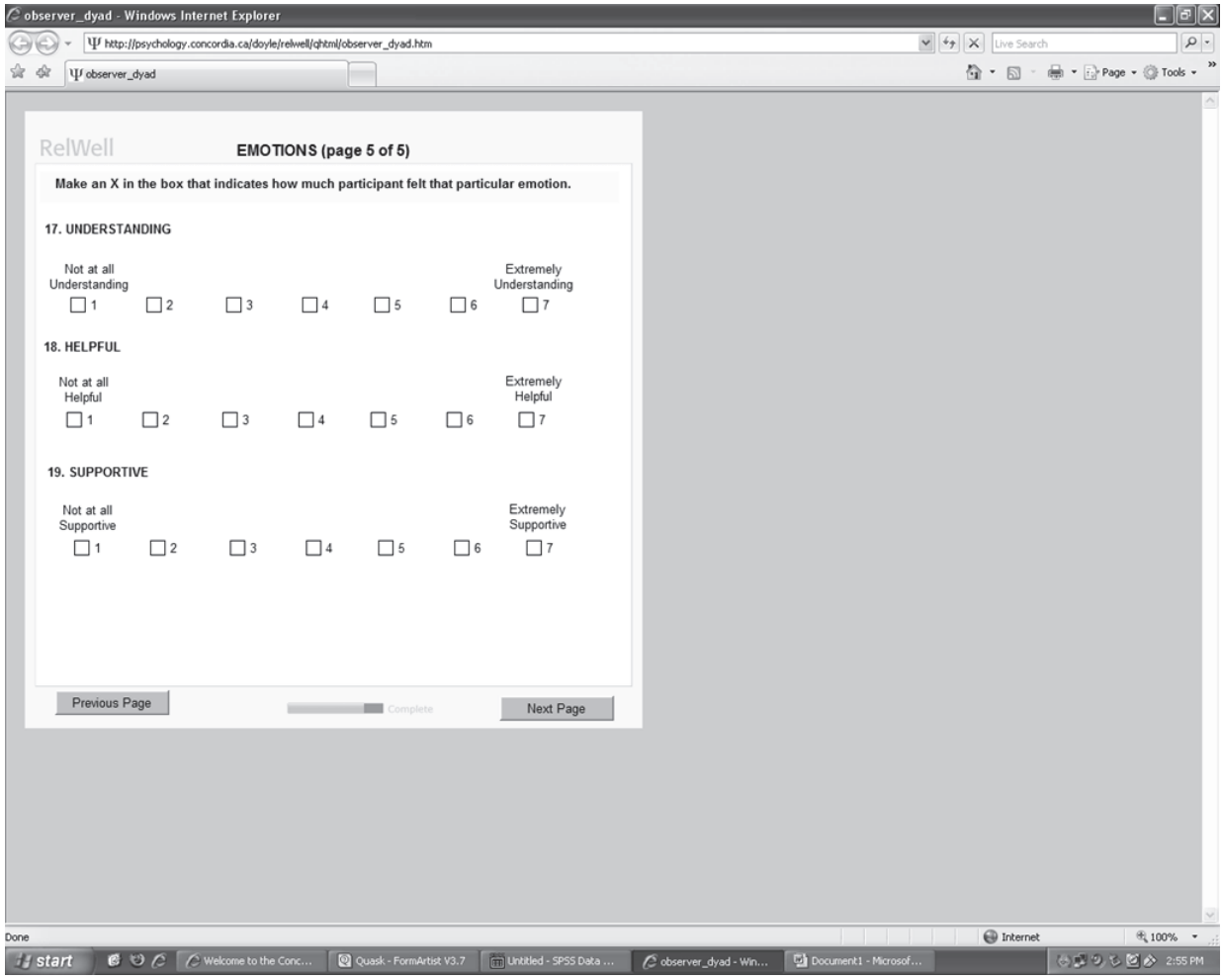
http://psychology.concordia.ca/doyle/relwell/qhtml/observer_dyad.htm
observer_dyad
Segment:
RelWell
EMOTIONS (page 1 of 5)
Make an X in the box that indicates how much participant felt that particular emotion.
1. ANGRY
Not at all Angry
Extremely Angry
1 2 3 4 5 6 7
2. SAD
Not at all Sad
Extremely Sad
1 2 3 4 5 6 7
3. CONFUSED
Not at all Confused
Extremely Confused
1 2 3 4 5 6 7
4. ANXIOUS
Not at all Anxious
Extremely Anxious
1 2 3 4 5 6 7
Previous Page
Complete
Next Page
Done
Internet
100%
start
Welcome to the Conc...
Quask - FormArtist V3.7
Untitled - SPSS Data ...
observer_dyad - Win...
Document1 - Microsof...
2:55 PM


