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Adult attachment patterns, ethnic experience, and social competence; comparing African American and caucasian college students

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ADULT ATTACHMENT PATTERNS, ETHNIC EXPERIENCE, AND SOCIAL

COMPETENCE: COMPARING AFRICAN AMERICAN AND CAUCASIAN

COLLEGE STUDENTS

BY

MELISSA ROBIN

A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Psychology
in the College of Sciences
and in The Burnett Honors College
at the University of Central Florida
Orlando, Florida

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Thesis Chair: Dr. Matthew Chin

ABSTRACT

The purpose of this thesis was to examine adult attachment patterns and ethnic experience and the relationship on social competence. There are limited studies that have examined the differences among racially and ethnically diverse populations. A total of 60 university undergraduate students completed the Relationship Questionnaire, Interpersonal Competence Questionnaire, Measure of Adolescent Hetersocial Competence, and the Scale of Ethnic Experience. Results showed that some differences existed between the two groups in terms of attachment patterns. Ethnic identity was related to social competence with both groups. It is suggested that ethnic experience may be useful for studying social competence.

DEDICATIONS

For my parents, Susan and Steven Robin, who always provide constant support and love.

And for my grandparents, Phil and Rita Podel who inspire me and make me who I am today.

ACKNOWLEDGEMENTS

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Introduction

Background

Attachment theory forms the foundation of understanding adult intimate relationships. It can also help us to understand how to form healthy lasting relationships and avoid relationship distress. It is suggested that attachment theory helps provide support to better understand interpersonal functioning in adulthood (Shaver & Hazan, 1993). Individuals experience attachment behaviors in childhood and will display the same behaviors in adulthood (Bowlby 1973).

Bowlby (1973) defines attachment behavior as "any form of behavior that results in a person attaining or retaining proximity to some other differentiated and preferred individual, usually conceived as strong and/or wiser." Individuals develop attachment through interactions with others starting with their primary caregiver, which is usually the mother (Bowlby, 1969). Children are looking for a sense of security from this caregiver and they strive to sustain it. According to Bowlby, there are three distinguishing features to define attachment and they are proximity seeking, secure base, and safe haven. According to Bowlby (1973), these early attachment patterns form prototypes for later relationships. There are two key "working models." The first refers to a child's view of other people, and the second refers to the child's view of self.

Bowlby noted the predictive behavior and emotions of infants once he/she is separated from the mother. The infant will begin crying and resisting others. Next, the infant experiences sadness. Finally, the infant will try to avoid the mother upon return. Bowlby's theory of attachment revolves around protecting the infant from danger by keeping close proximity to the

primary caregiver. Once able to walk, infants will start to explore their environment and use the mother as a secure base. The development of this early attachment helps the child to explore and gain a sense of security.

But not all infants experience this sense of security very easily. The contributions from Ainsworth extend attachment theory as she and others conducted the first studies describing individual differences in attachment. Ainsworth observed infant-mother relationships and the emotional connection between them. Also noted was the importance of the mother's sensitivity and responsiveness to the infant. Through observing the separation of an infant from a parent and later reuniting the two, Ainsworth, Blehair, Waters, and Wall defined three different attachment styles (secure, avoidant, and anxious ambivalent). After separation, a child who is securely attached will greet the caregiver and seek proximity and comfort if they are upset. Infants who are classified as anxious ambivalent show great distress when the parent leaves, behaves ambivalent upon their return, and they are not comforted upon their return. Avoidant individuals avoid contact and interactions with caregivers when they return (Ainsworth, Blehai, Waters, & Wall, 1978). Ainsworth (1982) suggests that attachment is a specific type of bond that continues throughout adulthood.

Adult Attachment

Hazan and Shaver (1987) conceptualized romantic love as a form of attachment in adulthood. Adults experience affectional bonds with one another and these bonds are similar to the emotional bonds experienced between infant and mother. They also argued that these patterns present in childhood can be found in adolescent and adult romantic and marital relationships. Hazan and Shaver developed a self report measure to categorize adults into three

attachment styles (secure, avoidant, and anxious/ambivalent) corresponding to the attachment patterns found in childhood.

They compared the two insecure groups (anxious/ambivalent and avoidant) with the secure group and found that the three different groups differed in their experiences with love. Securely attached individuals described their past love relationships as happy. They also described experiencing trust with their partners. Anxious/ambivalent individuals defined their past relationships with jealousy and also reported experiencing high and low points. Avoidant individuals had trouble developing intimacy because they had a fear of becoming close with their partners. Furthermore, the insecure groups reported more negative experiences with their parents as children.

Because no study looked into the four categories of Bowlby's model (positive/negative view of others and positive/negative view of self), Bartholomew and Horowitz (1991) developed a four category attachment model based on Bowlby's attachment theory to further explain adult attachment styles. An individual can have the belief that others are available for them emotionally and trustworthy or they can feel that others are unavailable and rejecting. An individual can also view the self as deserving of love and support or undeserving of love and support. These beliefs make up four categories, and they correspond to four different attachment styles (secure, preoccupied, dismissing, and fearful.)

According to this model, secure individuals think of themselves and others in a positive way. These individuals feel comfortable with having intimate relationships and have a high level of self esteem. These individuals are also comfortable with autonomy and report experiencing

few interpersonal problems. Preoccupied attachment involves having a feeling of unworthiness while having a positive view of others. These individuals tend to be dependent upon others and strive for feeling accepted. Dismissing attachment is characterized as feeling positively about themselves yet negatively towards others. These individuals do not want to feel disappointment so they avoid intimate relationships while maintaining their independence and confidence. Fearful attachment is described as having a negative view of the self and others. The behavior is marked by having low self-esteem and having high avoidance to protect oneself from rejection. They are fearful of intimacy and avoid social situations.

<u>Social Skills</u>

Hazan and Shaver (1987) suggested that securely attached individuals have more positive relationships and have more social support than insecurely attached individuals. Insecurely attached individuals may lack the necessary social skills needed to develop relationships. They may experience social anxiety which in turn limits their ability to interact with others.

