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**Title of Proposal:** Couple Compatibility as a Measure of Emotional Intelligence.

**Abstract:** The main purposes of this study will be to determine how Emotional Intelligence and Parental Attachment Style, secure vs. insecure, affect an individuals interpersonal relationship satisfaction. These points are important to study because understanding how underlying emotional factors affect relationships could help individuals to have more fulfilling and healthy relationships, both in romantic and friendship situations.

**Narrative:**

A.

The main objectives to be investigated within this research are to determine if an individuals' Emotional Intelligence has an effect on an individuals relationship satisfaction, both romantic and friendships. The next objective is to determine if an individuals parent-child attachment style, either secure or insecure, will affect and individuals relationship satisfactions. The final objective is to attempt to determine which of these two variables, emotional intelligence or attachment style, has a stronger affect on relationship satisfaction.

B.

This research utilizes concepts both new and old to the field of psychology. The field of Emotional Intelligence is considered to be quite new and the main theory utilizes within this research is that of Mayer, Salovey and Caruso (2004). In order to fully understand the ideas of emotional intelligence it is important to discuss how some researchers have measured it among people. Mayer, Salovey & Caruso (2004) used the four branch ability model in order to measure the level of emotional intelligence among participants. This model states that emotional intelligence can be divided into the ability to 1) perceive emotion, 2) use emotion to facilitate thought, 3) understand emotions and 4) manage emotions (Mayer, Salovey & Caruso 2004). These four areas help to break down the types of skills people may need to develop over time in order to

function within the social world on an emotional level. Each one of these categories affects different aspects of peoples' lives.

Within this model, the first branch of Perceiving Emotion is the most basic ability in terms of emotional intelligence. This ability refers to the recognition of nonverbal emotional cues in the voice, face and other communication channels (Mayer, Salovey & Caruso 2004). For example, if a person is able to recognize cues of anger in speech and facial expression without prior context of the situation, they may have developed the emotional perception ability.

The second component of this model is that of Analyzing emotions. This component consists of the ability for an individual to recognize emotions and analyze their meaning based on a situation (Mayer, Salovey & Caruso 2004). For example a person whom has developed this ability will be able to recognize that when crying they are not necessarily sad but instead they could be frustrated and angry. If this skill is not developed it may not be possible for the individual to separate this reaction of crying from anything but sadness when in fact it may be something completely different. The development of this skill will also lead to the ability to determine how different emotions lead to and turn into others (Mayer, Salovey 1997). For example, a person with this skill would be able to understand how and why frustration could lead into anger within themselves.

The third branch within this model is that of Emotional Facilitation. This branch is described as the ability for emotions to assist emotional processing (Mayer & Salovey 1997). The main ability within this branch is that a

person is able to understand that when an emotion is evoked, within a person, it means something important is occurring that they need to tend to. For example, a person within a relationship may realize they are feeling sad and with that they must try to understand why and alleviate the problem. Another aspect of this branch is using your own emotions to understand other peoples' emotion (Mayer & Salovey 1997). In other words, if a person is developed in this skill they will be able use how past experiences evoked emotions within them and then predict how those same experiences will evoke emotions in others. For example, if a person has experienced a negative evaluation at work they will be able to better understand how a colleague is feeling after a similar experience.

Finally, this model discusses the fourth branch of Emotional Management. This branch is referred to as the conscious regulation of emotions (Mayer & Salovey 1997). This is the idea that a person is able to recognize and experience both positive and negative emotions and when necessary detach or engage in them. For example, people learn that there are appropriate times to be angry and need to act happy while in public places. When this skill has been developed people are able to realize they are angry, and that it may be merited within the situation, but they are able to detach themselves from the anger and determine a better way to handle the situation. In this same way a person with a developed management skill will be able to monitor emotions of others to determine if they are rational or clear (Mayer & Salovey 1997). For example, if one member of a couple has a developed management skill they will be able to distinguish if their partner is experiencing an irrational emotion or if they are clear

in what they are feeling and thinking. The combination of these skills is the overall ability to moderate their negative emotions and to enhance their positive emotions, without repressing them (Mayer & Salovey 1997). Another important aspect of this research is that of parent-child attachment.