observer_dyad - Windows Internet Explorer
http://psychology.concordia.ca/doyle/relwell/qhtml/observer_dyad.htm
observer_dyad
RelWell
EMOTIONS (page 2 of 5)
Make an X in the box that indicates how much participant felt that particular emotion.
5. HAPPY
Not at all Happy
Extremely Happy
1 2 3 4 5 6 7
6. ANNOYED
Not at all Annoyed
Extremely Annoyed
1 2 3 4 5 6 7
7. DISCOURAGED
Not at all Discouraged
Extremely Discouraged
1 2 3 4 5 6 7
8. AFRAID
Not at all Afraid
Extremely Afraid
1 2 3 4 5 6 7
Previous Page
Complete
Next Page
Done
Internet
100%
start
Welcome to the Conc...
Quask - FormArtist V3.7
Untitled - SPSS Data ...
observer_dyad - Win...
Document1 - Microsof...
2:55 PM


observer_dyad - Windows Internet Explorer
http://psychology.concordia.ca/doyle/relwell/qhtml/observer_dyad.htm
observer_dyad
RelWell
EMOTIONS (page 3 of 5)
Make an X in the box that indicates how much participant felt that particular emotion.
9. PLEASED
Not at all Pleased
Extremely Pleased
1 2 3 4 5 6 7
10. TENSE
Not at all Tense
Extremely Tense
1 2 3 4 5 6 7
11. ATTACKED
Not at all Attacked
Extremely Attacked
1 2 3 4 5 6 7
12. SUPPORTED
Not at all Supported
Extremely Supported
1 2 3 4 5 6 7
Previous Page
Complete
Next Page
Done
Document1 - Microsoft Word
Internet
100%
start
Welcome to the Conc...
Quask - FormArtist V3.7
Untitled - SPSS Data ...
observer_dyad - Win...
Document1 - Microsof...
2:55 PM


observer_dyad - Windows Internet Explorer
http://psychology.concordia.ca/doyle/relwell/qhtml/observer_dyad.htm
observer_dyad
RelWell
EMOTIONS (page 4 of 5)
Make an X in the box that indicates how much participant felt that particular emotion.
13. CRITICIZED
Not at all Criticized
Extremely Criticized
1 2 3 4 5 6 7
14. RESPECTED
Not at all Respected
Extremely Respected
1 2 3 4 5 6 7
15. IGNORED
Not at all Ignored
Extremely Ignored
1 2 3 4 5 6 7
16. CARING
Not at all Caring
Extremely Caring
1 2 3 4 5 6 7
Previous Page
Complete
Next Page
Done
Internet
100%
start
Welcome to the Conc...
Quask - FormArtist V3.7
Untitled - SPSS Data ...
observer_dyad - Win...
Document1 - Microsof...
2:55 PM


observer_dyad - Windows Internet Explorer
http://psychology.concordia.ca/doyle/relwell/qhtml/observer_dyad.htm
observer_dyad
RelWell
EMOTIONS (page 5 of 5)
Make an X in the box that indicates how much participant felt that particular emotion.
17. UNDERSTANDING
Not at all Understanding
1 2 3 4 5 6 7
Extremely Understanding
18. HELPFUL
Not at all Helpful
1 2 3 4 5 6 7
Extremely Helpful
19. SUPPORTIVE
Not at all Supportive
1 2 3 4 5 6 7
Extremely Supportive
Previous Page
Complete
Next Page
Done
Internet
100%
start
Welcome to the Conc...
Quask - FormArtist V3.7
Untitled - SPSS Data ...
observer_dyad - Win...
Document1 - Microsof...
2:55 PM

APPENDIX G

Dyadic Participant Procedures Time 2

(Dyadic Discussion Study)

October 18, 2006

Testing Protocol – Dyad

Book testing room with Carol Dubois, APC secretary. Sign out key. Have spare key to room if testing after hours.