According to Hartup (1996), peer relationships are very important for socializing children. These friendships set the foundation for future relationships, teaching children basic interpersonal skills. Developing social and communication skills in childhood helps maintain positive life transitions (Rubin, Bukowski, & Parker, 2006). Children increase their social skills as they transition into adolescence, and these social interactions continue to influence into adulthood (Erber, 2005).

Having good social skills as an adult becomes extremely important when establishing and building romantic relationships (Dindia & Timmerman, 2003). People with a higher level of

social skills and competence are better able to communicate in a variety of settings. However, people, who experience difficulty with social skills and communicating, are unsuccessful in social situations (Kelly, 1982). An individual will have a hard time starting and building relationships, they lack skills needed for job interviews, and they may experience multiple rejections and unemployment (Campbell, Hansen, & Nangle, 2010).

Individuals who are securely attached are more likely to display better social skills and experience more opportunities to develop those skills than individuals who are insecurely attached (Bartholomew, 1991). In a study by DiTommaso, Brannen-McNulty, Ross, and Burgess (2003), many variables were related between attachment and social skills. They found that people characterized by secure attachment are better able to communicate their feelings verbally and nonverbally. They also have more ability to understand nonverbal communication and show high levels of social control. Individuals displaying dismissing and fearful attachment styles show less ability to effectively communicate with others verbally and nonverbally. Individuals characterized with fearful attachment have less ability to understand nonverbal communication. Furthermore, individuals who display fearful, dismissing, and preoccupied attachment show low levels of social control.

Attachment patterns have been found to be related to self-disclosure with securely attached individuals self-disclosing more than avoidant individuals (Mikulincer & Nachshon, 1991). Also, securely attached individuals display better conflict management skills and insecurely attached individuals display poorer conflict management skills (Shi, 2003). Cooley (2005) found that securely attached individuals displayed better accuracy with nonverbal

decoding. Furthermore, Tucker and Anders (1998) found that nonverbal expressivity was related to secure attachment and less nonverbal expressivity was related to avoidant attachment.

The previous studies mentioned examine one specific interpersonal skill rather than several interpersonal skills simultaneously. However, one study in particular by Cooley, Van Buren, and Cole (2010) found that attachment styles in college women were related to four social skills. A positive view of the self was positively related to initiating a relationship, self-disclosure, conflict management, and negative assertion, while a positive view of others was related to negative assertion and self-disclosure. Only emotional support was not significantly correlated. In addition, Anders and Tucker (2000) examined interpersonal communication competence and found that it acts as a mediator between satisfying social support and attachment. Anxious and avoidant individuals reported experiencing less satisfying social support and display less assertiveness and self-disclosure in social situations.

<u>Race and Ethnicity</u>

There are limited studies that have examined the differences among racially and ethnically diverse populations and adult attachment. This can be due to the easy access of Caucasian college students. However, there are previous studies that have examined parental bonds in contrast to attachment patterns among racially diverse populations.

Strengths of African American families include strong kinship bonds, role flexibility, strong work ethic, and high religious orientation (Hill, 1972). Previous research has noted that minority college students rely heavily on the family for making social adjustments and transitioning in college (Kenny & Stryker, 1996). In a study by Giordano, Cernkovich, and

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DeMaris (1993), black adolescents reported feeling more care and trust of their parents. Also to note when comparing White and Black college students, Black college students find their relationships with their mothers to be more important (D'Augelli & Hershberger, 1992). Furthermore, Black undergraduate students found it harder to socially adjust to college and reported that their relationships with their fathers were less affectionate and supportive than White undergraduate students (Rice, Cunningham, & Young, 1997).

According to Kane and Erdman (1998), African Americans scored significantly higher than Caucasians on both Autonomy and Intimacy measures. They also found that compared to Caucasian college students, African American college students are found to rate their families as closer and more supportive of developing independence and intimacy. Lopez, Melendez, and Rice (2000) found that parental bonds affected adult attachment styles among Black and White college students. Parent-child bonds predicted attachment related avoidance and anxiety in White students. Furthermore, when fathers were characterized as showing less care and being more overprotective, African American students reported more adult attachment anxiety. Similar results were also found when mothers were characterized as overprotective.

<u>Acculturation and Ethnic Identity</u>

Wei, Russell, Mallinckrodt, and Zakalik (2004) found that the patterns of adult attachment were comparable for college students across numerous ethnic groups and this could be due to the acculturation process. The extent to which ethnic minorities take part in the cultural traditions and practices of the dominant society is known as acculturation. Traditional minorities remain practicing their own cultural traditions while acculturated minorities practice

the traditions of the dominant culture. Bicultural minorities participate in their own traditions and the dominant society's traditions (Landrine & Klonoff, 1995).

Roysircar-Sodowsky and Maestas (2000) distinguish the difference between acculturation and ethnic identity. Ethnic identity is more applicable to U.S. born minorities since it is a "response to one's ethnic group." Later generations determine what pieces of their ethnic cultures are most important to them and their identity whereas first generation immigrants tended to struggle with acculturating to the mainstream society since they were raised in one culture and now were adapting to a new one.

Overview of Study

The present study focuses on the relationship between adult attachment styles (secure, preoccupied, dismissing, and fearful) ethnic experience, and several social competencies among Caucasian and African American college students. Based on previous literature about the differences and importance of parent-child relationships for African American students, it was hypothesized that there will be differences in attachment patterns between the two groups, with African Americans reporting more secure attachment patterns. It is also hypothesized that those with secure attachment will display more social competence than those characterized by insecure attachment. In terms of ethnic identity, it was hypothesized that those who identified more with their ethnic identity would display more social competence.

