ABSTRACT

FAMILY EXPRESSIVENESS, ADULT ATTACHMENT AND COMMUNICATION
PATTERNS IN INTIMATE RELATIONSHIPS

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Getting a better understanding of the factors that influence successful adult intimate relationships is thought to be critical for both individuals and the society in general. More specifically, this study sought out to investigate how the family of origin may have an influence on adult intimate relationships, especially in terms of the associations between family expressiveness and adult attachment, and communication patterns in these relationships. Participants were 426 college-level students from a large public Midwestern university. Findings generally supported the hypothesized associations between the study variables. For instance, positive aspects of family expressiveness tend to be associated with more secure adult attachment characteristics and constructive communication patterns. Limitations of the study, implications for professionals and recommendations for future research are also discussed.

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FAMILY EXPRESSIVENESS, ADULT ATTACHMENT AND COMMUNICATION

PATTERNS IN INTIMATE RELATIONSHIPS

BY

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INTRODUCTION

What is important in fostering positive intimate relationships? Such a question becomes critical since the development and maintenance of satisfying close relationships have great implications both for individuals and society at large. For individuals, successful intimate relationships are thought to promote emotional well-being and physical health (Braithwaite, Delevi, & Fincham, 2010; Musick & Bumpass, 2012). On the other hand, a failure to develop and sustain such relationships is usually associated with both physical and emotional distress (Simon & Marcussen, 1999; Wickrama, Lorenz, Conger, & Elder, 1997), and such difficulties can have negative repercussions both for the partners as well as other close family members such as children (Amato & Booth, 1997; Cui, Fincham, & Pasley, 2008; Rhoades, 2008). On a societal level, while 90% of all adults eventually marry, around 20% of first marriages in the United States end in separation or divorce within the first five years (Copen, Daniels, Vespa, & Mosher, 2012), or are marked by continuing conflict, withdrawal, and unhappiness (Bradbury, 1998; Raley & Bumpass, 2003). Furthermore, it is generally observed that difficulties in intimate and family relationships are the primary motivations for seeking psychological services (Bradbury, 1998). Therefore, considering the significant implications that successful intimate relationships have on individuals and society at large, gaining a better understanding of the factors that help develop more successful intimate relationships becomes salient.

When it comes to investigating possible factors that are associated with individuals' relationship functioning, much of the existing research has focused on the quality of the early interactions experienced between significant others (e.g., caregivers) and the growing individual, such that the quality of the attachment developed is believed to influence the way the individual comes to see intimate relationships later in adulthood, and how he/she consequently attaches to romantic partners (Mikulincer & Shaver, 2007). In this respect, the individual's *attachment style* (Bartholomew & Horowitz, 1991; Hazan & Shaver, 1987) – one's characteristic pattern of expectations, needs, emotions, and behavior in close relationships – has come to be seen as a considerable factor in predicting how individuals may interact in their own relationships, and thus how satisfying they perceive such relationships to be (Diehl, Elnick, Bourbeau & Labouvie-Vief, 1998; Ng & Smith, 2006).

However, there is a growing belief that the quality of the emotional atmosphere that is communicated within the family of origin may in itself influence a person's attachment style (Bell, 1998). The quality of the emotional experiences lived in the family of origin has been measured through the concept of *family expressiveness* (Bell, 1998; Smith & Ng, 2009; Yelsma, Hovestadt, Anderson & Nilsson, 2000), which refers to a pattern or style of verbal and nonverbal expressions that is communicated in the family (Halberstadt, Cassidy, Stifter, Parke & Fox, 1995). Since it is generally assumed that attachment styles are cognitive representations (consisting of past experiences, beliefs, and expectations) that shape how individuals think and feel about themselves and their relationships (Collins, Ford, Guichard, & Allard, 2006; Shaver & Mikulincer, 2009), it has been suggested that family expressiveness may influence how individuals eventually construct such cognitive representations about themselves and their relationships in general (Bell, 1998).

Similarly, the early family context is also thought to be influential in helping individuals learn patterns of interaction in future relationships (Dinero, Conger, Shaver, Widaman, & Larsen-Rife, 2011; Oriña, Collins, Simpson, Salvatore, Haydon, & Kim, 2011; Simpson, Collins, Tran, & Haydon, 2007; Sroufe, Egeland, Carlson, & Collins, 2005). For example, experiencing hostile parent–child interactions have been found to predictive of hostile responses to peers and later romantic partners (Patterson, Reid, & Dishion, 1992), while relationship-consolidating behaviors experienced during family interactions early in life may be repeated in later romantic unions, thus enhancing relationship success (Bryant & Conger, 2002). These studies point to the significance of the early family context as a place where individuals learn to communicate effectively in relationships (Vangelisti, 1993). Borrowing from these findings, it can be thought that family expressiveness may be, in itself, associated to later communication patterns in the adult individuals' romantic relationships.

Many earlier studies have attempted to investigate the potential influences of the family of origin on individuals over time (e.g., Koerner & Fitzpatrick, 2002; Sabatelli & Bartle-Haring, 2003; Whitton, Waldinger, Schulz, Allen, Crowell & Hauser, 2008). However, based on an exhaustive literature review, only one study has attempted to investigate the influences of family expressiveness in individuals' later romantic relationships (Bell, 1998). Nevertheless, this study did not directly investigate whether family expressiveness was associated with the way individuals function in their intimate relationship through their communication patterns.

Purpose of the Study

The purpose of this study is therefore to investigate the association of family expressiveness on adult attachment and communication patterns in adults' intimate

relationships. Conflict resolution styles have often been used as a measure to determine

relationship functioning for couples in earlier studies (Holland, Fraley, & Roisman, 2012;

Muraru & Turliuc, 2013), and thus will be used in the same respect for this study too.

LITERATURE REVIEW

Family Expressiveness

As noted above, the quality of the early family context experienced represents a legacy which influences people's development throughout their lifespan (Muraru & Turliuc, 2012). Indeed, individuals are thought to learn rules about the meaning and expression of feelings through processes as modeling, reinforcing, labeling, interpreting, and coaching in the early family context (Halberstadt, 1991). It has also been observed that the family of origin is thought to be an important context for acquiring social behaviors that either promote or hinder success in later relationships (Bryant & Conger, 2002), including intimate relationships (Johnson, LaVoie, & Mahoney, 2001; Sabatelli & Bartle-Haring, 2003; Whitton et al., 2008).

In general, a person's expressiveness is seen as a persistent pattern or style of exhibiting facial, body, vocal, and verbal expressions that are often but not exclusively emotional in nature (Halberstadt, Crisp, & Eaton, 1999; Halberstadt et al., 1995). It is thought that a person's style of expressiveness is a composite of their facial, body, vocal, and verbal expressions over time and across situations (Halberstadt, 1991). In the same way, family expressiveness can best be defined as that predominant pattern or style of nonverbal and verbal expression found in the family (Halberstadt et al., 1995; Halberstadt et al., 1999) and is considered to capture an important interactional element of a family's style of social communication (Bell, 1998).

Since the characteristic style with which emotion is expressed in the family may form the basis from which individuals organize their emotional responses to their environment (Malatesta, 1990), and because individuals' personalities may ultimately come to be organized around particular emotions that have been frequently experienced in their families (Dinero et al., 2011; Magal & McFadden, 1995), the concept of family expressiveness can be thought to be a very significant component that influences individuals over time. Family expressiveness has generally been conceptualized using two dimensions of affect (positive/negative) and power (dominant/submissive) which interact to form four subcomponents as shown in Figure 1. As described by different researchers (Halbestadt, 1986; Halbestadt et al., 1999; Bell, 1998), *positive-dominance* tends to capture the active expression of positive emotions, such as expressing deep affection or deep love. *Positive-submissiveness* on the other hand captures responsive actions which are intended to create positive affect, such as expressing sympathy for someone's troubles. As reported by some studies (e.g., Eisenberg et al., 1991), the differences between positive expressiveness (positive-dominance and positive-submissiveness) may tend to be more subtle than for negative expressiveness). Negative-dominance tends to capture active expressions of criticism, contempt and anger (e.g., expressing anger at someone's carelessness) while negative-submissiveness relates more to the expressions of sorrow, embarrassment, and disappointment (e.g., expressing embarrassment over a mistake).

The impacts of family expressiveness on individuals' development and outcomes have been studied over a broad range of topics, even if most of them have focused on the outcomes that family expressiveness have on children (see Halberstadt et al., 1999 for a review). For instance, a positive family expressiveness was positively associated with children's emotion regulation (Garner, 1995; Greenberg, Lengua, Cole, & Pinderhughes, 1999) and social

competence (Carson & Parke, 1996; Denham & Grout, 1992). Moreover, more positively expressive parents have been found to be more likely to have more securely attached children than less positively expressive parents (Bell, 1998). However, there have been some studies which have attempted to investigate the outcomes of family expressiveness in older populations. For instance, it has been found that positive family expressiveness was associated with fewer dismissing strategies in dealing with attachment issues in college students while negative family expressiveness (particularly negative-dominance) was associated with greater preoccupation with attachment issues (Bell, 1998).

Power/Dominance

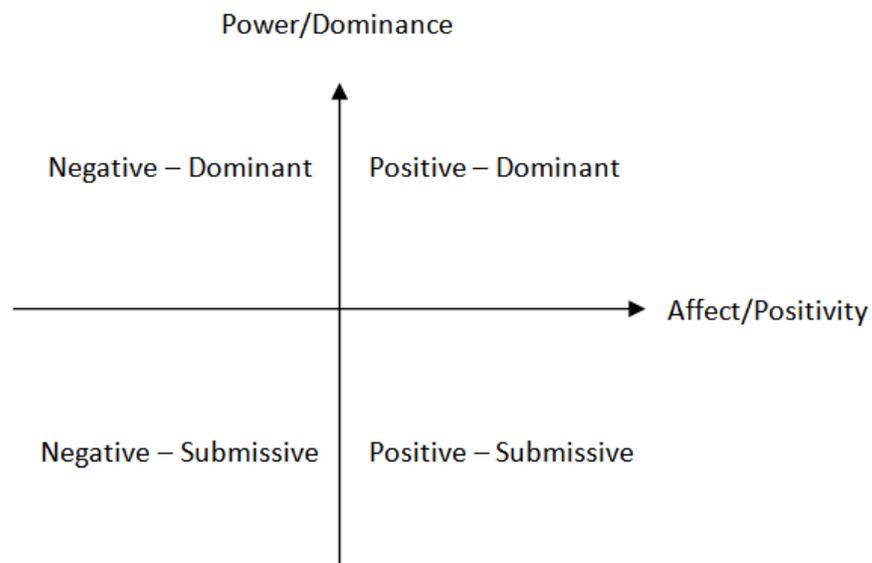| Negative – Dominant	Positive – Dominant
Negative – Submissive	Positive – Submissive

Affect/Positivity

Figure 1: Family expressiveness quadrant based on Halbestadt (1986) and Bell (1998).