Warm up (Tester 1).

Greet subjects in lab. The first few minutes a couple spends in your laboratory are very important. This is the time when they will be deciding how honest to be and how seriously to take your study. They will feel as safe as they are able if you show them you are sensitive to their feelings and respectful of who they are as people (not just as experimental subjects). It is also important and reassuring that you establish yourself as a capable and experienced professional (see play-by play-interview for more detail).

As you are initially getting to know the couple, you will be doing most of the talking. When you introduce yourself, talk about your role in the project. Let them know that you know your job. Give them a tour of the lab, and tell them about the principal investigator, the rest of the staff, and anything else that will give them some perspective on your project and appreciation for your professionalism. Tell them about what will occur at the session. This gives the couple a chance to get to know you and the lab without being on the spot themselves. They don't have to perform right away. By talking and sharing of yourself and the project, you are giving them the time to get acclimated to the laboratory setting. If you have done all of this, most people will be comfortable sitting in the "living" room and will be ready to do some talking themselves.

Establish a rapport by having the couple talk about themselves in a way that will be comfortable for them, and by finding some areas of common interest between you. Ask the subject questions about how they have felt about the study over the years, what made them decide to participate, and if they have ever done anything like this before. You could ask them if they've ever been to the University before, where they're from, what they would normally be doing at this time, or something about their families, school or work. Keep going until they say something you can relate to and share this with them. Don't fake it. You want to find something you have in common, not emphasize your differences. You want them to know that you are just an interested, curious, human being who <u>can't read their mind.</u> If they want you to know something they have to tell you and even then you'll probably have to ask them for clarification before you really get it. When you feel you have achieved this you should be ready to prepare them for data collection.

Informed Consent

Tell them briefly what you will be doing, i.e.

1) completing questionnaires about their problems, feelings and behaviours, mainly in their relationship but also a little about their relationship with their parent(s)

2) engaging in a short videotaped discussion with their partner about a) planning an event and b) a problem/difference they have in their relationship
3) completing some questionnaires about their and their partner's feelings and behaviours in the discussion.

Mention that sometimes you will ask them to tell you how they feel, sometimes to talk to each other, and sometimes to not talk together, as you go along.

Ask them to complete consent form (printed on letterhead). Write subject ID and S or C (subject or companion) on each consent

The Areas of Change Checklist (Tester 1)

Each person will fill out the Areas of Change Checklist. Introduce the form and the nature of the couple interaction session with confidence and naturalness. The word "disagreement" may carry negative connotations for some people, so re-phrase freely; i.e., we want them to think about the areas in their relationships where they do not always agree; where they do not always see "eye-to-eye"; where they have had to accommodate or adjust to their partner's way of doing things. Some people may be frightened by the notion that we want them to "fight" in front of us. Others may feel their conflicts are very personal. Others will not want to acknowledge areas of difference to their partner. The interviewer needs to be sensitive to their reaction. If subjects are taken aback, minimize the exercise with a cheerful and light touch.

"We are interested in how friends/romantic partners work things out when they themselves differ. All friends/romantic partners differ/disagree about something personal to them. We want to understand how people handle that. So today we want you to think about some areas in your life and your relationship where you have a problem, where you disagree or differ. It could be something where it is not going the way you would like it to. It could be something where you two do not always agree or see "eye-to-eye", where you have had to adjust to your friend's/partner's way of doing things. We'll use it as a starting point in your discussion after."

(If they worry about "fighting":

"We're not asking you to fight. We would like friends/romantic partners to show us how they solve their problems/disagreements when they happen. We know that people who have been friends/in a romantic relationship have to make compromises and adjustments to work together on the issues that come up. We have all had to do that.