Methods

The study utilized a cross sectional, quantitative research design that included a sample of convenience consisting of University of Central Florida students. Participants completed the experiment, via the internet, through the University of Central Florida's SONA research system. To ensure that students were from diverse ethnic and racial backgrounds, there were two identical studies within SONA Systems by setting prescreening restrictions on each study. Each study was set so that only certain demographic groups based on the students self identification of race can sign up for each. That is, only African Americans were able to see one of the studies, and Caucasians were the only group that could see another identical study. The study also was prescreened for age so only those who indicated an age of 18-19 could participate.

A sample of 14 male (23.3%) and 46 female (76.7%) undergraduate students at the University of Central Florida taking introductory Psychology courses were recruited for this study and received extra credit for their participation. Twenty (33.3%) identified themselves as African American (4 males and 16 female) and 40 (66.7%) identified themselves as Caucasian (10 males and 30 females). The study was limited to only students who identified themselves as African American or Caucasian and indicated their age as 18-19. Students (n=6) who did not complete all of the questionnaires were excluded from the sample.

Instruments

Demographics Questionnaire

A demographics questionnaire consisting of ten questions developed by the researcher was used to collect basic information from the participants such as age, gender, race/ethnicity,

relationship status, religion, and socioeconomic status. Participants were asked to identify their gender, religion, race, and ethnicity. They were also asked to respond with "yes" or "no" to the question "Are you currently in a relationship?" Socioeconomic status was measured by participants indicating their current income level. Responses were given in intervals of $10,000.

Relationship Questionnaire (RQ)

The RQ is a self report measure of adult attachment comprising of four styles (Secure, Fearful, Preoccupied, and Dismissing). Participants are first asked to select the paragraph that best describes them. Then participants rate four paragraphs on a seven-point Likert scale ranging from "Not like me" to "Very like me." Secure and Dismissing types have a positive view of self while Preoccupied and Fearful types display a negative view of the self. Secure and Preoccupied attachment styles express a positive view of others, and Dismissing and Fearful attachment styles express a negative view of others. The coefficient alphas ranged from .87 to .95 for the four attachment styles (Griffin, 1994).

Self model and other model scores were calculated as well to ensure more valid results. Self model scores were created by subtracting negative self models (Fearful plus Preoccupied) from positive self models (Secure plus Dismissing). Other models scores were created by subtracting negative other models (Fearful plus Dismissing) from positive other models (Secure plus Preoccupied). For example, when rating the four paragraphs on the Relationship Questionnaire, a participant might have given the following ratings: 6 for secure, 5 for Preoccupied, 3 for Fearful, and 4 for Dismissing. They would then have a self model score of 2 [(6+4) - (5+3)] and they would have an other model score of 4 [(6+5) – (3+4)]. Having a higher score indicates having a more positive view of self and others.

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Interpersonal Competence Questionnaire (ICQ)

The ICQ is a 40 item self report measure used to measure several social skills across different areas. The areas assessed are initiating relationships (asking someone out), self-disclosure (sharing intimate information), providing emotional support (helping someone through their feelings), negative assertion (saying no to something you do not agree with), and conflict management (arguing in an appropriate way). Each question describes an interpersonal situation, and the respondent is asked to rate how comfortable or uncomfortable he/she would feel in each situation. They make two ratings-one score is for a same sex friend and the other score is for a romantic partner. Responses are scored on a five-point Likert scale ranging from "I'd feel so uncomfortable and unable to handle the situation" to "I'd feel very comfortable and could handle this situation very well." Higher scores on the subscales indicate more interpersonal competence for that subscale. Buhrmester et al. (1988) reported Chronbach's alphas ranging from .77 to .87 and the mean was .83. Test-retest reliability ranged from .69 to .89 over a four week period.

This measure has been correlated with Riggio's Social Skills Inventory (Riggio, 1986). Initiation competence is related to social expressivity (verbally expressing oneself). Negative assertion was positively related to social control (how one presents himself/herself in a social situation) and negatively related to social sensitivity (understanding verbal communication). Both Self-disclosure and emotional support were related to emotional expressivity (communicating nonverbally). Conflict Management was negatively related to both social expressivity and emotional expressivity.

Measures of Adolescent Heterosocial Competence (MAHC)

The MAHC is a 40 item self report measure used to assess heterosocial competence in a variety of social settings. Grover, Nangle, and Zeff (2005) define heterosocial competence as the social skills that are needed to negotiate and communicate effectively in various social interactions. Respondents were presented with a situation and given four different behavior choices. They selected the one that they would most likely engage in. Responses are scored on a scale of 1 to 4 with total scores ranging from 40 to 60. A higher score on this measure indicates more competence. A competent response solves the problem that is occurring in the situation that is stated, helps to avoid similar problems in the future, and does not start a new altercation. Chronbach's alpha was found to be .73. Convergent and discriminant validity were found by correlating the MAHC with general social competence and anxiety measures in heterosexual situations.

The Scale of Ethnic Experience (SEE)

The SEE is a 32 item self-report measure of ethnic experience across ethnic groups. This measure was designed and validated to be used with Caucasian and African Americans in the United States. Respondents are asked to rate statements related to their ethnic experience using a 5-point Likert-type scale ranging from "strongly agree" to "strongly disagree." This measure has four subscale scores (Ethnic Identity, Social Affiliation, Mainstream Comfort, and Perceived Discrimination). The ethnic identity subscale measures an individual's perception and feelings of belonging to their ethnic group as well as how much he/she values ethnicity. The affiliation subscale measures whether an individual prefers to affiliate with members of his/her ethnic group or members of other ethnic groups. It also measures the extent an individual trusts or feels

comfortable with members of his/her own ethnic group. The mainstream comfort subscale

measures how much an individual feels part of the mainstream society. Finally, perceived

discrimination measures whether or not an individual believes that members of his/her ethnic

group have experienced discrimination. A higher subscale score indicates greater support for the

subscale. Internal consistency coefficients ranged from .83 to .91 for the four subscales. The

test–retest reliability ranged from .77 to .86 over a six week period. The four subscales also

correlated with the Multigroup Ethnic Identity Measure.