Adult Attachment

Through repeated experiences with attachment figures, individuals are thought to construct cognitive representations known as internal working models (Bowlby, 1973).

Working models are hypothesized to include two main dimensions: models of self and models of others. While models of self are representations of whether one is worthy of love and care, models of others are representations of the attachment figure's availability and responsiveness (Collins, Guichard, Ford & Feeney, 2004). When the attachment figure is available and responsive, the individual may come to see others as trustworthy and see him- or herself as loveable. However, in cases where the attachment figure is perceived to be unavailable or unresponsive, he or she may develop more negative views of both self and others (Ognibene & Collins, 1998). Individuals can hold different models for different significant others, and these are then interconnected in a complex hierarchical structure (Collins & Read, 1994). Yet, through excitatory and inhibitory associations with each other, and given a fairly consistent pattern of relationships with attachment figures, more general working models tend to form and eventually come to be seen as relatively stable attributes (Shaver & Mikulincer, 2009). These influence the individual's expectations, beliefs and subsequent behaviors upon activation of the attachment system (Collins et al., 2004).

However, even if working models are thought to operate outside awareness (Collins et al., 2006), it is also generally assumed that working models are relatively open to change and revision with new experiences (Cassidy, 2000; Shaver & Mikulincer, 2009). Yet, Fraley and Shaver (2000) argue that working models, though open to change, are resistant to such change for the simple reason that new information is more easily assimilated than accommodated and that even if new information are cued, these may be distorted to fit existing expectations rather than being accommodated.

Attachment Styles

As mentioned above, relatively stable sets of attributes are thought to be formed with the consolidation of working models; these generally make up the construct of attachment style- an individual's characteristic pattern of expectations, needs, emotions, and behavior in social interactions and close relationships (Shaver & Mikulincer, 2009).

Attachment styles were initially measured in romantic relationships by Hazan and Shaver (1987) who developed based on Ainsworth's (Ainsworth, Blehar, Waters & Wall, 1978) typology. Later, Bartholomew and Horowitz (1991) came to measure attachment style from a four-categorical model, relying on dimensions of dependence, avoidance, and models of self and others. The attachment styles were seen as being prototypes which individuals could approximate to varying extents (Griffin & Bartholomew, 1994). However, current research began to question the accuracy of typologies in investigating attachment-related measures (e.g., Kurdek, 2002) and some started to encourage a dimensional approach in contrast to a typological approach in measuring attachment (e.g., Fraley & Spieker, 2003; Fraley & Waller, 1998). Yet, it has been observed that despite differences in ways of measuring attachment, studies have found theoretically coherent attachment style variations in related measures (Shaver & Mikulincer, 2009). Nevertheless, some researchers have advocated that maintaining the categorical typology becomes helpful to investigate the similarities and differences between different attachment types, and therefore allows clinicians and other professionals to develop more specific attachment-based interventions (Smith & Ng, 2009). Building from these arguments, the present study attempts to conceptualize attachment style using dimensions as well as the categorical typology for further investigation between the different attachment

types. Hence, in this study attachment style is conceptualized as consisting of both of the following:

 (1) The two dimensions of attachment anxiety and attachment avoidance, so as to conserve power and precision of measurement (see Brennan, Clark, & Shaver, 1998). Attachment anxiety reflects the degree to which an individual worries about being rejected or feels unworthy of love; attachment avoidance reflects the extent to which one is comfortable with intimacy and is willing to maintain interdependence with others (Brennan et al., 1998); Collins et al., 2006).

(2) Working models of self and others (Bartholomew & Horowitz, 1991) in order to better understand possible variations in the attachment-related measures being investigated. The conceptualization of each attachment style is presented in Figure 2.

As shown in Figure 2, *secure* individuals are believed to rate low on both attachment dimensions and to hold positive models of self and others. They feel worthy of love and affection and perceive attachment figures as trustworthy and caring; thereby, they are comfortable in developing intimate relationships with others. Since they tend to generally feel worthy of love and are comfortable in developing trust, secure individuals also tend to feel relatively satisfied with their romantic relationships in general (Mikulincer & Shaver, 2007). *Anxious* individuals are believed to be high on attachment anxiety and low on attachment avoidance. And as they hold positive models of others but negative models of self, they tend to feel comfortable with closeness but worry about being abandoned and unloved. Anxious individuals depend on others for self-appraisals; they have an exaggerated desire for closeness and tend to lack confidence in seeing others as responsive. *Avoidant* individuals are low on attachment anxiety and high on attachment avoidance; they also hold positive models of self

and negative models of others. Consequently, they tend to see themselves as invulnerable to negative feelings and strive to maintain a positive self-image in situations of perceived threat. They also perceive others as unreliable and unresponsive and in situations of perceived threat, they tend to distance themselves from others and limit emotional expressions (Bartholomew & Horowitz, 1991; Collins & Read, 1990).

SECURE	ANXIOUS
○ Positive Model of Self	○ Negative Model of Self
○ Positive Model of Other	○ Positive Model of Other
○ Low on Attachment Anxiety	○ High on Attachment Anxiety
○ Low on Attachment Avoidance	○ Low on Attachment Avoidance
AVOIDANT	FEARFUL
○ Positive Model of Self	○ Negative Model of Self
○ Negative Model of Other	○ Negative Model of Other
○ Low on Attachment Anxiety	○ High on Attachment Anxiety
○ High on Attachment Avoidance	○ High on Attachment Avoidance

Figure 2: Conceptualizing attachment styles based on Bartholomew and Horowitz (1991).

Finally, individuals with a *fearful* attachment style are thought to be high on both attachment dimensions and hold negative models of self and others. Their distrust of others, expectations of being rejected and feelings of being unworthy of love make them feel uncomfortable in intimate relationships. In this way, like avoidant individuals, they show a tendency to maintain distance from intimate relationships but unlike the former, they continue to experience anxiety and wish for their partner's love. Fearful individuals avoid intimacy as

they fear the closeness with, and dependency on others. On the other hand, avoidant individuals avoid intimacy to keep a positive sense of self (Collins et al., 2006; Mikulincer & Shaver, 2007).

<div align="center">Communication Patterns and Relationship Functioning</div>

As mentioned earlier, communication patterns of partners in conflict have often been used to assess relationship functioning in individuals' intimate relationship (e.g., Holland et al., 2012; Mohr, 2013; Muraru & Turliuc, 2013) since it is usually assumed that the ability for couples to communicate constructively regarding conflict is a well-established predictor of the health and longevity of the intimate relationship (Clements, Stanley, & Markman, 2004; Rogge & Bradbury, 1999).

Two core sets of communication patterns appear to hold significance in maintaining relationship functioning for couples: The maintenance of positive and constructive engagement, and the avoidance of hostile expression of negative affect (Markman & Hahlweg, 1993). Indeed, one main element of successful interpersonal relationships has been found to be the use of constructive conflict management strategies like problem-solving, compromise, affection, humor and apology (Ackerman, Kashy, Donnellan, & Conger, 2011; Cummings & Davies, 2002; Teeruthroy & Bhowon, 2012). Successful conflict resolution also involves the partners actively trying to listen and be attuned to each other's feelings while expressing acknowledgement and validation of the way they each feel (Stanley, Markman, & Whitton, 2002). Therefore, it is not surprising to note that the development of constructive listening and partner validation skills form a significant part of many behavioral couple therapies and divorce prevention programs (Gottman, Notarius, Gonso, & Markman, 1993; Stanley, Blumberg, &

Markman, 1999). On the other hand, destructive conflict management strategies tend to be seen

as negative outcomes which impair these relationships (Gottman, 1999; Pietromonaco,

Greenwood, & Barrett, 2004). Unsurprisingly, the expression of hostility, contempt, emotional

invalidation, and hurtful remarks, has time and again been linked to poor relationship

functioning and higher divorce rates (Clements et al., 2004; Gottman, Coan, Carrere, &

Swanson, 1998).

It should be highlighted that even if constructive engagement and hostility tend to be

negatively related, an absence of hostility in a relationship does not necessarily mean the

presence of active, constructive engagement in the couple relationship. Thus, opinions vary in

the way researchers ascertain relationship functioning through communication patterns.

However, there have been some research that have helped bring some clarification on the topic.

For instance, some findings suggest that even if both positive and negative communication

behaviors are powerful in determining relationship satisfaction (Johnson, Cohan, Davila,

Lawrence, Rogge, Karney, Sullivan, & Bradbury, 2005; Rogge & Bradbury, 1999), there is

also evidence that positive behaviors have the capacity of buffering negative behaviors

(Johnson et al., 2005). In the same way, while research has found that hostility is the more

powerful predictor of relationship deterioration (e.g., Gottman et al., 1998), Gottman (1999)

found that more happier and more stable couples tend to engage in more effective repair

attempts if discussions during conflict tend to become negative as these help prevent further

negative reciprocity on the part of the partner. In addition, these partners would also tend to

portray less criticism, defensiveness, and stonewalling than unstable and unhappy ones. On the

other side, the communication pattern that has been found to be the most dysfunctional is the

demand-withdraw pattern (where one partner demands the other to change and the other avoids

the conflict by withdrawing or disengaging) (Gottman, 1999; Sullaway and Christensen, 1983) and has also been linked to decreased current and future relationship satisfaction (Heavey, Christensen, & Malamuth, 1995). Thus, it can be concluded that a closer look at both constructive engagement and hostility becomes important in trying to better understand communication dynamics and relationship functioning in couples.

Linking Family Expressiveness to Adult Attachment and Communication Patterns

From a theoretical standpoint, it appears that an association between family expressiveness and adult attachment can be considered. This association has been indirectly speculated in some earlier studies. For example some studies advanced that (Baptist, Thompson, Norton, Hardy & Link, 2012; Mikulincer and Florian, 1999) advanced that the socialization processes through which family patterns of relationship and communication are internalized (ultimately becoming the basis for cognitive schema of family relationships) appear to be closely related to the formation of attachment styles in children. Bell (1998) also posited a similar notion whereby family expressiveness may be associated with the formation of cognitive schemas that children form for their attachment relationships in their families. However, the above two studies point toward a possible link between family expressiveness and children's attachment, and not adult attachment. There is indeed an ongoing debate regarding the stability of attachment styles throughout the lifespan and throughout relationships (Mikulincer & Shaver, 2007). In other words, opinions diverge about the extent to which attachment styles formed during childhood remain relatively the same through adulthood (see below). Nevertheless, those studies that do suggest that attachment styles may to be relatively stable over time (e.g., Fraley & Shaver, 2000) point to the possibility thereof for family expressiveness to be associated with adult

attachment. In this way, it thus becomes possible to conceive of a theoretical possibility for such an association. Moreover, the purpose of this study is further validated since the current investigation may shed more light on the extent to which attachment styles may be stable if there is indeed an association between family expressiveness and adult attachment.