Research has indicated that the relationship between a parent and child during early infancy and development influences later emotional and social developments in children (Kenny & Barton 2002). Bowlby (1988) discusses the ideas of secure and insecure attachment styles between the parent and child, which lead to vastly different socioemotional reactions. A secure attachment style is one in which a child learns, through attentiveness and sensitivity to distress from the primary caregiver, that it is acceptable to explore and express emotions readily in social relationships (Bowlby 1988). In contrast an insecure attachment style, which develops from a lack of emotional responsiveness and sensitivity to distress by the primary caregiver, results in high separation anxiety, an unwillingness to explore their environment and subdued emotional reactions in social relationships (Bowlby 1988; Thompson & Lamb 1983). It appears that these attachment patterns have a great relevance to future relationships with others, both peer and romantic.

In the context of Emotional Intelligence, a secure attachment style appears to be indicative of higher emotional functioning. Research conducted by Kafetsios (2004), demonstrated that individuals with secure attachment patterns to primary caregivers have consistent positive correlations with the facilitation, understanding, management and overall E.I. score of the MSCEIT. This is one

of the first studies to examine the relationship between attachment styles and Emotional Intelligence and it helps to demonstrate the theory of attachment and later affective functioning. Another important demonstration of the influence of attachment styles was by Thompson & Lamb (1983) who discussed that a secure attachment style is also indicative of more positive and developed coping skills in respect to separation, which is critical in relationships.

Based on the past research, it is hypothesized within this study that high Emotional Intelligence as well as a secure parent-child attachment style will increase relationship satisfaction although it is not known yet which will be the stronger indicator.

C.

This research is very important in terms of my personal and professional growth. In terms of my personal growth, this research has helped me to become a more independent and self-motivating worker as well as helping me to understand when to ask for help. As for my professional growth, this research will be invaluable for my future education. This research has helped me to understand the process and skills necessary for my future work in graduate school.

D.

This research will utilize tests and questionnaires to collect the necessary data scores. These items are the BarOn Emotional Quotient Inventory- Short version (Bar-On 2002), the Miller Social Intimacy Scale (Miller & Lefcourt 1982), the Attachment History Questionnaire (Pottharst 1990) and finally a relationship and

demographic questionnaire created by the researcher. The participants to be utilized within this study will be SUNY Oswego students, both male and females, between the ages of 18 and 22. Informed Consent will be collected for each participant prior to the start of the research and then all tests and questionnaires will be completed. All of the participants will be anonymous and the responses will be kept confidential.

E.

It is anticipated that this research will be completed by April of 2007. This research is currently in the data collect stage which is anticipated to be completed by the end of the Fall Semester of 2006 and the analysis and interpretation stage will occur in the beginning half of the spring semester of 2007.

F.

This research will be presented during Quest Day presentations for the psychology department. All students and faculty will be welcome to attend and view the presentation as well as ask questions about the research and its findings.

Equipment Purchase: Bar On Emotional Quotient Inventory- Short Version  
Equipment amount: \$144.00  
Equipment Rental:  
Equipment Rental amount:  
Photocopying: Copies of Surveys, Scoring sheets, Answer Sheets  
Photocopying amount: \$140.00  
Postage:  
Postage amount:  
Professional Assistance:  
Professional Assistance amount:  
Publication Costs:  
Publication Costs amount:  
Software Purchase:  
Software Purchase amount:  
Supplies: pens, filing folders  
Supplies amount: \$10.00  
Telephone:  
Telephone amount:  
Travel:  
Travel amount:  
Misc Costs:  
Miscellaneous Costs Amount:  
Miscellaneous Costs 2:  
Miscellaneous Cost 2 Amount:  
Total Funds Requested:  
Total Funds Requested amount: \$294.00

**Budget Justification:** The proposed budget is to cover the costs of the purchase of the Bar-On Emotional Quotient Inventory from Multi-Health Systems Inc., photocopying of all the components of the research each participant must complete and the minor supplies associated with this research. The photocopying budget is based on the reasoning that each copy will cost \$.08, from Staples in Oswego, and the packet of forms and questionnaires each participant will use consists of 17 pages; with an anticipated 60-100 subjects. The pens will be used by the participants in filling out the surveys and the filing folders will be used to keep the consent forms separate from the answer sheets, to encourage confidentiality as well as organization of the data.