Procedure

The participants were first given an informed consent outlining the aims of the study and

any possible risks involved. Then, each participant completed measures of ethnic identity,

attachment, interpersonal competence, adolescent heterosocial competence, and demographics

information.

Results

<u>Attachment</u>

Participants first identified which attachment pattern best describes themselves. Results showed that 55% (n=33) identified themselves as secure, 17% (n=10) as preoccupied, 20% (n=12) as fearful, and 8% (n=5) as dismissing for each attachment category. An independent samples t test was conducted to compare the attachment styles with ethnicity. The independent variable was ethnicity and the dependent variable was attachment rating scores. Responses were entered into SPSS and analyzed. Results indicated differences between the two groups and were as follows. Caucasians scored significantly higher (M= 3.70) on preoccupied attachment ratings than African Americans (M= 2.75), t(58)= 2.24, p=.030 (two tailed). African Americans scored significantly higher (M= 4.50) on fearful attachment ratings than Caucasians (M= 3.28), t(58)= 2.17, p=.038 (two tailed). Finally, a trend towards significance was found with secure attachment for Caucasians (M= 4.60) and African Americans (M= 3.75), t(58)= 1.71, p=.095. There was no significance found between African Americans and Caucasians with dismissing attachment ratings.

<u>Indicated Attachment Patterns and Social Competence</u>

Secure attachment was positively correlated with conflict resolution (r=.30, p=.022) for Caucasians. Those who indicated themselves as securely attached had higher scores for conflict resolution skills. Also with Caucasians, a trend towards significance was found for secure attachment and self disclosure (p= .054) and with initiating relationships (p= .082). Finally, for African Americans, there was a trend towards significance with secure attachment and heterosocial competence (p= .087).

For Caucasians, dismissing attachment was negatively related to providing emotional support (r=-.36, p= .022). Scores of those indicating their attachment pattern as dismissing were related to less skill with providing emotional support. There was also a trend towards significance with dismissing attachment and self-disclosure (p= .054).

Attachment, Social Competence, and Ethnic Experience

Bivariate correlations were used to determine if relationships existed among attachment (self model and other model), social competence (in terms of initiating relationships, providing emotional support, negative assertion, self-disclosure, conflict resolution, and heterosocial competence), and ethnic experience (in terms of ethnic identity, mainstream comfort, social affiliation, and perceived discrimination). Results were analyzed separately for African Americans and Caucasians.

Results for Caucasian College Students

Responses from Caucasians were analyzed. Self model scores were positively correlated with other model scores (r= .330, p= .038). A more favorable view of self led to a more positive view of others. Other Model scores were positively correlated to self-disclosure (r= .338, p= .033). This indicates that a more positive view of others was related to more skill at sharing personal information about the self. No other significant relationships were found between attachment patterns and social competence.

Self model scores were positively correlated to ethnic identity (r= .568, p= .000), indicating a more positive view of self was related to higher ratings of ethnic identity. Furthermore, ethnic identity (r= .454, p= .003) and mainstream comfort (r= .329, p= .038) were

both positively correlated to initiating relationships. Higher ratings on the ethnic identity subscale and the mainstream comfort subscale were related to more skill with initiating relationships. Lastly, there was also a trend towards significance with negative assertion (p= .068) and ethnic identity for Caucasians.

Results for African American College Students

African American's responses were also assessed. There were no significant relationships found between attachment patterns and social competence. Other model scores were negatively correlated to perceived discrimination (r= -.472, p= .036). Higher views of others were related to less perceived discrimination. In addition, ethnic identity was positively correlated with negative assertion (r= .489, p= .029) and heterosocial competence (r= .472, p= .036). Higher ratings on the ethnic identity subscale were related to more skill with saying no as well as heterosocial competence. Finally, perceived discrimination was positively correlated to negative assertion (r= .516, p= .020), indicating that higher ratings on the perceived discrimination subscale were related to more skill with saying no.

Discussion

Attachment

This study found that there are differences in attachment patterns between African Americans and Caucasian college students. Rothbaum, Weisz, Pott, Miyake, and Morelli (2000) argue that attachment is not universal. They explain the differences in upbringings with individuals from individualistic and collective cultures as well as the social competence differences due to those upbringings. African Americans scored higher on fearful attachment ratings indicating a negative view of self and others. African Americans have been found to stay away from interpersonal situations (Wei, Russell, Mallinckrodt, & Zakalik, 2004) and to feel rejected in relationships (Lopez, Melendez, & Rice, 2000), which help support the findings presented in this study. Caucasians scored higher with secure and preoccupied attachment patterns. Because Caucasians are the dominant group in the United States, they may feel more positive about others and therefore scored higher on the attachment ratings associated with a higher view of others (secure and preoccupied).

Indicated Attachment Styles and Social Competence

This study demonstrated the relationship between attachment, ethnic experience, and social competence. It was found that secure attachment was positively correlated with conflict resolution skills. Similar results were found by Shi (2003). Conflict resolution is a multifaceted social skill that requires numerous social skills to master, such as having good and effective listening skills, communication skills, and negotiation skills. This relationship is one example of how attachment can be displayed in adulthood.

There were also some marginally significant correlations found between secure attachment and initiating relationships and secure attachment and self-disclosure. Those with secure attachment are more likely to display better social skills than those with insecure attachment so these results were consistent with previous findings. DiTommaso, Brannen-McNulty, Ross, and Burgess (2003) found the people with secure attachment have better communication skills and are better at expressing their feelings. Mikulincer, and Nachshon (1991) also found that secure individuals self disclose more than insecurely attached individuals.

Having a more dismissing attachment style was found to be negatively correlated with providing emotional support. This is similar to results found again by DiTommaso, Brannen-McNulty, Ross, and Burgess (2003). They found that those characterized by dismissing and fearful attachment had less communication skills. They also had more difficulty communicating verbally and nonverbally, which supports the lower scores with providing emotional support. Also, the definition of dismissing attachment may account for these findings. Dismissing attachment is characterized as feeling positively about themselves yet negatively towards others. Having this negative view towards others can explain the lack of skills with providing emotional support and self-disclosure.