As for communication patterns, recent research provides evidence that much of behavior can be transmitted across generations, whereby children learn ways to manage conflict and communicate needs from their experiencing of relational patterns in their families of origin (e.g., Whitton et al., 2008). In other words, it is thought that individuals may learn skills, such as conflict management skills, in the family of origin by observing and participating in family interactions which may be aimed at resolving tensions between family members. Such skills may later generalize to other relationships (O'Leary, 1988), such as their own adult intimate relationships years later. In this respect, it can be thought that family expressiveness may be linked to the communication patterns that individuals exhibit in their later romantic relationships.

Building from the findings of the studies presented above, the proposed study intends to explore the association between family expressiveness and adult attachment, as well as an association between family expressiveness and communication patterns in the individuals' intimate relationships.

METHOD

Procedure

Participants for this study were recruited by requesting permission from faculty members of different departments, schools, and colleges from a public Midwestern University to use their classes for the study. A diverse sample of students from different majors and concentrations was obtained. A copy of the letter of correspondence and informed consent that was used to recruit participants is included in Appendix A.

Participants

Participants were mostly young adults who are students (undergraduate and/or graduate) at a public Midwestern university. The sample size for the study included 426 participants. The only criterion to participate in the study was that the individuals must be in a current romantic relationship, or have been in one in the past. Besides the data collected from the participants using the measures below, other demographic information were also asked of them such as their age, gender, and the length of their current relationship. In case they were single, they were asked to think of their most recent relationship (if applicable) and answer the questionnaires from this standpoint.

Measures

Experiences in Close Relationships-Revised Questionnaire (ECR-R)

The ECR-R (Fraley, Waller & Brennan, 2000) consists of 36 items which describe feelings generally experienced in intimate relationships (see Appendix B). Participants are asked to respond to each by indicating how much they agreed or disagreed on a 7-point Likert scale (1= s*trongly disagree*; 7= s*trongly agree*). The ECR-R measures two dimensions: attachment anxiety and attachment avoidance (18 items each). Items measuring for attachment anxiety and attachment avoidance include *"I often worry that my partner doesn't really love me"* and *"I prefer not to show a partner how I feel deep down"* respectively. The scores for both dimensions are computed by averaging the 18 items respectively (with some of the items being reverse-scored). Cronbach alphas for both subscales have been found to be usually higher than .90 (Fraley et al., 2000). For the current study, the Cronbach alpha for the attachment anxiety subscale was .92, and the Cronbach alpha for the attachment avoidance subscale was .93.

Family Expressiveness Questionnaire (FEQ)

Halbestadt (1986)'s FEQ consists of 40 items used to measure an individual's history of family expression (see appendix C). Individuals are asked to rate each item on a 9-point Likert scale (1= Not at All Frequently in My Family; 9= Very Frequently in My Family) to indicate the frequency with which they experienced the different situations as compared to other families. For the purpose of this study, the directions in answering the questionnaire have been

modified to better reflect the family expressiveness in the family of origin as opposed to their

current family. Halberstadt (1986) reported alphas ranging from .75 (negative-submissiveness)

to .88 (positive and negative dominance) for the subscales in the original research.

Communication Patterns Questionnaire (CPQ)

The CPQ (Christensen & Sullaway, 1984) is a 35-items self-report questionnaire that is

used to assess a couple's typical interaction patterns during different phases of conflict: (i)

when a relationship problem arises; (ii) during the discussion of a relationship problem; (iii)

after the discussion of a relationship problem (see Appendix D). Participants are asked to rate

each item on a 9-point Likert Scale (1= very unlikely; 9 = very likely). Christensen and Shenk

(1991) underlined three main communication pattern subscales: Mutual constructive (both

partners initiate discussion of problems, express their feelings, and engage in

negotiation/compromise), demand-withdraw (one partner nags and makes demands, while the

other partner withdraws), and mutual avoidance and withholding (both partners avoid

discussing problems, avoid each other, and withhold emotional/physical contact during the

post-discussion period). For the current study, the wording of some items in the original

questionnaire will be revised (using "I/My partner" instead of "Man/Woman") to include

different relationship types in addition to heterosexual ones, such as lesbian, gay and

transgender relationships. Cronbach alphas for the subscales in the original research

(Christensen & Shenk, 1991) ranged from .62 to .86. (positive and negative submissiveness) to

.88 (positive and negative dominance) for the subscales in the original research.

RESULTS

Sample

The sample (N = 426) consisted of 157 (37%) male and 269 (63%) female participants (see Table 1). The average age among the participants was 22.3 years (SD = 3.1 years; range = 17-38 years). Regarding the ethnicity of participants, 262 (61.5%) identified themselves as Caucasian; 68 (16.0%) as African American; 45 (10.6%) as Hispanic-American; 25 (5.9 %) as Asian or Pacific Islander; 11 (2.5%) as Other; 3(.7 %) as American Indian or Alaska Native; and the rest did not specify their ethnicity. In terms of the number of serious relationships they have had, 155 (39.7%) have had one; 133 (31.2%) reported having had two; 72 (18%) reported having had three; and 16 (4.1%) reported having had more than 3 serious relationships. As for their current relationship statuses, 194 (45.5%) reported being currently in a serious romantic relationship; 181(42.5%) were not currently in a serious relationship but have been in one in the past; 30 (7.0%) were married; 12 (2.7%) were living together; 3 (.7%) were divorced and in a serious dating relationship; and 1 (.2%) was divorced and has not been in a serious relationship ever since.

Exploratory Factor Analysis

Principal components analyses, with varimax rotation and initial eigenvalues greater than 1 were used to explore the FEQ and CPQ questionnaires separately. This was done in

order to explore whether the original subscales were accurate for the current sample. The factor

loadings for FEQ and CPQ are shown in Table 2 and Table 3 respectively. For both

questionnaires, the factors obtained did not exactly match the original subscales. The different

factor loadings for each of the factors obtained from both questionnaires are discussed below.

Table 1

Demographic characteristics

Variable	M	SD	Range
Age (N=423)	22.3	3.1	21
Number of serious relationships had (N=387)	2.0	1.2	5
	N	%	
Gender (N=426)			
Male	157	37	
Female	269	63	
Ethnicity (N=414)			
American Indian or Alaska Native	3	0.7	
Asian or Pacific Islander	25	5.9	
African American	68	16.0	
Hispanic-American	45	10.6	
European American (Caucasian)	262	61.5	
Other	11	2.6	
Current Relationship Status (N=421)			
Currently in a serious romantic relationship	194	45.5	
Not currently in a serious relationship but have been in one in the past	181	42.5	
Married	30	7.0	
Living Together	12	2.7	
Divorced and in a serious relationship	3	0.7	
Divorced and not in a serious relationship	1	0.2	

For the FEQ questionnaire, six factors were eventually retained for further analysis. The item

"expressing concern for the success of other family members" did not load significantly (factor

loading was less than .4) on any of the factors and was thus excluded. Two items ("expressing

sorrow when a pet dies" and "expressing disappointment over something that

Table 2

Factor Loadings Based on a Principal Components Analysis for the FEQ (N=426)

	Factor					
	1	2	3	4	5	6
1. Showing forgiveness to someone who broke a favorite possession.	.52					
2. Thanking family members for something they have done.	.48					
3. Exclaiming over a beautiful day.	.62					
6. Praising someone for good work.	.48					
21. Telling someone how nice they look.	.59					
22. Expressing sympathy for someone's troubles.	.57					
26. Spontaneously hugging a family member.	.69					
29. Apologizing for being late.	.68					
30. Offering to do somebody a favor.	.70					
31. Snuggling up to a family member.	.73					
33. Trying to cheer up someone who is sad.	.70					
34. Telling a family member how hurt you are.	.53					
35. Telling family members how happy you are.	.58					

Table 2 (continued)

	Factor					
	1	2	3	4	5	6
38. Expressing gratitude for a favor	.62					
39. Surprising someone with a little gift or favor	.70					
40. Saying "I'm sorry when one realizes one was wrong.	.70					
9. Blaming one another for family troubles.		.55				
11. Putting down other people's interests.		.64				
12. Showing dislike for someone.		.64				
24. Quarreling with a family member.		.57				
27. Expressing momentary anger over a trivial irritation.		.54				
36. Threatening someone.		.67				
37. Criticizing someone for being late.		.71				
8. Sulking over unfair treatment by a family member.			.40			
10. Crying after an unpleasant disagreement.			.74			
15. Going to pieces when tension builds up.			.65			
25. Crying when someone leaves.			.60			
32. Crying for being punished.			.66			

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Table 2 (continued)

	Factor					
	1	2	3	4	5	6
16. Expressing exhilaration after an unexpected triumph				.64		
17. Expressing excitement over one's future plans				.63		
18. Demonstrating admiration.				.66		
23. Expressing deep affection or love for someone.				.46		
4. Showing contempt for another's actions.					.56	
5. Expressing dissatisfaction with someone else's behavior.					.79	
7. Expressing anger at someone else's carelessness.					.66	
13. Seeking approval for an action.						.75
14. Expressing embarrassment over a stupid mistake.						.60

Note: Factor loadings <.4 were suppressed

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Table 3

Factor Loadings Based on a Principal Components Analysis for the CPQ (N= 426)

	Factor								
	1	2	3	4	5	6	7	8	9
A3a. Discussion/Avoidance; I try to start a discussion while my partner tries to avoid it	.47								
B1. Mutual blame. Both members blame, accuse, criticize each other	.64								
B3. Mutual threat. Both members threaten each other with negative consequences	.60								
B5a.Demand/Withdraw; I nag and demand while my partner withdraws	.60								
B6a. Criticize/Defend. I criticize while my partner defends	.73								
B6b. Criticize/Defend; My partner criticizes while I defend myself.	.67								
B7a Pressure/Resist; I pressure my partner to take or stop some action, while he/she resists	.72								
B7b Pressure/Resist: My partner pressurizes me to take or stop some action while I resist	.58								
B9a. Threaten/Back down; I threaten negative consequences while my partner gives in	.53								
B9b Threaten/Back down: my partner threatens negative consequences while I give in or back down	.53								
C8a. Pressure/Resist; I pressure my partner to take some action or stop some action while my partner resists	.58								

(Continued on next page)