Everyone is different and has slightly different approaches to time, friends, etc. We can't expect our friend/romantic partner to have exactly the same view, etc")

"So, on this sheet, please indicate any issues that are areas you would like to see change, or that you don't see eye-to-eye on. Indicate how serious/important the problem/disagreement is **to you** in your relationship. There is no absolute or right answer. Serious for you can mean the issue is painful, tiring, boring, never-ending, significant, symbolic of other things (if she/he cared for me she/he'd spend more time) or representative of your deepest desire. It is your own evaluation of

the disagreement that we are interested in. It is also important that this is an area you disagree with your partner about. You'll have a chance to discuss one or two areas after."

Instruct them to complete the form separately – they are not to talk or look at each other's scores while they fill out the forms. Ask them to let you know when they are done.

Take the forms and thank them. Say "We'll get back to these in a minute. But first I'd like you to complete some additional questionnaires."

Pretest Questionnaires

Take them each to a computer (rm. 5 and 3) to complete the checklist. **Start with Companion**.

1. Alternate rooms for subject and companion, males and females, friends and romantic partners.
2. Go on web. Go to Quask login site. Login with Subject ID number. Enter Participant (Companion or Subject) and Condition (F or RP).
3. Ask Companion to let you know when they've completed the computer task
4. Repeat steps 1to 3 for Subject

Leave them alone but remain nearby in office if questions. Chat with whoever finishes first.

Set up video room (Tester 2)

Test equipment to get both subject and companion on DVD and have good sound even when speaking softly. Record a bit, then play back to check.

Label DVD with date and subject number (or pilot number).

Turn on camera just before or when couple and Tester 1 enter the room. Make sure you can see it in the TV monitor. If any problems, let Tester 1 know.

Choose the Interview Topics (Tester 1)

1. Look over the completed forms while participants are completing the pretest questionnaires. Choose items that were scored the highest by both individuals, or look for the items of greatest discrepancy between the two (i.e., one high and the other low). Look for any items that they have written in the "other" area. Since they took the time to write it down this may be an interesting issue. Use your intuition.
2. Copy the companion's replies that are big disagreements to the corresponding spot on the right margin of the subject's form. Circle the potential discussion numbers in the left margin of the subject's form.
3. Rank the problems in the left margin, in order you want to try them. Think about which member of the couple seems to have the most invested in their own point of view based on conversation up to that point. That may be a good person to begin with to get an issue out on the table.

What is a Play-By-Play Interview?

The play-by-play interview precedes and prepares the couple for the interaction session of our laboratory procedures. The goal of the play-by-play interview is to get a couple to talk about a conflict area in their relationship in a manner that comes as close as possible to the manner in which they would talk if alone and not under the scrutiny of our cameras. There is an art to facilitating this type of interaction. The interviewer needs to facilitate a process whereby the couple is focused on and engaged in a conflict/difference they actually experience in their relationship. In order for couples to do this they have to be willing to discuss personal issues before us, they have to be comfortable enough to express themselves in a natural manner and they have to be invested enough to actually engage in and try to work through the conflict/difference/disagreement.

Briefly, the task of the interviewer is to: Be sure subjects are comfortable enough with the interviewer and the laboratory setting to open up and discuss what's real and important to them. Be sure the problem issues get defined and "made real" so that the couple has something concrete to grapple with. A vague issue will usually evaporate within a sentence or two of discussion. Be sure each partner knows how they feel as an individual. Sometime one partner seems to "own" the conflict; i.e. they have the problem but it's the other person's fault. The conflict is an issue for the first partner but the second partner's actions have been identified as the source of the problem. It may be unclear what the position of the second partner is (even to that person him/herself), and it is important that the interviewer help <u>both</u> individuals articulate their feelings and versions of the conflict. Be sure each partner feels that they have a legitimate point-of-view. Find something valid in each person's point-of-view. This will make a person interested in engaging in the topic with energy and affect. Be sure each person knows what they are supposed to do during the conflict session. Make instructions clear but do-able (i.e. ask them to work on the problem and try to make progress versus solving an ongoing issue during one fifteen minute interaction).