Self Model and Other Model Attachment Scores and Social Competence

For Caucasians, higher views of others were related to self-disclosure. There were no major differences with self model and other model scores and social competence between the two groups, which are contrary to other studies (D'Augelli & Hershberger, 1992). The lack of differences in attachment patterns and social competence can be attributed to the acculturation process. Because the participants were Americans, this means they grew up in the United States.

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This could potentially lead them to have similar interpretations and understandings of social competence.

<center>Ethnic Experience and Social Competence</center>

It is important to note that the Scale of Ethnic Experience (the ethnic identity subscale) measures how much one identifies with their ethnicity rather than what their specific ethnicity is. Ethnicity is a complicated term that does not have a clear definition. Many attribute ethnicity to culture or religion, but there can be different meanings. Previous studies have stated the importance of ethnic identity for future development.

<center>*Caucasians*</center>

Self model scores were found to be positively correlated with ethnic identity. These results are inconsistent to those found by Phinney (1992). Phinney found that Whites scored low on measures of ethnic identity in general and that ethnic identity was not related to self-esteem. For this study, the Caucasian group only included those who identified as such as well as non-Hispanic. It is important to remember that this group does have their own degree of ethnicity. They endorse individualism, they work hard, and tend to have "direct communication styles" (Sue, 1981).

Malcarne, Chavira, Fernandez, and Liu (2006) found that Caucasians scores high on the mainstream comfort subscale, which can be attributed to being the dominant group in the United States. Results from the current study found that ethnic identity and mainstream comfort were both correlated with better skills with initiating relationships. Because higher views of self were positively correlated with ethnic identity, the more positive view of self could account for the

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high level of social skills. These individuals feel more confident and most likely have been in situations where they can improve their social skills. There was also marginal significance with ethnic identity and negative assertion. Again, higher views of self can give students more confidence so they feel more comfortable with saying no.

African Americans

Having a higher view of others was correlated with less perceived discrimination. According to Malcarne, Chavira, Fernandez, and Liu (2006), African Americans scored high on the perceived discrimination scale due to experiencing more discrimination than other groups. Perceived discrimination was negatively correlated with negative assertion. When African Americans felt discrimination, they had better skills with saying no. This might be due to feeling more defensive so they were more likely to not conform and felt it easier to say no.

Malcarne, Chavira, Fernandez, and Liu (2006) also noted that African Americans scored high on ethnic identity scales. Ethnic identity can be seen as part of the acculturation process for this group. Higher ratings on the ethnic identity subscale were related to more skill with saying no as well as heterosocial competence. These social skills can be attributed to the attempt of acculturating and assimilating to the mainstream "White" society.

Limitations

The current study is limited to the understanding of attachment, ethnic experience, and social competence among Caucasians and African Americans. Additional research is needed to examine these variables further.

T tests were used to analyze differences with African Americans and Caucasians on attachment measures while correlations were used to analyze relationships with ethnic experience and social competence. However, correlations do not mean causation. It just means there was a relationship. There may be many factors that influence the results that were observed. Furthermore, when interpreting the correlation, the strength of the correlation is important.

The study was also limited with the sample size. The participants in the study were a sample of convenience taken from a large university. Obtaining a larger, more diverse sample size would help ensure the results are more generalized. A more equal representation of both groups would be beneficial for future studies. Also to note, 55% identified themselves as secure and 20% identified themselves as fearful. There is a slight difference with Bartholomew and Horowitz (1991), whose sample consisted of 40% secure and 32% fearful. It is unclear if the difference in number of attachment identifications had any impact on the social competencies that were being measured.

Previous research by Rice, Cunningham, and Young (1997) found that attachment to mother was not significant with social competence for Caucasians and African Americans. However, Rothmaum Weisz, Pott, Miyake, and Morelli (2000) argue that there are differences in attachment and therefore differences in social competence due to attachment and upbringings. These inconsistencies may be due to the nature of the attachment and social competence measures. The measures used for this study have been widely used with Caucasians, and it is important to note that other groups may not consider secure attachment the most attractive. This

research was also limited to the specific social competence skills from the Interpersonal Competence Questionnaire.

<center>Implications</center>

This study increases the awareness in college students about adult attachment patterns and ethnic experience, and their impact on social competence, while also expanding the existing knowledge on trends in attachment patterns within different race/ethnicities. Furthermore, this research study contributes to the existing literature on adult attachment patterns, ethnic experience, and social competence. There are also implications for education. Studying and researching the differences in attachment among various ethnic groups is necessary to understand the differences among these groups. Furthermore, comprehending the affects of attachment and ethnic experience on social competence may prove helpful for college students when trying to adjust to college as well as for those who experience social anxiety.

<center>Conclusion and Recommendations</center>

The present study focused on adult attachment patterns, ethnic experience and their relationship with social competence. Additionally, this experiment aimed to assess the differences in attachment patterns between African American and Caucasian students. Future studies should include birth order and family size among their demographics as well as other ethnic groups, such as Hispanics, Asians, etc. These other demographics may influence attachment patterns. Further research may also want to include measures of other social skills besides those assessed in this study such as negotiation skills, communication skills, and positive assertion. These findings prove important for counseling. Counselors can help tackle relationship issues by understanding the differences in attachment with different racial and ethnic

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groups. Counselors might want to address the level of ethnic experience the student feels when doing social skills trainings. Focusing on both ethnic experience and social competence may help counselors give more effective interventions.

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Appendix A: Email Conformation to use the Scale of Ethnic Experience (SEE)

Appendix A: Email Conformation to use the Scale of Ethnic Experience (SEE)

To:

Tuesday, January 15, 2013 2:38 PM

malcarne@psychology.sdsu.edu

Good afternoon,

I am an undergraduate student at the University of Central Florida. I am completing a research project and wanted to know if it was possible to obtain a copy of the SEE?