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Table 3 (continued)

| | Factor | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| C8b Pressure/Resist; my partner pressures me to apologize or promise to do better while I resist | .40 | | | | | | | | |
| A1.mutual avoidance: both partners avoid discussing the problem | | .75 | | | | | | | |
| A2. Mutual discussion: both partners try to discuss the problem | | -.72(r) | | | | | | | |
| B2. Mutual expression. Both members express their feelings to each other | | -.63(r) | | | | | | | |
| B4. Mutual Negotiation. Both members suggest possible solutions and compromises. | | -.50(r) | | | | | | | |
| C2 Mutual withdrawal: Both withdraw from each other after Discussion | | .46 | | | | | | | |
| C4. Mutual Withholdling: Neither partner is giving to the other after discussion | | .53 | | | | | | | |
| B10a Verbal Aggression: I call my partner names, swears at him/her or attack their character | | | .60 | | | | | | |
| B10b Verbal Aggression: My partner calls me names, swears at me, or attacks my character | | | .56 | | | | | | |
| B11a Physical Aggression: I push, shove, slap, hit, or kick my partner | | | .84 | | | | | | |
| B11b Physical Aggression; my partner pushes, slaps, hits, or kicks me | | | .84 | | | | | | |
| C7a Reconcile/Withdraw; I try to be especially nice, act as if things are back to normal while my partner acts distant | | | | .69 | | | | | |

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Table 3 (continued)

| | | | | Factor | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| C7b Reconcile/Withdraw; my partner tries to be especially nice, acts as if things are back to normal while I act distant | | | | .63 | | | | | |
| C1 Mutual understanding: Both feel each other has understood his/her position | | | | | .65 | | | | |
| C3. Mutual resolution: Both feel that the problem has been solved | | | | | .67 | | | | |
| C5. Mutual Reconciliation: After the discussion, both try to be especially nice to each other | | | | | .79 | | | | |
| C6a Guilt/Hurt: I feel guilty for what I said or did, while my partner feels hurt | | | | | | .89 | | | |
| C6b Guilt/Hurt: My partner feels guilty for what he/she said or did while I feel hurt | | | | | | .89 | | | |
| A3b. Discussion/Avoidance: My partner tries to start a discussion while I try to avoid it. | | | | | | | .78 | | |
| B5b. Demand/Withdraw; My partner nags while I withdraw | | | | | | | .65 | | |
| C9a Support Seeking: I seek support from others (parent, friends, children) | | | | | | | | .85 | |
| C9b Support Seeking: My partner seeks support from others (parent, friends, children). | | | | | | | | .83 | |
| B8a Emotional/Logical: I express feelings while my partner offers reasons | | | | | | | | | .77 |
| B8b Emotional/Logical: My partner expresses feelings while I offer reasons | | | | | | | | | .61 |

Note: Factor loadings <.4 were suppressed

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didn't work out") did load significantly on one factor. However, the factor itself was not retained for further analysis because the Cronbach alpha for that subscale was weak (.48) and the amount of variance explained by that subscale was low (less than 2%). Nonetheless, the six factors together accounted for 53% of the variance. The first four factors each had most of the items of the original subscales loaded onto them. That is, Factor 1 had mostly items from Positive-Submissive loaded onto it; Factor 2 had mostly items from Negative-Dominant; Factor 3 had mostly items from Negative-Submissive; and Factor 4 had mostly items from Positive-Dominant. Therefore, those factors were labeled accordingly using the original names. Interestingly, there were two other factors which stood out for the current sample. Based on the items that loaded on Factor 5, it appeared that the factor was mainly measuring the expression of strong negative emotions in the family of origin and was thus labeled Strong Negativity. As for Factor 6, only two items loaded strongly on it and they both had to do with the need to seek approval from others and thus Factor 6 was labeled Approval-Seeking. The reason why the two factors were kept for further analysis on top of the other four original factors was because they had items that significantly loaded onto them and the variance explained by each factor was about the same as that for Negative-Dominant and Positive-Dominant.

For the CPQ questionnaire, nine factors were eventually retained for further analysis and together they explained for 63.9% of total variance. 6 of these factors were different from the original subscales but were still retained because they had items which significantly loaded onto them that did not load on the original three factors. Factor 1 had mainly items loaded onto it that related to the expression of criticism, threatening, blaming, and pressuring- it was labeled Negative Reciprocity. Only items that showed the avoidance of emotional expression, discussion, negotiation from both partners loaded onto Factor 2 and it was therefore labeled

Mutual Avoidance. Items related to verbal and physical aggression loaded onto Factor 3, which was labeled Aggression. The two items which loaded onto Factor 4 reflected one partner attempting to reconcile with the other while the other partner withdraws, and it was thus labeled Unsuccessful Reconciliation. Items that loaded on Factor 5 related to constructive communication and repair from the part of both partners; it was thus labeled Positive Reciprocity. As for Factor 6, the two items that related to one person feeling guilty while the other feeling hurt loaded onto it and it was labeled Guilt/Hurt. Factor 7 was labeled Self-Withdrawal since the items that loaded onto it reflected the person withdrawing from his/her partner when the other tried to discuss something or was nagging. Factor 8 related mostly to the individuals seeking support from others as a means of conflict resolution and was thus labeled Support Seeking. Lastly, Factor 9 involved one romantic partner expressing his/her emotions while the other was providing logical responses, and was labeled Emotional/Logical. The respective Cronbach alphas and the amount of variance explained for each subscale are listed in Table 4.

Partial Correlations

Partial correlations (controlling for gender of participants) were also computed to better comprehend the inter-relationships between the study variables, and are shown in Table 5. According to Cohen (1992), a correlation of .8 and above is usually a large correlation; a correlation coefficient around .5 is considered a medium association; and a correlation of .2 to .3 is usually considered a small one.

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Table 4

Descriptives for the Study Variables (N=426)

Factor	# of Items	Cronbach Alpha	Variance Explained (%)	M	SD
FEQ					
Positive-Submissive	16	.92	23.9	6.31	1.51
Negative-Submissive	7	.83	14.1	4.47	1.78
Negative-Dominant	5	.78	4.8	4.17	1.65
Positive-Dominant	4	.63	4.0	6.65	1.78
Strong Negativity	3	.60	3.2	6.16	1.54
Approval-Seeking	2	.61	3.2	5.29	1.90
			Total:53.0		
CPQ					
Negative Reciprocity	12	.81	26.2	3.27	1.54
Mutual Avoidance	6	.80	9.3	3.30	1.50
Aggression	4	.81	5.6	1.81	1.39
Unsuccessful Reconciliation	2	.75	4.6	3.91	2.26
Positive Reciprocity	3	.73	4.4	6.39	1.68
Guilt/Hurt	2	.85	4.1	5.70	2.44
Self-Withdrawal	2	.59	3.4	3.66	1.85
Support-Seeking	2	.68	3.3	5.40	2.34
Emotional/Logical	2	.54	3.0	5.78	2.00
			Total:63.9		
Attachment Anxiety	18	.92		2.87	1.11
Attachment Avoidance	18	.93		2.62	1.08

The correlations between the attachment dimensions and the variables of family expressiveness and communication patterns are as follows: Attachment Anxiety correlated strongly with attachment avoidance (r = .52, $p < .001$). On a note, while it is thought that the two attachment dimensions measure two different constructs, a correlation between them is theoretically expected (Fraley, 2010). Attachment Anxiety also correlated moderately with Negative Reciprocity (*r* =.42, *p*<.001), Mutual Avoidance (*r* = .48, *p* < .001), Unsuccessful Reconciliation (*r* = .39, *p* < .001), and there was a negative moderate association with Positive

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Table 5
Partial Correlations Between Study Variables and Demographic Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1.Attachment Anxiety	-																		
2.Attachment Avoidance	.52*	-																	
3.Negative Submissive	*.25**	.04	-																
4.Positive Submissive	-.10**	-*.21**	-.01	-															
5.Negative Dominant	*.27***	.13**	.57*	-.35*	-														
6.Positive Dominant	-.01	-*.19**	.06	.64*	-.16*	-													
7. Strong Negativity	.00	-.07	*.28**	-.02	.41*		-												
8. Approval Seeking	.18**	.04	.43*	.03	*.27**	.11***	.09	-											
9. Negative Reciprocity	.42*	.29*	*.28**	-.06	.32*	.02	.07	.15**	-										
10.Mutual Avoidance	.48*	.60*	.11***	.15*	.12***	-.14*	-.04	.03	.52*	-									

(Continued on next page)

Table 5 (continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
11. Aggression	.23*	.21**	.15**	-.03	.21*	-.04	.00	.08	.62*	.35*	-								
12. Un-successful Reconciliat-ion	.39*	.28*	.19*	.01	.12***	.01	-.01	.13**	.50*	.43*	.35*	-							
13. Positive Reciprocity	-.36*	-.42*	.03	.26*	-.04	.23*	.11	.05	-.30*	-.51*	-.21*	-.23*	-						
14. Guilt/Hurt	.13**	-.08	.14**	.09	.03	.13**	.07	.09	.16*	.04	.05	.23*	.12***	-					
15. Self Withdrawal	.24*	.28*	.17**	-.03	.23*	-.07	-.01	.17*	.58*	.40*	.38*	.37*	-.24*	.03	-				
16. Support Seeking	.05	.00	.13**	.26*	.07	.22*	-.06	.11***	.09	.02	.07	.11***	.09	.01	.02	-			

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Table 5 (continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
17. Emotional /Logical	-.07	-.29*	.03	.15**	.08	.14**	.18*	.05	.07	-.32*	-.06	0.5	.30*	.02	.04	.13**	-		
18. Current /Previous	.29*	.37*	-.09	.00	-.06	.03	-.09	-.06	.12***	.29*	.11**	.23*	-.23*	-.02	.08	.12	-.11	-	
19. Number of relation-ships	-.01	-.02	.06	.06	.04	.04	.01	-.02	.08	-.01	-.04	.08	-.01	.07	.00	-.02	.09	.01	-

Note:* p<.001; ** p<.01; *** p<.05. Current/Previous: 1=currently in a relationship; 2= previously in a relationship.

Reciprocity ($r = -.36$, $p < .001$). There were also weak associations between Attachment Anxiety and Negative-Submissive ($r = .25$, $p <. 001$), Negative-Dominant ($r =.27$, $p<.05$), Approval-Seeking ($r =.18$, $p<.01$), Aggression ($r =.23$, $p<.001$), Guilt/Hurt ($r =.13$, $p<.01$), and Self-Withdrawal ($r =.24$, $p<.001$). There was a strong correlation between Attachment Avoidance and Mutual Avoidance ($r = .60$, $p < .001$), and a negative medium association between the former and Positive Reciprocity ($r = -.42$, $p < .001$). Attachment Avoidance was also weakly associated with Negative-Dominant ($r = .13$, $p < .05$), Negative Reciprocity ($r = .29$, $p < .001$), Aggression ($r = .21$, $p < .001$), Unsuccessful Reconciliation ($r = .28$, $p < .001$) and Self-Withdrawal ($r = .28$, $p < .001$). Weak negative correlations were also observed between Attachment Avoidance and Positive-Submissive ($r = -.21$, $p < .001$), Positive-Dominant ($r = -.19$, $p < .001$), and Emotional/Logical ($r = -.29$, $p < .001$).