Doing the Play-by-Play Interview (Tester 1)

Bring subjects and companions to video room. Your aim is to get discussion on planning an event as a warm-up and on **two issues in the relationship**.

Planning an event (5 minutes, Tester 1)

First, I'd like you to plan an event together, any kind of event you like. Just make sure you plan together and decide on the most important aspects of the event. You'll have six minutes. When I leave and close the door, press here to start the timer. I'll come back after."

Discussion about relationship problems (Tester 1: Interview plus 10 minutes)

Knock and reenter interview room. Say "Now I want to ask you a few questions about your answers on this checklist so that I can better understand."

Explain why, e.g. "All friends/couples have common areas of disagreement and yet each couple I've talked to has something unique about them in the particular way that they disagree. A disagreement for one couple over how they spend time together is not the same as a disagreement over how they spend time together for another couple. One area of potential difference for you two is……"

Interview one person at a time. Do not let them talk to each other, which they may attempt to do either to defend or agree with one another. The longer a person has to listen to their partner's version of a conflict without speaking, the more likely they will be to respond from their own point of view.

Ask for examples and feelings until you feel you understand the person's point of view. Probe for feelings and beliefs behind their answers. Ask leading questions, make guesses based on what they seem to be trying to say, ask each of them how they feel about the issue. But keep it short! Look for one concrete example and one or two feelings.

[Occasionally, someone who has difficulty articulating may be assisted by hearing their partner's point of view in the middle of their own description, and then later finishing their own. **Be sure** you feel each partner has a point of view and furthermore, **that they feel that their point of view is legitimate.**

Don't let them intellectualize or analyze unduly. We want them to be involved, and they get involved by **recreating the feeling they feel when this issue comes up, not by stepping back from it and explaining it to us. Probe for how it feels to want your partner to think, do or feel differently than they do. Acknowledge the validity of their viewpoint whether or not you agree with it. Make them feel heard and understood.** A sample script, or list of possible questions is as follows:

"So, how would you describe your disagreement over money?"
"How does it come up?"
"What happens?"
"When was the last time it happened? What happened then?"
"Did you talk about it with him/her? What happened?"
"What did you say? What did he/she say?"
"How did you feel when he/she…?"
"What do you wish he/she would say, do?"
"What happens when you try to change?"
"Ideally, how would you like it to be?"

Of course, we don't just rattle off a battery of questions. Think of the process as a dance of questions alternating with acknowledgement and rephrasing, all leading toward a focusing and defining of the problem area. Here are some sample acknowledgements and rephrasing: It sounds like you've been working hard on….; It must be frustrating to try and (budget, plan) and then your friend/romantic partner….; So, (….) is really important to you; You've tried to understand and compromise but you still feel (…);]

When you switch to the second person to define the first problem, do the same for them; giving them your total attention and acknowledgement also. But keep it short!

When you are satisfied that a real issue is sufficiently explored and likely to generate a good conversation, **interview for a second issue beginning with the partner who was second on the first issue.** If you are not satisfied that an issue is an actual conflict between them, or if the issue is of so little interest that it is talked out in a few questions or elicits no affect, interview for a third issue.

Briefly **sum up each point of view for each issue**, distilling the information **so that the summation emphasizes the <u>difference</u> in their points of view**. (Use phrases such as "you, on the other hand feel that it is important to…"). It is important to exercise your memory so that key points are remembered and are available to you for summation.

After summing up the second issue, **give instructions for the Couple Interaction:**

"When I leave, you can discuss how you'd like (e.g., communication) to be in your relationship). [If the procedures have interfered in any way (equipment problems) or you feel that the couple lost track of the crux of their conflict, **reiterate the key differences in their points of view** as you instruct them about their discussion

Sue, it's really important to you that (e.g., John talks and shares more,) that's what a relationship is all about to you, but for you, John, (e.g., talking isn't always comfortable and this issue leaves you feeling a lot of pressure to be different than you really are…..").]

Normalize the interaction with a statement such as:

"See if you can make some progress on these issues by discussing them for 12 minutes. Press this timer to start after I leave. People frequently do find that some uninterrupted quiet time discussing together is so rare that even here, in our laboratory, it has enabled them to see their differences differently and say things they usually don't get a chance to say."