Any information would be much appreciated.

Thank you.

Melissa Robin

To:

Wednesday, January 16, 2013 4:01 PM

melissa robin [mrobin1128@knights.ucf.edu]

Attachments:

(3)Download all attachments

JPA-SEE.pdf (144 KB)[Open in Browser]; Scale of Ethnic Experience.doc (31 KB)[Open in Browser]; SEE scoring and measure.doc (80 KB)[Open in Browser]

Dear Melissa:

A copy of the SEE is attached along with supporting documents. Good luck with your research project; please let me know what you find!

Sincerely,

Vanessa Malcarne

Appendix B: Email Conformation to use the Interpersonal Competence Questionnaire (ICQ)

Appendix B: Email Conformation to use the Interpersonal Competence Questionnaire (ICQ)

Tuesday, January 22, 2013 5:57 PM

To:

 wfurman@nova.psy.du.edu

Good evening,

I am an undergraduate student at the University of Central Florida. I wanted to request permission to use the Interpersonal Competence Questionnaire as well as request information about scoring.

Any feedback would be greatly appreciated.

Thank you for your time.

Melissa Robin

Wednesday, January 23, 2013 8:13 AM
ICQ-R 40 SUB.EMAIL.doc (128 KB)[Open in Browser]

The ICQ is attached.

Thanks!

Erin Miller
Project Coordinator
Department of Psychology
University of Denver

Appendix C: Email Conformation to use the Measure of Adolescent Heterosocial Competence (MAHC)

Appendix C: Email Conformation to use the Measure of Adolescent Heterosocial Competence (MAHC)

Tuesday, January 22, 2013 5:47 PM

To:

rlgrover@loyola.edu

Good evening,

I am an undergraduate student at the University of Central Florida. I wanted to request permission to use the Measure of Adolescent Heterosocial Competence as well as request information about scoring.

Any feedback would be greatly appreciated.

Thank you for your time.

Melissa Robin

Wednesday, January 23, 2013 7:05 AM

Dear Melissa,
You have permission to use the MAHC. I have attached the full measure and the scoring information.
Good luck,
Dr. Grover

Rachel L. Grover, PhD
Associate Professor
Department of Psychology

Appendix D: Demographics Questionnaire

Appendix D: Demographics Questionnaire

What is your gender? Circle one:

Male   Female

How old are you? Circle one:

18-19   20-21   above 22

What is your household income? Circle one:

Less than $10,000

$10,000- $19,999

$20,000- $29,999

$30,000- $39,999

$40,000- $49,999

$50,000- $59,999

$60,000-$ 69,999

$70,000- $79,999

$80,000- $89,999

$90,000- $99,999

Above $100,000

What is your religion? Circle one:

Protestant Christian

Roman Catholic

Evangelical Christian

Jewish

Muslim

Hindu

Buddhist

Other

How important is religion to you? Circle one:

Unimportant   Slightly unimportant   Undecided   Slightly important   Very important

Are you currently in a relationship? Circle one:

Yes   No

Appendix E: Scale of Ethnic Experience

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DIRECTIONS: *Read each item and indicate how much you agree or disagree with the statement.*

SA=Strongly Agree   A=Agree   N=Neither   D=Disagree   SD=Strongly Disagree

	SA	A	N	D	SD
1. Holidays related to my ethnicity are not very important to me.	___	___	___	___	___
2. Generally speaking, my ethnic group is respected in America.	___	___	___	___	___
3. My ethnic group has been treated well in American society.	___	___	___	___	___
4. Ethnicity was not important to my parents.	___	___	___	___	___
5. At a social gathering, I would feel most comfortable if the majority of the people there were members of my own ethnic group.	___	___	___	___	___
6. I feel like I belong to mainstream American culture.	___	___	___	___	___
7. My ethnic background plays a very small role in how I live my life.	___	___	___	___	___
8. I do not feel it is necessary to learn about the history of my ethnic group.	___	___	___	___	___
9. I'm what most people think of as a typical American.	___	___	___	___	___
10. I feel most comfortable talking about personal things with people from my own ethnic group.	___	___	___	___	___
11. I do not feel a part of mainstream American culture.	___	___	___	___	___

12. Ethnic pride is not very important to a child's upbringing. ___ ___ ___ ___ ___

13. My ethnic group does not have the same opportunities as other ethnic groups. ___ ___ ___ ___ ___

14. I have a strong sense of myself as a member of my ethnic group. ___ ___ ___ ___ ___

15. I think that friendships work best when people are from the same ethnic group. ___ ___ ___ ___ ___

16. I believe that my sense of ethnicity was strongly influenced by my parents. ___ ___ ___ ___ ___

17. I think of myself as a typical American. ___ ___ ___ ___ ___

18. I find it easiest to trust people from my own ethnic group. ___ ___ ___ ___ ___

19. I often have to defend my ethnic group from criticism by people outside of

    my ethnic group. ___ ___ ___ ___ ___

20. Being a member of my ethnic group is an important part of who I am. ___ ___ ___ ___ ___

21. Discrimination against my ethnic group is not a problem in America. ___ ___ ___ ___ ___

22. I prefer my close friends to be from my own ethnic group. ___ ___ ___ ___ ___

23. My parents gave me a strong sense of cultural values. ___ ___ ___ ___ ___

24. My ethnic group is often criticized in this country. ___ ___ ___ ___ ___

25. I believe that it is important to take part in holidays that celebrate my ethnic group. ___ ___ ___ ___ ___

26. In America, the opinions of people from my ethnic group are treated as less

    important than those of other ethnic groups. ___ ___ ___ ___ ___

27. When I was growing up, ethnicity played a very little part in our family life. ___ ___ ___ ___ ___

28. I understand how to get along well in mainstream America. ___ ___ ___ ___ ___

29. In my life, I have experienced prejudice because of my ethnicity. ___ ___ ___ ___ ___

30. I have taken time to learn about the history of my ethnic group. ___ ___ ___ ___ ___

31. I have not felt prejudiced against in American society because of my ethnic

    background. ___ ___ ___ ___ ___

32. The term "American" does not fit me. ___ ___ ___ ___ ___

Appendix F: Relationship Questionnaire

Appendix F: Relationship Questionnaire

First indicate which paragraph most describes you.