As for the inter-relationships between the subscales of family expressiveness, strong correlations were observed between Negative-Submissive and Negative-Dominant ($r = .57$, $p < .001$), and Positive-Submissive and Positive-Dominant ($r = .64$, $p < .001$). Moderate correlations were found between Negative-Submissive and Approval-Seeking ($r = .43$, $p < .001$), and Negative-Dominant and Strong Negativity ($r = .41$, $p < .001$). There was also a negative moderate association between Negative-Dominant and Positive-Submissive ($r = -.35$, $p < .001$). And weak correlations were found between Strong Negativity and Negative-Submissive ($r = .28$, $p < .001$); Approval-Seeking and Negative-Dominant ($r = .27$, $p < .001$); Approval-Seeking and Positive-Dominant ($r = .11$, $p <.05$). Finally, a weak negative association was found between Negative-Dominant and Positive-Dominant ($r = -.16$, $p < .001$).

Regarding the inter-relationships between the communication patterns subscales, strong correlations were found between Negative Reciprocity and Mutual Avoidance ($r = .52$, $p < .001$),

Aggression ($r = .62$, $p < .001$), Unsuccessful Reconciliation ($r = .50$, $p < .001$), and Self-Withdrawal ($r = .58$, $p < .001$). There was also a strong negative association between Positive Reciprocity and Mutual Avoidance ($r = -.51$, $p < .001$). Furthermore, medium associations were observed between Mutual Avoidance and Aggression ($r = .35$, $p < .001$), Unsuccessful Reconciliation ($r = .43$, $p < .001$), and Self-Withdrawal ($r = .40$, $p < .001$); Unsuccessful Reconciliation and Aggression ($r = .35$, $p < .001$); Self-Withdrawal and Aggression ($r = .38$, $p < .001$); Self-Withdrawal and Unsuccessful Reconciliation ($r = .37$, $p < .001$); and Emotional/Logical and Reciprocity ($r = .30$, $p < .001$). Also, negative moderate associations were found between Positive Reciprocity and Negative Reciprocity ($r = -.30$, $p < .001$), and Mutual Avoidance and Emotional/Logical ($r = -.32$, $p < .001$). Finally, weak negative associations were found between Positive Reciprocity and Aggression ($r = -.21$, $p < .001$), Self-Withdrawal ($r = -.24$, $p < .001$), and Unsuccessful Reconciliation ($r = -.23$, $p < .001$). And weak positive associations were found between Guilt/Hurt and Negative Reciprocity ($r = .16$, $p < .001$), and Failed Reconciliation ($r = .23$, $p < .001$), and Positive Reciprocity ($r = .12$, $p < .05$); between Support Seeking and Failed Reconciliation ($r = .11$, $p < .05$), and Emotional/Logical ($r = .13$, $p < .01$).

When it comes to the inter-relationships between subscales of family expressiveness and communication patterns, a moderate association was observed between Negative-Dominant and Negative Reciprocity ($r = .32$, $p < .001$). There was a weak negative association between Positive-Dominant and Mutual Avoidance ($r = -.14$, $p < .001$). Weak positive associations were observed between: Negative-Submissive and Mutual Avoidance ($r = .11$, $p < .05$), Aggression ($r = .15$, $p < .01$), Unsuccessful Reconciliation ($r = .19$, $p < .001$), Guilt/Hurt ($r = .14$, $p < .001$), Self-Withdrawal ($r = .17$, $p < .001$) and Support Seeking ($r = .13$, $p < .001$); between Positive-

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Submissive and Mutual Avoidance ($r = .15$, $p < .001$), Positive Reciprocity ($r = .26$, $p < .001$), Support Seeking ($r = .26$, $p < .001$), and Emotional/Logical ($r = .15$, $p < .01$); between Negative-Dominant and Mutual Avoidance ($r = .12$, $p < .05$), Aggression ($r = .21$, $p < .001$), Unsuccessful Reconciliation ($r = .12$, $p < .05$), and Self-Withdrawal ($r = .23$, $p < .001$); between Positive-Dominant and Positive Reciprocity ($r = .23$, $p < .001$), Guilt/Hurt ($r = .13$, $p < .01$), Support Seeking ($r = .22$, $p < .001$), and Emotional/Logical ($r = .14$, $p < .01$); between Strong Negativity and Emotional/Logical; between Approval Seeking and Negative Reciprocity ($r = .15$, $p < .01$), Unsuccessful Reconciliation ($r = .13$, $p < .01$), Self-Withdrawal ($r = .17$, $p < .001$), and Support Seeking ($r = .11$, $p < .05$).

The variable Current/Previous (whether participants filled in the questionnaire based on a current or previous relationship) was also included in the correlation matrix along with the other study variables for the purpose of exploration. Interestingly, several inter-relationships were observed. Weak positive correlations were found between Current/Previous and Attachment Anxiety ($r = .29$, $p < .001$), Attachment Avoidance ($r = .37$, $p < .001$), Negative Reciprocity ($r = .12$, $p < .05$), Mutual Avoidance ($r = .29$, $p < .001$), Aggression ($r = .11$, $p < .01$), and Unsuccessful Reconciliation ($r = .23$, $p < .001$). A weak negative correlation was also observed between Current/Previous and Positive Reciprocity ($r = -.23$, $p < .001$). The demographic variable Number of relationships was also entered in the correlation matrix to explore how it may relate to the other study variables. Interestingly, it did not correlate significantly with any of the study variables.

Hierarchical Multiple Regressions

Series of hierarchical multiple regressions (with gender in Step 1) were computed to

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investigate how family expressiveness was predictive of adult attachment and communication patterns. As shown in Table 6, for the first series of hierarchical multiple regressions (Regression 1 and 2), the subscales of family expressiveness were independent variables while the attachment dimensions of attachment anxiety and avoidance were dependent variables respectively. For the second series of hierarchical multiple regressions (Regression 3 to 11), the subscales of family expressiveness were independent variables while the subscales for communication patterns were dependent variables. The independent variables in each series of hierarchical multiple regression were also tested for multicollinearity. The Variance Inflation factor (VIF) and tolerance statistic were used to check for multicollinearity in the regression analyses. For each of the regression analyses, none of the independent variables had a VIF greater than 10, nor a tolerance statistic lower than .10, suggesting that there were no cases of multicollinearity between the variables.

For the regressions with the attachment dimensions as dependent variables, depending on how the independent variables relate to them, it becomes possible to predict which attachment style may relate more closely to that independent variable as compared to the other attachment styles (for more details, see Fraley, 2010). For example, Positive-Submissive was negatively related to both Attachment Anxiety ($\beta = -.104$, $t(426) = -2.138$, $p < .05$) and Attachment Avoidance ($\beta = -.216$, $t(426) = -4.499$, $p < .001$), indicating that people who tend to score highly on Positive-Submissive also tend to have low scores on the attachment dimensions, resembling individuals with a secure attachment style. For Positive-Dominant there was a significant negative relationship only with Attachment Avoidance ($\beta = -.199$, $t(426) = -4.164$, $p < .001$), indicating that individuals scoring highly on Positive-Dominant will tend to score lower on attachment avoidance, such as secure and/or anxious individuals.

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Table 6

Hierarchical Multiple Regressions with Gender Entered First Followed by Subscales of Family

Expressiveness and Communication Patterns as Independent Variables

	B	t	p	F	R^2
Regression 1 (DV: Attachment Anxiety)					
Step 1: Gender	-.154*	-3.200	.001	10.249	.024**
Step 2:					.125*
Positive-Submissive	-.104***	-2.138	.033	7.452	
Negative-Submissive	.255*	5.223	.000	19.082	
Negative-Dominant	.183*	5.584	.000	22.658	
Positive-Dominant	-.022	-.444	.657	5.213	
Strong Negativity	.027	.557	.578	5.271	
Approval-Seeking	.179*	3.779	.000	12.425	
Regression 2 (DV: Attachment Avoidance)					
Step 1: Gender	-.155*	-3.228	.000	10.419	.024*
Step 2:					.276*
Positive-Submissive	-.216*	-4.499	.000	15.568	
Negative-Submissive	-.039	.779	.436	5.508	
Negative-Dominant	.139**	2.916	.004	9.554	
Positive-Dominant	-.199*	-4.164	.000	14.081	
Strong Negativity	-.048	-.996	.320	5.706	
Approval-Seeking	.055	1.133	.258	5.855	
Regression 3 (DV: Negative Reciprocity)					
Step 1: Gender	-.095	-1.961	.051	3.845	.009
Step 2:					.270**
Positive-Submissive	-.064	-1.298	.195	2.768	
Negative-Submissive	.287*	5.904	.000	19.504	
Negative-Dominant	.314*	6.826	.000	25.426	
Positive-Dominant	-.010	-.197	.844	1.938	
Strong Negativity	.068	1.398	.163	2.904	
Approval-Seeking	.160*	3.335	.001	7.530	

Table 6 (continued)

	B	t	p	F	R²
Regression 4 (DV: Mutual Withdrawal)					
Step 1: Gender	-.171	-3.564	.000	12.705	.029*
Step 2:					.275**
Positive-Submissive	-.157**	-3.239	.001	11.740	
Negative-Submissive	.111***	2.233	.026	8.905	
Negative-Dominant	.115***	2.409	.016	9.327	
Positive-Dominant	-.147**	-3.057	.002	11.152	
Strong Negativity	-.027	-.557	.578	6.497	
Approval-Seeking	.048	.997	.320	6.849	
Regression 5 (DV: Aggression)					
Step 1: Gender	-.076	-1.562	.119	2.440	.006
Step 2:					.116***
Positive-Submissive	-.034	-.693	.488	1.459	
Negative-Submissive	.158**	3.144	.002	6.189	
Negative-Dominant	.204*	4.296	.000	10.499	
Positive-Dominant	-.043	-.865	.388	1.593	
Strong Negativity	-.012	-.255	.799	1.250	
Approval-Seeking	.097***	1.995	.047	3.219	
Regression 6 (DV: Unsuccessful Reconciliation)					
Step 1: Gender	-.114***	-2.367	.018	5.603	.013**
Step 2:					.162**
Positive-Submissive	.031	.636	.525	3.000	
Negative-Submissive	.194*	3.909	.000	10.535	
Negative-Dominant	.118**	2.463	.014	5.869	
Positive-Dominant	.015	.312	.755	2.844	
Strong Negativity	.002	.050	.960	2.796	
Approval-Seeking	.145**	3.025	.003	7.431	

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Table 6 (continued)