In order to help them to stay on topic, give them an index card on which you have written the two issues for change. Make sure that these are stated in an unbiased way so as to not influence the direction of the discussion (e.g.: "Organization when going out in groups" and NOT "Jane's lack of organization when…").

Go out and shut the door to signal they can start the timer and begin. (The camera will have been going since the warmup.)

Make sure timer is started in observation room

Watch to make sure that the interaction is proceeding smoothly and that nothing unethical occurs. (**Tester 1 or 2)**

Post-task

Join the couple by knocking on the door after 12 minutes. Thank them and ask them to accompany you to the lab again, to complete a few more questionnaires. Don't let them compare notes on the way on their thoughts about the discussion. Log them in to Post-test on lab computers, starting with the companion. Leave them alone but be available.

Ending the Couple Interview.

Fun things discussion

When both are finished the questionnaires, thank them and ask them to join you together for a last brief discussion. Ask them to come up together with some things they find fun about/in their friendship/romantic relationship, and why these things are fun. After about three minutes, summarize the main points of what they came up with, check that they agree you got it, and make a few notes.

Debriefing.

Thank them. Ask them if their conversation felt real, if it was satisfying or if they learned anything new from the interview. Ask them how they like the project so far or if either of them said anything new in their discussion. Remind yourself at this point that these people didn't have to participate in your study. Take a moment to appreciate the courage and generosity they brought to your project. Depending on the couple, you might ask them if this is what they expected when they decided to do this study, and how they would do things differently if it were their study. (Make notes on the points they raise. These are important feedback.)

Say: You may see other people from Lasalle that we'll be calling. It's fine to say if you liked coming in, but to keep it fresh for them as it was for you, we'd appreciate you not talking about the specific details.

If the appointment ran overtime and the couple has an appointment, tell them we will go over the information they shared with us very carefully and that their confidentiality is assured. Mention that they will be able to see what contribution they have made to science in the next report. THEN, thank them very much. Pay them, get receipt signed.

Debriefing

Relationship quality with romantic partner or friend

Researchers: Anna Beth Doyle, Ph.D., Department of Psychology, and Dorothy Markiewicz, Ph.D., Departments of Psychology and Applied Human Sciences

If you have any questions about the research, please contact the research team at 848-2424 ext 7560 or by email at **relation@alcor.concordia.ca**.

If you have questions about your rights as a research participant, please contact Adela Reid, Research Ethics and Compliance Officer, Concordia University, at 848.2424, ext. 7481 or by email at **Adela.Reid@Concordia.ca**. You may also contact Dr. Adam Radomsky, Chair, Psychology Department Ethics Committee at **adam.radomsky@concordia.ca**.

The focus of this study is the contributions of parenting and relationships with parents (both present and past) to young adults' relations with their own romantic partners and close friends. Adolescence is a period during which life-long representations and behaviour develop, and thus, an important period in which to examine contributors to adjustment.

APPENDIX H

Dyadic Observer Coding Time 2

(Dyadic Discussion Study)

Coding Decisions		
Date of Decision	Question	Decisions
GENERAL		
		- compare to **other** dyads we've seen & not within that one dyad
DISAGREEMENTS		
3/10/07	What is the difference between 'very true' and 'true' for the item 'never disagreed'?	- 'Very true' applies to a quiet dyad—it is suspected that if they had disagreed they would have discussed it quietly. - 'True' applies a more 'flamboyant' dyad—if they had disagreed they would not have discussed it quietly.
Oct,17/07	DISAGREEMENT & CONFLICT SECTIONS!!!!	- Remember that the questions **only apply when participants are disagreeing** on something! - Disagreeing about *something* & not talking about the disagreement (if don't see it as disagreement)
Oct,17/07	Difference btw Very true and true also very false and false for DISAGREEMENTS.	- Very true = 100% perfect - True = not 100%, have any kind of doubt - Very false = 100% false - False = not 100% false
Oct, 31/07	If they never disagree or never talked, how do you answer something like 'talked it out'.	- did they talk out their disagreement? (instead of talking about something else) - if no disagreement, LEAVE BLANK - Remember a disagreement doesn't have to be acknowledged by both partners. - make VERY sure there is NO disagreement
Nov 14, 07	"Argued/disagreed A LOT"	- Means always (3/often is 100%)
CONFLICTS		
3/10/07	What is the difference between interrupting and not listening?	- "Not listening": The opposite would be daydreaming. Answer while thinking 'was he