Then, each paragraph is to be rated on a 7 point scale ranging from "Not at all like me to "Very much like me"

Not at all like me		Somewhat like me			Very much like me	
1	2	3	4	5	6	7

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

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

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

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

Appendix G: Interpersonal Competence Questionnaire

Appendix G: Interpersonal Competence Questionnaire

1 = **Poor at this;** would be so uncomfortable and unable to

   handle this situation that it would be avoided if possible.

2 = **Fair at this;** would feel uncomfortable and would have

   some difficulty handling this situation.

3 = **O.K. at this;** would feel somewhat uncomfortable and

   have a little difficulty handling this situation.

4 = **Good at this;** would feel comfortable and able to handle

   this situation very well.

5 = **EXTREMELY good at this;** would feel very comfortable

   and could handle this situation very well.

Instructions: Answer the questions for each of the people listed on the right. Indicate ratings for a romantic partner and then a same sex friend. On each blank line write a number from 1 to 5.

	Partner	Friend

1. How good is this person at asking someone new to do
    things together, like go to a ball game or a movie?

   _____   _____

2. How good is this person at making someone feel better
    when they or unhappy or sad?

   _____   _____

3. How good is this person at getting people to go along with
    what he or she wants?

   _____   _____

4. How good is this person at telling people private things about himself or herself?

    _____   _____

5. How good is this person at resolving disagreements in ways that make things better instead of worse?

    _____   _____

6. How good is this person at going out of his or her way to start up new relationships?

    _____   _____

7. How good is this person at being able to make others feel like their problems are understood?

    _____   _____

8. How good is this person at taking charge?

    _____   _____

9. How good is this person at letting someone see his or her sensitive side?

    _____   _____

10. How good is this person at dealing with disagreements in ways than make both people happy in the long run?

    _____   _____

11. How good is this person at carrying on conversations with new people that he or she would like to know better?

    _____   _____

12. How good is this person at helping people work through their thoughts and feelings about important decisions?

    _____   _____

13. How good is this person at sticking up for himself or herself?

_____ _____

14. How good is this person at telling someone embarrassing things about himself or herself?

_____ _____

15. How good is this person at resolving disagreements in

ways so neither person feels hurt or resentful?

_____ _____

16. How good is this person at introducing himself or herself to people for the first time?

_____ _____

17. How good is this person at helping people handle Pressure or upsetting events?

_____ _____

18. How good is this person at getting someone to agree with his or her point of view?

_____ _____

19. How good is this person at opening up and letting someone get to know everything about himself or herself?

_____ _____

20. How good is this person at dealing with disagreements in

ways so that one person does not always come out the loser.

_____ _____

21. How good is this person at calling new people on the

phone to set up a time to get together to do things?

_____ _____

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22. How good is this person at showing that he or she really cares when someone talks about problems?

     ———   ———

23. How good is this person at deciding what should be done?

     ———   ———

24. How good is this person at sharing personal thoughts and feelings with others?

     ———   ———

25. How good is this person at dealing with disagreements in

ways that don't lead to big arguments.

     ———   ———

26. How good is this person at going places where there are

unfamiliar people in order to get to know new people?

     ———   ———

27. How good is this person at helping others understand their

problems better?

     ———   ———

28. How good is this person at voicing his or her desires and opinions?

     ———   ———

29. How good is this person at telling someone things that he or she does not want everyone to know?

     ———   ———

30. How good is this person at getting over disagreements quickly?

            _____   _____

31. How good is this person at making good first impressions when getting to know new people?

            _____   _____

32. How good is this person at giving suggestions and advice in ways that are received well by others?

            _____   _____

33. How good is this person at getting his or her way with others?

            _____   _____

34. How good is this person at telling someone his or her true feelings about other people?

            _____   _____

35. How good is this person controlling his or her temper when having a conflict with someone?

            _____   _____

36. How good is this person at being an interesting and fun person to be with when first getting to know people?

            _____   _____

37. How good is this person at listening while others "let off steam" about problems they are going through?

            _____   _____

38. How good is this person at making decisions about where to go or what to do?

            _____   _____

39. How good is this person at telling someone what he or she

            _____   _____

personally thinks about important things?

_____   _____

40. How good is this person at backing down in a disagreement once it becomes clear that he of she is wrong?

_____   _____

Appendix H: Measure of Adolescent Heterosocial Competence

Appendix H: Measure of Adolescent Heterosocial Competence

Directions: For each question, select **ONE** item that best matches what you would do in each situation.

1. There is a new guy in your math class. The teacher assigns him a seat near you. You would like to introduce yourself. What would you do?

    ( ) Walk up to him and say, "Hi, my name is…"

    ( ) Wait for him to speak to me.

    ( ) Say hello and see what happens from there.

    ( ) Wait for an opportunity to say something funny.

2. You are at a school dance. You notice a guy across the room that you would like to talk to. You know his name, but you have never talked to him before. What would you do?

    ( ) Ask him to dance and then make conversation while dancing.

    ( ) Go up to him and introduce myself.

    ( ) I would be too shy to go up and talk to him.

    ( ) Get a friend to walk over with me and then start talking to him.

3. You are standing outside after school with a bunch of friends. You would like to call one of the guys, but you don't have his phone number. What would you do?

    ( ) Later, I would ask one of my friends for his number or call information.

    ( ) Make a remark that would hint for the number.

    ( ) Go up to him and ask him for it.

    ( ) I wouldn't do anything.

4. You talk to this guy during class sometimes and you would like to talk to him more. One evening, you look up his number in the phone book. What would you do?

    ( ) Call him, talk for a while, and then ask him out..

    ( ) Write down the number, but not call him.