	B	t	p	F	R²
Regression 7 (DV: Positive Reciprocity)					
Step 1: Gender	.066	1.360	.175	1.849	.004
Step 2:					.149***
Positive-Submissive	.254*	5.291	.000	14.978	
Negative-Submissive	.022	.435	.664	1.017	
Negative-Dominant	-.028	-.583	.560	1.093	
Positive-Dominant	.222*	4.609	.000	11.591	
Strong Negativity	.089	1.832	.068	2.607	
Approval-Seeking	.033	.668	.504	1.146	
Regression 8 (DV: Guilt/Hurt)					
Step 1: Gender	-.039	.797	.426	.635	.001
Step 2:					.065***
Positive-Submissive	.085	1.712	.088	1.785	
Negative-Submissive	.141**	2.803	.005	4.251	
Negative-Dominant	.045	.923	.357	.743	
Positive-Dominant	.128***	2.599	.010	3.700	
Strong Negativity	.065	1.341	.181	1.218	
Approval-Seeking	.090	1.844	.066	2.020	
Regression 9 (DV: Self Withdrawal)					
Step 1: Gender	-.109***	-2.249	.025	5.058	.012***
Step 2:					.199***
Positive-Submissive	-.044	-.901	.368	2.934	
Negative-Submissive	.169**	3.390	.001	8.337	
Negative-Dominant	.230*	4.885	.000	14.597	
Positive-Dominant	-.068	-1.378	.169	3.483	
Strong Negativity	.006	.119	.905	2.530	
Approval-Seeking	.173*	3.622	.000	9.159	

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Table 6 (continued)

	B	t	p	F	R²
Regression 10 (DV: Support-Seeking)					
Step 1: Gender	.041	.843	.400	.710	.002
Step 2:					.162**
Positive-Submissive	.265*	5.518	.000	15.606	
Negative-Submissive	.133**	2.626	.009	3.807	
Negative-Dominant	.075	1.545	.123	1.550	
Positive-Dominant	.220*	4.562	.000	10.778	
Strong Negativity	.032	.648	.517	.564	
Approval-Seeking	.113***	2.322	.021	3.055	
Regression 11 (DV: Emotional/Logical)					
Step 1: Gender	.141**	2.929	.004	8.577	.020**
Step 2:					.219***
Positive-Submissive	.143**	2.925	.004	8.642	
Negative-Submissive	.036	.716	.475	4.540	
Negative-Dominant	.091	1.892	.059	6.104	
Positive-Dominant	.132**	2.717	.007	8.045	
Strong Negativity	.177*	3.741	.000	11.419	
Approval-Seeking	.060	1.250	.212	5.075	

Note: *$p<.001$; **$p<.01$; ***$p<.05$; 0= male, 1= female.

There was a positive relationship between Negative-Submissive and Attachment Anxiety ($\beta = .255$, t (426) = 5.223, $p < .001$) but no relationship with Attachment Avoidance ($\beta = .039$, t (426) = .779, $p = .436$), showing that individuals who reported high scores on Negative-Submissive also reported high scores on Attachment anxiety, like anxious and fearful individuals. Negative-Dominant significantly predicted both Attachment Anxiety ($\beta =.183$, t (426) = 5.584, $p < .001$) and Attachment Avoidance ($\beta =.139$, t (426) = 2.916, $p < .01$), indicating that it relates most closely to the fearful attachment style since these individuals tend to score highly on both Attachment Anxiety and Avoidance. As for Strong Negativity, it did not significantly predict either Attachment Anxiety ($\beta =.027$, t (426) =.557, $p = .578$) or Attachment

Avoidance ($\beta = -.048$, t (426) $= -.996$, $p = .320$). Regarding Approval-Seeking, it was significantly related to Attachment Anxiety ($\beta = .179$, t (426) $= 3.779$, $p < .001$) but not to Attachment Avoidance ($\beta = .055$, t (426) $= 1.133$, $p = .258$), showing that individuals with anxious and/or fearful attachment styles may relate most to this variable. In terms of gender, it appears that males tend to score more highly on both Attachment Anxiety ($\beta = -.154$, t (426) $= -3.200$, $p < .01$) and Attachment Avoidance ($\beta = -.155$, t (426) $= -3.228$, $p < .001$) than females.

As seen in the results for Regression 3, Negative Reciprocity was not significantly related to gender ($\beta = -.095$, t (426) $= -1.961$, $p = .051$), Positive-Submissive ($\beta = -.064$, t (426) $= -1.298$, $p = .195$), Positive-Dominant ($\beta = -.010$, t (426) $= -.197$, $p = .844$), and Strong Negativity ($\beta = .068$, t (426) $= 1.398$, $p = .163$). However, Negative Reciprocity was positively predicted by Negative-Submissive ($\beta = .287$, t (426) $= 5.904$, $p < .001$), Negative-Dominant ($\beta = .314$, t (426) $= 6.826$, $p < .001$), and Approval-Seeking ($\beta = .160$, t (426) $= 3.335$, $p < .01$).

From Regression 4, Mutual Avoidance was negatively predicted by gender ($\beta = -.171$, t (426) $= -3.564$, $p < .001$), Positive-Submissive ($\beta = -.157$, t (426) $= -3.239$, $p < .01$), and Positive-Dominant ($\beta = -.147$, t (426) $= -3.057$, $p < .01$). It was nonetheless positively predicted by Negative-Submissive ($\beta = .111$, t (426) $= 2.233$, $p < .05$) and Negative-Dominant ($\beta = .115$, t (426) $= 2.409$, $p < .05$). Neither Strong Negativity ($\beta = -.027$, t (426) $= -.557$, $p = .578$) nor Approval Seeking ($\beta = .048$, t (426) $= .997$, $p = .320$) were significantly related to Mutual Avoidance.

Based on Regression 5, Aggression was not significantly related to gender ($\beta = -.076$, t (426) $= -1.562$, $p = .119$), Positive-Submissive ($\beta = -.034$, t (426) $= -.693$, $p = .488$), Positive-Dominant ($\beta = -.043$, t (426) $= -.865$, $p = .388$), and Strong Negativity ($\beta = -.012$, t (426) $= -.255$,

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$p = .799$). Yet, Aggression was positively predicted by Negative-Submissive ($\beta = .158$, t (426) = 3.144, $p < .01$), Negative-Dominant ($\beta = .204$, t (426) = 4.296, $p < .001$) and Approval-Seeking ($\beta = .097$, t (426) = 1.995, $p < .05$), even if the relationship with Approval-Seeking was a weaker one compared to the other two predictors.

As seen in Regression 6, gender was negatively related to Unsuccessful Reconciliation ($\beta = -.114$, t (426) = -2.367, $p < .05$), indicating that males tend to relate more to the variable as compared to females. Unsuccessful Reconciliation was not significantly predicted by Positive-Submissive ($\beta = -.031$, t (426) = .636, $p = .525$), Positive-Dominant ($\beta = .015$, t (426) = .312, $p = .755$), or Strong Negativity ($\beta = .002$, t (426) = .050, $p = .960$). Nevertheless, Negative-Submissive ($\beta = .194$, t (426) = 3.909, $p < .001$), Negative-Dominant ($\beta = .118$, t (426) = 2.463, $p < .05$) and Approval-Seeking ($\beta = .145$, t (426) = 3.025, $p < .01$) were positive predictors for Unsuccessful Reconciliation.

Based on Regression 7, only Positive-Submissive ($\beta = .254$, t (426) = 5.291, $p < .001$) and Positive-Dominant ($\beta = .222$, t (426) = 4.609, $p < .001$) were significant predictors for Positive Reciprocity. As for Guilt/Hurt (Regression 8), while Negative-Submissive was a significant positive predictor ($\beta = .141$, t (426) = 2.803, $p < .01$), it was found that Negative-Dominant wasn't ($\beta = .045$, t (426) = .923, $p = .357$). Interestingly, Positive-Dominant also positively predicted Guilt/Hurt ($\beta = .128$, t (426) = 2.599, $p < .05$), while the rest of the variables didn't.

From Regression 9, it was found that gender negatively predicted for Self-Withdrawal ($\beta = -.109$, t (426) = -2.249, $p < .05$), meaning that males are more likely to engage in this type of behavior as compared as females. Self-Withdrawal was also positively predicted by Negative-

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Submissive ($\beta = .169$, t (426) = 3.390, $p < .01$), Negative-Dominant ($\beta = .230$, t (426) = 4.885, $p < .001$) and Approval-Seeking ($\beta = .173$, t (426) = 3.622, $p < .001$), while the other variables were not significant predictors.

Support-Seeking (Regression 10) was positively predicted by Positive-Submissive ($\beta = .265$, t (426) = 5.518, $p < .001$), Positive-Dominant ($\beta = .220$, t (426) = 4.562, $p < .001$), Approval-Seeking ($\beta = .113$, t (426) = 2.322, $p < .05$), and interestingly, Negative-Submissive ($\beta = .254$, t (426) = 5.291, $p < .001$). Lastly, gender was positively related to Emotional/Logical (Regression 11) ($\beta = .141$, t (426) = 2.929, $p < .01$), indicating that females are more likely to engage in this type of behavior as compared to males. Other positive predictors for Support-Seeking included Positive-Submissive ($\beta = .143$, t (426) = 2.925, $p < .01$), Positive-Dominant ($\beta = .132$, t (426) = 2.717, $p < .01$), and Strong Negativity ($\beta = .177$, t (426) = 3.741, $p < .001$). It was surprising to find out that Strong Negativity was a significant predictor for Support-Seeking while Negative-Submissive and Negative-Dominant weren't.

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DISCUSSION

Overview of Findings

The present study sought out to investigate the potential influences of the family of origin on intimate relationships. More specifically, the objective was to explore whether family expressiveness was associated to later attachment and communication patterns in adult romantic relationships because, as discussed above, gaining a better understanding on the factors that are significant in fostering successful intimate relationships has important implications both for individuals and society. In general, the findings from the current study supported the hypothesized link between family expressiveness and adult attachment, as well as the link between family expressiveness and later communication patterns in adult intimate relationships. In addition, interesting findings were observed, such as similar communication patterns being predicted by different aspects of family expressiveness in the family of origin. The results are further discussed below.