Additional Funds no: on  
Final Report no: on  
Submit Final Report no: on

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Appendix I

Relationship & Demographic Information Questionnaire

1. Sex? (Male/Female) \_\_\_\_\_
2. Age? (Please respond with a whole number e.g. 18, 20, etc.) \_\_\_\_\_
3. What is your race/ethnicity? \_\_\_\_\_
4. What was approximate your SAT score in high school? (combined math and verbal, please only put a single whole number) \_\_\_\_\_
3. Have you ever been treated for a psychological disorder? (Yes/No) \_\_\_\_\_  
If Yes, what was the diagnosis and treatment utilized?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. In the past have you been involved in a serious romantic relationship? (Yes /no) \_\_\_\_\_  
If yes how long were you in this relationship? (Please give the time increment along with the number e.g. 5 weeks, 6 months, etc.) \_\_\_\_\_  
How old were you at the onset of this relationship? \_\_\_\_\_

5. Are you currently involved in a romantic relationship? (Yes/no) \_\_\_\_\_  
If yes how long have you been in this relationship? (Please give the time increment e.g. 5 weeks, 6 months, etc.) \_\_\_\_\_

6. Do you currently have a close friendship with someone for more than 1 year? (Yes/No) \_\_\_\_\_  
If Yes, how long have you been friends with this individual? (Please give the time increment e.g. 5 weeks, 6 months, etc.) \_\_\_\_\_

***Please answer the following questions, referring to romantic relationships, in regards to your current romantic relationship or the serious romantic relationship mentioned in question #4 and the questions, referring to friendships, in regards to the friendship mentioned in question #6.***

7. In regards to a romantic relationship, approximately how far apart do you live? (Please respond with a time to travel to your partners place of residence e.g. 20 minutes, 2 hours, etc.) \_\_\_\_\_
8. In regards to a friendship, approximately how far apart do you live? (Please respond with a time to travel to your partners place of residence e.g. 20 minutes, 2 hours, etc.) \_\_\_\_\_

9. If you are in a romantic relationship, how much control in decision making do you feel you have? (Please circle one response neatly)

None at all your partner		Slightly Less than your partner		Equal to your partner		Slightly More than your partner		More than	
0	1	2	3	4	5	6	7	8	9
10									

10. In regards to a close friendship, how much control in decision making do you feel you have? (Please circle one response neatly)

None at all your partner		Slightly Less than your partner		Equal to your partner		Slightly More than your partner		More than	
0	1	2	3	4	5	6	7	8	9
10									

11. In regards to a romantic relationship, do you and your partner share the same or similar religious beliefs? (Y/N) \_\_\_\_\_

12. In regards to a romantic relationship, do you and your partner share the same or similar level of religious involvement? (Y/N) \_\_\_\_\_

13. In regards to a close friendship, do you and your friend share the same or similar religious beliefs? (Y/N) \_\_\_\_\_

14. In regards to a close friendship, do you and your friend share the same or similar level of religious involvement? (Y/N) \_\_\_\_\_

15. In regards to a romantic relationship, how do you perceive your intelligence as compared to your partner? (Please circle one response neatly)

Drastically Less More	Slightly Less	About Equal	Slightly More	Drastically More
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0 1 2 3 4 5 6 7 8 9  
10

16. In regards to a close friendship, how do you perceive your intelligence as compared to your partner? (Please circle on response neatly)

Drastically Less      Slightly Less      About Equal      Slightly More      Drastically More

0 1 2 3 4 5 6 7 8 9  
10

Appendix II.

Miller Social Intimacy Scale

1. When you have leisure time how often do you choose to spend it with him/her alone?

Very rarely                      some of the time                      Almost Always  
1    2    3    4    5    6    7    8    9    10

2. How often do you keep very personal information to yourself and do not share it with him/her?

Very rarely                      some of the time                      Almost Always  
Always  
1    2    3    4    5    6    7    8    9    10

3. How often are you unable to understand his/her feelings?

Very rarely                      some of the time                      Almost Always  
Always  
1    2    3    4    5    6    7    8    9    10

4. How often do you show him/her affection?

Very rarely                      some of the time                      Almost Always  
Always  
1    2    3    4    5    6    7    8    9    10

5. How often do you confide very personal information to him/her?

Very rarely                      some of the time                      Almost Always  
Always  
1    2    3    4    5    6    7    8    9    10