		attentive'. - "Interrupting": Is more specific, (although it is a form if not listening).
Oct,17/07	Does 'raised voice/shouted' only apply to situations in which anger is being expressed?	- Raised voice/ shouted only applies when participants are disagreeing on something
Nov, 14/07	If person *changed the subject* as a way to deal with disagreement.	- Rate as 2 or if always 3 - Did they use "changing the subject" as a way to solve the problem?
Nov, 14/07	When blame others for their problems = Avoiding	- Yes avoiding problem
EMOTIONS		
Nov 14, 07	General	- Rate the emotions of person rating & not what other person expresses - Don't need to have diff ratings for pleased/happy or tense/anxious - They are related, so scores can be same/similar, but don't let that influence rating
Nov 14, 07	Ratings 1-7	- 3 = a little less visible - 4: Start with the man on the street perceiving this emotion; clearly. What one would expect or what anyone, even non coders could point out too, even if don't know quality of rel't of dyad - 5 = a little more visible - 7: Take account; wild, intensity, often (# of times), explicit, bodily expression, time; It is compared to the maximum we would expect in all dyads
Oct, 31/07	Anxiety	- 4**: visible to almost everyone** - 5: visible to **more than is expected** in this situation, **more intense**, **more time consuming**
Oct,17/07	What is the difference between 'attacked' and 'criticized'?	- Attacked = is always negative - Criticized = can be positive or negative depending on the

		situation
Oct, 25/07	Emotions for CRITICIZED	- Take account of TIME and INTENSITY
Oct,17/07	What does UNDERSTANDING mean?	- Understanding = acknowledged
11/10/07	Emotions: What does 'supported' mean?	- The degree at which the companion or subject felt supported by their partner. - Not at all supported = feeling unsupported. - 4: neutral
11/10/07	One of the dyads exhibits 'playful slapping'. How would this be coded in terms of anger?	- This would probably be coded as a 5 or 6. - It seems as though the 'playful slapper' is angry but trying to disguise this anger.
11/10/07	What does not at all angry mean?	- Does not mean happy. - Doesn't show any anger (i.e.: frowning or grumpiness). - Code while thinking about the relativity to this sample. - 4: Somewhat angry. - 3: The low-side of somewhat angry. - 2: just a hint of anger.
Oct, 25/07	Emotions for HELPFUL	- 5 = closer to 4 - 6 = closer to 7
Nov. 1/07	Respected	- When rating the subject: Does the subject FEEL respected? - It's not based on what the companion says.
Oct,17/07	What does TENSE mean and what does ANXIOUS mean?	- Tense = it's physical - Anxious = negative affect
Oct,17/07	What is the difference between PLEASED and HAPPY?	- Pleased = is a more settle feeling, does not need to be as visible as happy - Happy = more positive and more expressive then pleased
Nov 14, 07	Supportive	- 4: visible, slight - 5: more, out of the way to be supportive - 6: really - 7: exaggerated

SATISFACTION		
Oct,17/07	Satisfaction questionnaire !	- **4 = neutral;** no positive or negative affect expressed through body language, words or tone of voice (remember, we are inferring what the participants are feeling). - 5 = hint of satisfaction; the satisfaction expressed is less sincere than that of a 6 - 6 = more than average, visible but not explicit - 7 = said explicitly
Oct,17/07	When talking about STRESS! (satisfaction)	- Stress = about the discussion and NOT about being videotaped - Doesn't have to be about the *disagreement* in particular
Oct, 25/07	In the satisfaction questionnaire, for HOW STRESSFUL?	- On a continuum from 1 - 7
Nov 14, 07	Stress/Satisfaction/Happy	- Intensity, frequency, explicit body language - About the outcome