Family Expressiveness and Adult Attachment

The concept of family expressiveness has been thought to be a significant component that may influence individuals over time because individuals' personalities may ultimately come to be organized around particular emotions that have been frequently experienced in their families (Dinero et al., 2011; Magal & McFadden, 1995). As mentioned above, earlier studies have

indirectly speculated that the socialization processes which are communicated and internalized in the family of origin may be closely linked to the formation of attachment styles in children (Baptist et al., 2012; Mikulincer & Florian, 1999). Assuming that attachment styles may be relatively stable over time and relationships, it was thus expected that family expressiveness could also be linked to adult attachment in the present study. Findings from the current study do provide evidence for such an association. Indeed, 5 out of 6 of the subscales of family expressiveness (besides Strong Negativity) predicted at least one of the attachment dimensions. Positive-Submissive negatively predicted both attachment dimensions while Positive-Dominant negatively predicted only Attachment Avoidance, indicating that individuals who report high scores on these subscales of family expressiveness tend to report low attachment anxiety (for Positive-Submissive only) and avoidance in their adult intimate relationships, resembling secure attachment. Both Negative-Submissive and Approval-Seeking positively predicted only Attachment Anxiety, meaning that individuals who report high scores on these subscales in their family of origins usually report high scores of anxiety in their intimate relationships, such individuals with anxious or fearful attachment characteristics. Negative-Dominant predicted both Attachment Anxiety and Attachment Avoidance, suggesting that individuals who have experienced stronger expression of negative emotions in their families of origin may exhibit both anxiety and avoidance in their adult intimate relationships, such as individuals with fearful attachment characteristics.

These findings point to the case whereby individuals who reported experiencing a family of origin atmosphere which principally involved the expression of negative emotions tend to report attachment anxiety (and avoidance, in the case of Negative-Dominant) in their adult intimate relationships, while those who reported a more positive emotional expression in the

family of origin tend to express less anxiety and avoidance in their adult intimate relationship. This is congruent with earlier findings which portray individuals showing secure attachment characteristics as having generally experienced more positive experiences in their families of origin, as compared as individuals with more insecure attachment characteristics (Bell, 1998; Collins et al., 2006; Mikulincer & Shaver, 2007).

<center>Family Expressiveness and Communication Patterns</center>

The link between family expressiveness and later communication patterns in adult's romantic relationships was also hypothesized since earlier studies provided evidence that the family of origin can be an important context which allows individuals to learn skills in managing conflict and communicating their needs (Bryant & Conger, 2002; Whitton et al., 2008) in their relationships with family members, as well as in later relationships such as intimate relationships (O'Leary, 1988). Results from the current study also provide empirical support toward the association between family expressiveness and communication patterns in intimate relationships. At least one of the subscales from family expressiveness significantly predicted each subscale for communication patterns, indicating at least some aspects of family expressiveness are related to each communication patterns in intimate relationships.

Positive-Submissive and Positive-Dominant also predicted Positive Reciprocity, Support-Seeking, and Emotional/Logical, and were negatively associated to Mutual Withdrawal. These results show that individuals who report more positive family expressiveness in their families of origin also tend to report more constructive communication patterns and tend to have low scores on negative ones, like mutual withdrawal. Thus, it can be added that there is an association between positive aspects of family expressiveness as well as constructive communication

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patterns.

Negative-Submissive and Approval-Seeking also predicted the following communication patterns: Negative Reciprocity, Unsuccessful Reconciliation, Self-Withdrawal, Aggression and Support-Seeking. Interestingly, Negative-Submissive also predicted Mutual Withdrawal and Guilt/Hurt. In addition, Negative-Dominant also predicted Negative Reciprocity, Aggression, Unsuccessful Reconciliation, Self-Withdrawal. And like Negative-Submissive, Positive-Dominant also predicted Mutual Withdrawal. These findings suggest that individuals reporting more negative emotional experiences in their families of origin also tend to engage in some forms of dysfunctional communication patterns, such as blaming, criticizing and/or threatening their partners; aggression; difficulty in properly resolving conflict and eventually withdrawing from each other. Previous studies substantiate some of the above findings: individuals who are exposed to more constructive and engaging communication early in their families also tend to show such types of constructive communication in their own intimate relationships (Bryant & Confer, 2002; Whitton et al., 2008). On the other hand, those who have observed more dysfunctional communication patterns while growing up usually tend to express somewhat similar patterns in their adult relationships too (e.g., Baptist et al., 2012; Bradbury, 1998).

Other Findings

On top of the above findings, the present study also found some interesting results. For the sake of exploration, the demographic variable Current/Previous was included in the correlation matrix for the other study variables. It was interesting to observe that participants who were filling in the questionnaire based on a previous relationship had a tendency to report higher scores on the following variables: Attachment Anxiety, Attachment Avoidance, Negative

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Reciprocity, Mutual Avoidance, Aggression, and Unsuccessful Reconciliation. It was also found that they would tend to report lower scores on Positive Reciprocity as compared to participants filling in the questionnaire based on a current relationship. This observation was found to be intriguing, suggesting that those participants who are not currently in a serious relationship but who have been in one in the past tend to report more anxiety and avoidance, as well as more dysfunctional communication patterns in their previous relationships. The reasons behind these observations are unclear and require further investigation to come to more solid conclusions.

Support-Seeking was predicted by Positive-Submissive and Positive-Dominant, but also by Negative-Submissive and Approval-Seeking. Thus, it seemed that both positive and negative expressions of emotions in the family of origin may predict later support-seeking behaviors in adult relationships. This is somehow congruent with past findings as it has sometimes been found that anxious individuals also tend to display some ambivalent coping style, which may sometimes resemble the coping styles of secure individuals (see Seiffge-Krenke, 2006; Torquati & Vazsonyi, 1999). However, what is not clear is whether these support-seeking behaviors are essentially similar for individuals displaying a secure attachment style as compared to those displaying an anxious one. Bowen's family systems theory may provide some form of clarification for such a tendency: it states that, in an attempt to deal with any anxiety that may be resulting from their past and present relationships, individuals tend to triangulate (or seek support from) someone else into their relationship with their partner (Miller, Anderson, & Keals, 2004). This may be a reason why anxious individuals seek support just like secure individuals. However, future studies may be able to shed more light on this and provide more conclusive findings.

Furthermore, Emotional/Logical was predicted by Positive-Submissive and Positive-

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Dominance, indicating that this subscale may relate mostly to individuals displaying a secure attachment style. However, Strong Negativity also predicted Emotional/Logical, which was also the only subscale that the former predicted. It is unclear whether, like for Support-Seeking (see above), there may be two distinct aspects of the construct of Emotional/Logical. Here again, future studies may shed more light onto this.

Summary

To conclude, the present study did find empirical support for associations between family expressiveness and adult attachment, and communication patterns. It was found that those individuals who tend to report more positive expression of emotions in their families of origin were also tend to display the least anxiety and avoidance in their intimate relationships, and engage with their romantic partners in a positive and constructive manner during conflict. On the other side, it was also found that those individuals who tend to report stronger negative emotional expressions in their families of origin also tend to display more anxiety and avoidance in their intimate relationships, and also engaged in more destructive communication patterns during conflict, such as criticism/threat, aggression, and withdrawal. Furthermore, some interesting findings were observed even if it is currently unclear how some constructs such as support-seeking and emotional/logical were related to both positive and negative subscales of family expressiveness. Future studies may bring more light onto this.

Implications for Professionals

The findings from the current study emphasize the importance of understanding how the emotional expressiveness experienced in the family of origin may influence individuals later in

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life, especially in their intimate relationships. It is thus important for professionals who work directly with individuals or couples to explore how individuals' experiences in their respective families of origin may have shaped them as relationship partners, as well as the ways they interact with each other, especially during conflict. Professionals, such as marriage and family therapists may find it beneficial to explore these aspects of the individuals' lives in their assessments so that they are in a better position to construct specific and more successful interventions for their clients. For instance, by further exploring how their respective experiences in their families may have shaped them, and more importantly, understanding how this influences the ways they communicate in their current relationships, individuals or couples may be more empowered to create sustaining positive change under the help of a professional in their own relationships.

Also, on a more general level, it may be helpful for other professionals who are involved in community-work to apply and integrate the findings from the study into different programs or social policies. For example, some professionals who work directly or indirectly with couples and families may provide a more thorough and extensive education on the importance of positive emotional expressiveness in the family of origin, and how this may later influence the developing individuals across time and relationships. Furthermore, adult education, parenting, and/or relationship enhancement programs and workshops may include topics on the importance of fostering positive emotional expressions in the family as it may have significant repercussions for all the family members, and especially for the growing children.

Limitations

The limitations of the present study are described as follows: The sample consisted only

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of college students; thus the findings may not be generalizable to other populations.The sample also contained a greater proportion of females (63%) as opposed to males (37%). Also, most of the participants were identified as Caucasian (61.5%). Thus, there may be some bias in the results in terms of sex and ethnicity of participants. Furthermore, some of the factors from the CPQ and FEQ questionnaires (Strong Negativity, Support-Seeking, Emotional/Withdrawal) had modest Cronbach alphas and explained a modest percentage of variance. In this way, it is thought that these constructs may not be strong enough in order to provide a substantive conclusion on the way they may relate to the other study variables.

Recommendations for Future Research

It is recommended that future research investigates the associations between family expressiveness and adult attachment, and communication patterns using samples that are different from the current study in terms of age, sexual orientation, nationality, education level, socio-economic status, among others. Also, it may be interesting to investigate whether individuals from a clinical population relate differently to the study variables. In addition, it will be interesting to explore the reasons behind why participants who respond to these questionnaires (or perhaps similar ones) based on a previous relationship tend to report more anxiety and avoidance in their previous intimate relationships, as well as more dysfunctional communication patterns. Moreover, future studies may investigate these links using constructs which have higher reliability and validity to see whether the findings are the same. Lastly, future studies may explore whether there may be different aspects to Support-Seeking and Emotional/Logical since these have been predicted by both positive and negative aspects of family expressiveness in the current study.

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APPENDIX A

LETTER OF CORRESPONDENCE AND INFORMED CONSENT

LETTER OF CORRESPONDENCE

Dear Faculty member,

My name is Vednidhi Teeruthroy and I am a master's degree student in the Specialization in Marriage and Family Therapy Program at the Northern Illinois University. I am currently working on my thesis which has for main purpose investigating the effects of early family of origin climate on adult children's romantic relationship functioning.

We are seeking your permission to include your students to participate in this study. The students will be asked to anonymously complete a set of questionnaires, comprising of three self-report questionnaires. It is expected that the participation time might take around 45 minutes to 1 hour.

No personal information, such as name, or address will be recorded as all participants will fill in the questionnaires anonymously. The only demographic information that will be recorded besides the self-report questionnaires will include age, sex, and amount of time participant has been in current relationship. Information regarding the sources of the data (such as class name) will be kept confidential. Furthermore, the students will have the right to withdraw their participation at any point during the process. Results of this study will be presented in a M.S thesis, and, potentially in journal articles and professional meetings. If you agree to allow your students to participate in the study, please sign and return the enclosed form.

We look forward to working with you and your students on this project. In advance, we thank you for your willingness to participate in this study. If you have any questions, please feel free to contact me at 779-400-5490 or geerish_108@hotmail.com and/or Dr. Lin Shi at 815-753-6349 or lshi@niu.edu. Also, if you have any questions about the rights of research subjects, please contact the Office of Research Compliance (Division of Research and Graduate Studies, Northern Illinois University, DeKalb, IL 60115), 815-753-8588; researchcompliance@niu.edu.