6. How often are you able to understand his/her feelings?

Very rarely                      some of the time                      Almost Always  
Always  
1    2    3    4    5    6    7    8    9    10

7. How often do you feel close to him/her?  
 Always      Very rarely      some of the time      Almost  
 1      2      3      4      5      6      7      8      9      10
8. How much do you like to spend time alone with him/her?  
 Not much      A Little      A Great Deal  
 1      2      3      4      5      6      7      8      9      10
9. How much do you feel like being encouraging and supportive to him/her when he/she is unhappy?  
 Not much      A Little      A Great Deal  
 1      2      3      4      5      6      7      8      9      10
10. How close do you feel to him/her most of the time?  
 Not much      A Little      A Great Deal  
 1      2      3      4      5      6      7      8      9      10
11. How important is it to you to listen to his/her very personal disclosures?  
 Not much      A Little      A Great Deal  
 1      2      3      4      5      6      7      8      9      10
12. How satisfying is your relationship with him/her?  
 Not much      A Little      A Great Deal  
 1      2      3      4      5      6      7      8      9      10
13. How affectionate do you feel towards him/her?  
 Not much      A Little      A Great Deal  
 1      2      3      4      5      6      7      8      9      10
14. How emotionally distant do you feel to him/her most of the time?  
 Not much      A Little      A Great Deal  
 1      2      3      4      5      6      7      8      9      10
15. How important is it to you that he/she understands your feelings?  
 Not much      A Little      A Great Deal  
 1      2      3      4      5      6      7      8      9      10
16. How much damage is caused by a typical disagreement in your relationship with him/her?  
 Not much      A Little      A Great Deal  
 1      2      3      4      5      6      7      8      9      10

17. How important is it you that he/she be encouraging and supportive to you when you are unhappy?

	Not much				A Little				A Great Deal		
1	2	3	4	5	6	7	8	9	10		

18. How important is it you that he/she show you affection?

	Not much				A Little				A Great Deal		
1	2	3	4	5	6	7	8	9	10		

19. How important is your relationship with him/her in your life?

	Not much				A Little				A Great Deal		
1	2	3	4	5	6	7	8	9	10		

Appendix III.

Attachment History Questionnaire

*Directions: In the spaces provided below, please indicate the answer which BEST describes your experiences as you recall them. If more space is needed please indicate the question number and continue on the attached blank sheet. Remember there are no right and wrong answers and these responses will be kept strictly confidential and anonymous.*

1. Please indicate your sex (circle one): MALE      FEMALE
2. What is your age? \_\_\_\_\_ years
3. Marital Status (circle one): Married    Divorced    Single    Seperated
4. Highest Grade Completed: High School \_\_\_\_\_      College \_\_\_\_\_  
(years)
5. What is your ethnicity (check one)? American Indian \_\_\_\_\_ Asian \_\_\_\_\_  
Black \_\_\_\_\_ Hispanic \_\_\_\_\_ Caucasian \_\_\_\_\_ Other \_\_\_\_\_
6. Do you have an identical twin (circle one)? Yes    No
7. Please list the number of brothers and sisters you have:  
Brothers \_\_\_\_\_ Age(s) \_\_\_\_\_  
Sisters \_\_\_\_\_ Age(s) \_\_\_\_\_
8. Are your parents currently married? Yes \_\_\_\_\_ How long? \_\_\_\_\_ years  
No \_\_\_\_\_
9. If your parents are not married at this time, are they: (Check One)  
Seperated \_\_\_\_\_ How long? \_\_\_\_\_  
Divorced \_\_\_\_\_ How long? \_\_\_\_\_  
Widowed \_\_\_\_\_ How long? \_\_\_\_\_  
If you checked one of the above, how old were you? \_\_\_\_\_ years
10. Have you ever been hospitalized for emotional reasons?  
Yes \_\_\_\_\_ How many times? \_\_\_\_\_
11. Have you ever received medication for emotional problems?  
Yes \_\_\_\_\_ What was the name of the drug? \_\_\_\_\_

No \_\_\_\_\_

12. Are you currently taking medication (s)?

Yes \_\_\_\_\_ What is the name of the drug?