Sincerely

Vednidhi Teeruthroy   Lin Shi, Ph.D, LMFT
Graduate Student   Thesis Advisor

FACULTY MEMBER PERMISSION FORM

The general purpose of the research has been explained to me. I understand that neither myself, NOR the students, will be identified by name and any information collected will be kept confidential. I understand that the participants are permitted to withdraw from the study at any time and I am free to withdraw my students from this study at any time.

_____   YES, I am willing to allow my students to participate in this study.

_____   NO, I am NOT willing to allow my students to participate in this study.

Faculty member's Signature: _____

``

INFORMED CONSENT

Dear Participant,

My name is Vednidhi Teeruthroy and I am a master's degree student in the Specialization in Marriage and Family Therapy Program at the Northern Illinois University. I am currently working on my thesis which has for main purpose of investigating the effects of early family experiences on communication in intimate relationships.

If you are willing to participate in this study, you will be asked to <u>anonymously</u> complete one set of questionnaires, comprising of three self-report questionnaires. It is expected that the participation time might take around 45 minutes to 1 hour.

No personal information, such as name, or address will be recorded as all participants will fill in questionnaires anonymously. The only demographic information that will be recorded besides the self-report questionnaires will include age, sex, and amount of time participant has been in current relationship. There are no known direct benefits of participating in the study. The risks of participating in the study may include time and inconveniences. Furthermore, you have the right to withdraw their participation at any point during the process. Results of this study will be presented in a M.S thesis, and, potentially in journal articles and professional meetings.

In advance, we thank you for your willingness to participate in this study. If you have any questions, please feel free to contact me at 779-400-5490 or <u>vteeruthroy@niu.edu</u> and/or Dr. Lin Shi at 815-753- 6349 or <u>lshi@niu.edu</u>. Also, if you have any questions about the rights of research subjects, please contact the Office of Research Compliance (Division of Research and Graduate Studies, Northern Illinois University, DeKalb, IL 60115), 815-753-8588; <u>researchcompliance@niu.edu</u>.

Sincerely

VRoy

Vednidhi Teeruthroy

Graduate Student

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APPENDIX B

EXPERIENCES IN CLOSE RELATIONSHIPS-REVISED QUESTIONNAIRE (ECR-R)

Authors: Fraley, Waller, and Brennan (2000)

Scoring Information: The first 18 items listed below comprise the attachment-related anxiety scale. Items 19 –36 comprise the attachment-related avoidance scale. In real research, the order in which these items are presented should be randomized. Each item is rated on a 7-point scale where 1 = strongly disagree and 7 = strongly agree. To obtain a score for attachment-related anxiety, please average a person's responses to items 1 – 18. However, because items 9 and 11 are "reverse keyed" (i.e., high numbers represent low anxiety rather than high anxiety), you'll need to reverse the answers to those questions before averaging the responses. (If someone answers with a "6" to item 9, you'll need to re-key it as a 2 before averaging.) To obtain a score for attachment-related avoidance, please average a person's responses to items 19 – 36. Items 20, 22, 26, 27, 28, 29, 30, 31, 33, 34, 35, and 36 will need to be reverse keyed before you compute this average.

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

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

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

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

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

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

6. I worry a lot about my relationships.

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

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

9. I rarely worry about my partner leaving me.

10. My romantic partner makes me doubt myself.

11. I do not often worry about being abandoned.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

30. I tell my partner just about everything.

31. I talk things over with my partner.

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

33. I feel comfortable depending on romantic partners.

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

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

36. My partner really understands me and my needs.

``

APPENDIX C

FAMILY EXPRESSIVENESS QUESTIONNAIRE (FEQ)

Author: Halbestadt (1986)

Directions: In the following questions, we'd like to know more about the degree of expressiveness shown in different families. Therefore, we'd like you to tell us about how often some things happened in your family of origin, that is between you, your parent(s) and siblings as well as others if applicable. Try to think of the following scenarios in terms of how often they occurred in your family compared to other families.

Circle the number on the rating scale from 1 (not at all frequently in my family) to 9 (very frequently in my family) that indicates how frequently that activity occurs. Some items may be hard to judge. However, it is important to answer each one.

1. Showing forgiveness to someone who broke a favorite possession.

2. Thanking family members for something they have done.

3. Exclaiming over a beautiful day.

4. Showing contempt for another's actions.

5. Expressing dissatisfaction with someone else's behavior.

6. Praising someone for good work.

7. Expressing anger at someone else's carelessness.

8. Sulking over unfair treatment by a family member.

9. Blaming one another for family troubles.

10. Crying after an unpleasant disagreement.

11. Putting down other people's interests.

12. Showing dislike for someone.

13. Seeking approval for an action.

14. Expressing embarrassment over a stupid mistake.

15. Going to pieces when tension builds up.

16. Expressing exhilaration after an unexpected triumph.

17. Expressing excitement over one's future plans.

18. Demonstrating admiration.

19. Expressing sorrow when a pet dies.

20. Expressing disappointment over something that didn't work out.

``

21. Telling someone how nice they look.

22. Expressing sympathy for someone's troubles.

23. Expressing deep affection or love for someone.

24. Quarreling with a family member.

25. Crying when someone leaves.

26. Spontaneously hugging a family member.

27. Expressing momentary anger over a trivial irritation.

28. Expressing concern for the success of other family members.

29. Apologizing for being late.

30. Offering to do somebody a favor.

31. Snuggling up to a family member.

32. Crying for being punished.

33. Trying to cheer up someone who is sad.

34. Telling a family member how hurt you are.

35. Telling family members how happy you are.

36. Threatening someone.

37. Criticizing someone for being late.

38. Expressing gratitude for a favor.

39. Surprising someone with a little gift or favor.

40. Saying "I'm sorry" when one realizes one was wrong.

``

APPENDIX D

COMMUNICATION PATTERNS QUESTIONNAIRE (CPQ)

Authors: Christensen & Sullaway (1984)

Directions: We are interested in how you and your partner typically deal with problems in your relationship. Please rate each item on a scale of 1 (= very unlikely) to 9 (= very likely).

A. WHEN SOME PROBLEM IN THE RELATIONSHIP ARISES,

	Very Unlikely							Very Likely

1. Mutual Avoidance. Both members   1 2 3 4 5 6 7 8 9
   avoid discussing the problem.

2. Mutual Discussion. Both members   1 2 3 4 5 6 7 8 9
   try to discuss the problem.

3. Discussion/Avoidance.

   I try to start a discussion while   1 2 3 4 5 6 7 8 9
my partner tries to avoid a discussion.

   My partner tries to start a discussion   1 2 3 4 5 6 7 8 9
   While I triy to avoid a discussion.

B. DURING A DISCUSSION OF A RELATIONSHIP PROBLEM,

1. Mutual Blame. Both members blame,   1 2 3 4 5 6 7 8 9
   accuse, and criticize each other.

2. Mutual Expression. Both members   1 2 3 4 5 6 7 8 9
   express their feelings to each other.

3. Mutual Threat. Both members threaten   1 2 3 4 5 6 7 8 9
   each other with negative consequences.

4. Mutual Negotiation. Both members   1 2 3 4 5 6 7 8 9
   suggest possible solutions and compromises.

``

5. <u>Demand/Withdraw</u>.

I nag and demand while my partner   1 2 3 4 5 6 7 8 9

withdraws, becomes silent, or refuses

to discuss the matter further.

My partner nags and demands while I   1 2 3 4 5 6 7 8 9

withdraw, become silent, or refuse

to discuss the matter further.

	Very	Very
6. <u>Criticize/Defend</u>.	Unlikely	Likely

I criticizes while my partner   1 2 3 4 5 6 7 8 9

defends.

My partner criticizes while I   1 2 3 4 5 6 7 8 9

Defend myself.

7. <u>Pressure/Resist</u>.

I pressure my partner to take some action   1 2 3 4 5 6 7 8 9

or stop some action, while my partner resists.

My partner pressures me to take some action 1 2 3 4 5 6 7 8 9

or stop some action, while I resist.

8. <u>Emotional/Logical</u>.

I express my feelings while my partner   1 2 3 4 5 6 7 8 9

offers reasons and solutions.

My partner expresses feelings while I   1 2 3 4 5 6 7 8 9

offer reasons and solutions.

9. <u>Threat/Back down</u>.

I threaten negative consequences   1 2 3 4 5 6 7 8 9

and my partner gives in or backs down.

My partner threatens negative consequences 1 2 3 4 5 6 7 8 9

``

and I give in or back down.

10. Verbal Aggression.

    I call my partner names, swear at him/her,   1 2 3 4 5 6 7 8 9

    or attack his/her character.

    My partner calls me names, swears at   1 2 3 4 5 6 7 8 9

    me, or attacks my character.

11. Physical Aggression.

    I push, shove, slap, hit,   1 2 3 4 5 6 7 8 9

    or kick my partner.

    My partner pushes, shoves, slaps, hits,   1 2 3 4 5 6 7 8 9

    or kicks me.

C. AFTER A DISCUSSION OF A RELATIONSHIP PROBLEM,

	Very Unlikely						Very Likely		

1. Mutual Understanding. Both feel each   1 2 3 4 5 6 7 8 9

    other has understood his/her position.

2. Mutual Withdrawal. Both withdraw from   1 2 3 4 5 6 7 8 9

    each other after the discussion.

3. Mutual Resolution. Both feel that the   1 2 3 4 5 6 7 8 9

    problem has been solved.

4. Mutual Withholding. Neither partner is   1 2 3 4 5 6 7 8 9

    giving to the other after the discussion.

5. Mutual Reconciliation. After the   1 2 3 4 5 6 7 8 9

    discussion, both try to be especially

    nice to each other.

6. Guilt/Hurt.

    I feel guilty for what I said   1 2 3 4 5 6 7 8 9

``

or did while my partner feels hurt.

My partner feels guilty for what he/she said   1   2   3   4   5   6   7   8   9

or did while I feel hurt.

7. <u>Reconcile/Withdraw</u>.

I try to be especially nice, act

as if things are back to normal,   1   2   3   4   5   6   7   8   9

while my partner acts distant.

My partner tries to be especially nice, acts

as if things are back to normal,   1   2   3   4   5   6   7   8   9

while I act distant.

8. <u>Pressure/Resist</u>.

I pressure my partner to apologize or   1   2   3   4   5   6   7   8   9

promise to do better, while my partner resists.

My partner pressures me to apologize or

promise to do better, while I resist   1   2   3   4   5   6   7   8   9

9. <u>Support Seeking</u>.

I seek support from others   1   2   3   4   5   6   7   8   9

(e.g., parent, friend, children)

My partner seeks support from others   1   2   3   4   5   6   7   8   9

(e.g., parent, friend, children)

``