\_\_\_\_\_

No \_\_\_\_\_

Part II:

*Directions: Please answer the following questions. Some questions will refer to your parents; if adopted please answer in relation to your adopted parents or guardian.*

PLEASE CHECK ONE OF THE FOLLOWING STATEMENTS:

\_\_\_\_\_ 1. I am answering the questions with my birth parents in mind.

\_\_\_\_\_ 2. I am adopted and I am answering the questions with my parents/guardians in mind.

\_\_\_\_\_ 3. My situation is special. Please explain:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Has your mother ever been away from home for an period of time?

Yes \_\_\_\_\_ How long was she gone? \_\_\_\_\_

If yes, why did she leave? \_\_\_\_\_

How old were you at the time? \_\_\_\_\_ years

No \_\_\_\_\_

2. For the following periods, please list who you feel were the most important or significant people in your life. List persons who you remember as being supportive, helpful, encouraging, caring, etc.

Your Age:

Age 0-3

\_\_\_\_\_

Age 3-5

\_\_\_\_\_

Age 5-10

\_\_\_\_\_

Age 10-15

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Age 15-20

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Current

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3. Is your mother currently living? Yes \_\_\_\_\_ No \_\_\_\_\_  
If no, how old were you when she died? \_\_\_\_\_  
Did anyone take her place in your life after her death? \_\_\_\_\_

Please explain:

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4. Is your father currently living? Yes \_\_\_\_\_ No \_\_\_\_\_  
If no, how old were you when he died? \_\_\_\_\_  
Did anyone take his place in your life after his death? \_\_\_\_\_

Please explain:

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5. Has anyone else died who was close to you or your parents? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, what was your relationship to this person?

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How old were you when this person died? \_\_\_\_\_  
In what ways was this person special to you?

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6. Has your mother been away from home on more than one occasion? Yes \_\_\_\_\_  
No \_\_\_\_\_  
If yes, when did she leave and how long was she gone?

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Do you believe you could've prevented her from leaving? Yes \_\_\_\_\_  
No \_\_\_\_\_

Do you believe she left because of you? Yes \_\_\_\_\_ No \_\_\_\_\_

How old were you at the time she left? \_\_\_\_\_

Who took care of you when she was gone?  
\_\_\_\_\_

7. Has your father been away from home on more than one occasion? Yes \_\_\_\_\_

No \_\_\_\_\_

If yes, whe did he leave and how long was he gone?  
\_\_\_\_\_  
\_\_\_\_\_

Do you believe you could've prevented him from leaving? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you believe he left because of you? Yes \_\_\_\_\_ No \_\_\_\_\_

How old were you at the time he left? \_\_\_\_\_

Who took care of you while he was gone?  
\_\_\_\_\_

8. Have either of your parents had to be away from home for a long period of time because of problems with your relatives such as aunts, uncles or grandparents?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, Please explain  
\_\_\_\_\_  
\_\_\_\_\_

Who took care of you at this time?  
\_\_\_\_\_

9. Do you have, or have you had a pet? Yes \_\_\_\_\_ No \_\_\_\_\_

If you had a pet but do not now, what happened to it?  
\_\_\_\_\_

How old were you when you when you and your pet separated?  
\_\_\_\_\_

10. Do you have step-parents? Step-Mother Yes \_\_\_\_\_ No \_\_\_\_\_

Step- Father Yes \_\_\_\_\_ No \_\_\_\_\_

How old were you when this person became your parent? \_\_\_\_\_

11. Have you ever been hospitalized for a PHYSICAL illness? Yes \_\_\_\_\_

No \_\_\_\_\_

If yes, explain  
\_\_\_\_\_







Never

Always

19. How often did your parents embarrass you in front of your friends?

1 2 3 4 5 6 7  
Never Always

20. If your mother is alive, can she help you in times of difficulty?

1 2 3 4 5 6 7  
Never Always

21. If your father is alive, can he help you in times of difficulty?

1 2 3 4 5 6 7  
Never Always

22. In the past, how often could you depend on your mother to help you?

1 2 3 4 5 6 7  
Never Always

23. How often could you depend on your father to help you?

1 2 3 4 5 6 7  
Never Always

24. When you needed him, did your father spend time with you when he was home?

1 2 3 4 5 6 7  
Never Always

25. When you needed her, did your mother spend time with you when she was home?

1 2 3 4 5 6 7  
Never Always