    ( ) Call him and ask if it was ok to call, then start talking about regular things.

( ) Call him and talk about whatever comes up. Try to make sure there are no awkward pauses.

5.   You have had a crush on a guy in school for weeks. You want to find out if he likes you. What would you do?

( ) Call him a lot and try to get him to like me.

( ) I wouldn't do anything.

( ) Ask my friends what he says about me.

( ) Ask him if he likes me and if we could get to know each other better.

6.   One of your guy friends asks you if you want to go to a movie Friday night with a group of friends. You already have plans to go out with your boyfriend on Friday. When you tell your friend, he says, "You are always spending time with your boyfriend. What about your friends?" What would you do?

( ) Apologize and say, "I already made plans, but I would love to hang out with friends on

    Saturday night.

( ) Say, "You're right." Then reschedule with my boyfriend and spend time with my friends

    Friday night.

( ) Go out with my boyfriend as planned, but plan on spending next Friday night with friends.

( ) Say, "Why don't we all hang out together?"

7.   You are having lunch with a group of friends when one of the guys starts saying something you really disagree with. What would you do?

( ) Argue with him until I convince him that I am right.

( ) Argue with him. But if things get too serious, then I would crack a joke.

( ) Talk to other people in the group.

( ) Give my opinion, but at the same time, not put down his opinion.

Directions: For each question, select **ONE** item that best matches what you would do in each situation.

8.   You are concerned that one of your guy friends may like you as more than a friend. You enjoy his company, but you do not want to date him. What would you do?

( ) Drop hints that I only like him as a friend, like saying, "You're a great friend. It's nice to have

a guy friend who isn't a boyfriend."

( ) Nothing.

( ) Tell him that he is a good friend, but I am not interested in him romantically.

( ) Talk about other guys and how much I like them.

9.   You are good friends with this guy. Recently, you can't seem to stop thinking about him. You realize that you like him as more than a friend. What would you do?

( ) Give him hints that I like him.

( ) Nothing.

( ) Ask him out.

( ) Tell him how I feel and say I don't want to lose his friendship if he doesn't feel the same way.

10.   One of your guy friends asks you to go to the mall one afternoon. You promised you would help out another friend this afternoon. Impatient, he says, "Come on, don't let me down. A bunch of us are going. It would be really fun." You try to say no, but he keeps pressuring you. What would you do?

( ) Say, "Sorry, I can't. Maybe some other time."

( ) Tell him he is not being fair by asking me over and over and that I already have plans.

( ) Go to the mall with him.

( ) Call the other friend and schedule another time you could help her out.

11.   You have a huge crush on a boy in your English class. You have liked him for about a month. You talk in class and sometimes he stops you in the hall to say hello. You would like to ask him out. What would you do?

( ) Ask if he wanted to go somewhere sometime.

( ) Have a friend ask him out for me.

( ) When we are talking in class, I would bring up a movie and see if he is interested in it. If he is,

then I'd ask him to see it with me.

( ) Ask him what he is doing this weekend. If he says, "Nothing," then ask him if he wants to do something.

12. One day, a guy you know asks you out on a date. You want to turn him down, but you don't want to hurt his feelings. What would you do?

( ) Tell him that I'm not interested in dating right now, but that I value our friendship and let's work on that.

( ) Tell him I like someone else and I'm very sorry.

( ) Tell him I will go with him but only as a friend.

( ) Tell him I am sick.

13. You are out in a first date with this guy. Suddenly you realize that neither of you has said anything for a while. You are getting a little uncomfortable. What would you do?

( ) Break the silence by pointing out that neither of us has said anything.

( ) Wait for him to start a conversation.

( ) Ask him what he's thinking about.

( ) Try to start a conversation by asking something like, "How did school go today?"

Directions: For each question, select **ONE** item that best matches what you would do in each situation.

14. You are going on a date with this guy. When he picks you up, he tells you that two of his guy friends are coming too. You like his friends, but you are surprised they are coming because you wanted to spend some time alone. What would you do?

( ) Go along with it and talk to him later to make another date.

( ) Not go. Say, "I thought we would be alone. This will be awkward."

( ) Act normal and hope it doesn't happen again.

( ) Tell him I enjoy his friends, but I was looking forward to spending time alone with him.

15. You are out on a first date with this guy. At the end of the date, he pulls his car up in front of your

house and says, "I had a great time." You say, "I had fun, too." You would like to give him a goodnight kiss. What would you do?

( ) Wait for him to kiss me.

( ) Lean in and see what he does. According to his reaction, kiss him on the cheek or the mouth.

( ) Don't kiss him this time, but tell him that I would like to. Then next time, kiss him.

( ) Ask if I could kiss him. Kiss him if he says yes.

16. You are out on a date with this guy. You are having a nice time, but it's getting late and you are kind of tired. You want to end the date, but you don't want him to think you don't like spending time with him. What would you do?

( ) Say, "It's getting late and I'm tired. I had fun and like spending time with you. We should get

together again soon.

( ) Tell him I need to go home and sleep. Call him the next day to let him know I didn't ditch him.

( ) Wait until he wants to go home.

( ) Tell him I have a curfew and have to go home.

17. One day you are at the mall with your boyfriend and you run into a guy you dated a year ago. Later, your boyfriend asks you to tell him about your past relationships. What would you do?

( ) Be honest with him. After telling him, smile and say, "I'm really glad I'm with you now."

( ) Tell him all my past boyfriends were losers and they didn't mean anything.

( ) Tell him that I'd like to keep that information to myself. Hopefully, he'd understand.

( ) Tell him it's in the past and I'm over the other guy. But if he keeps asking, I'd tell him about

the other relationships.

18. You have plans to go out with your boyfriend after school today. Unfortunately, you have a horrible day in school. You still want to go out with your boyfriend, but you don't know if you will be much fun. What would you do?

( ) Act like nothing is wrong. Go out and not let him know I had a bad day.

( ) Talk about my day with my boyfriend and then try to make the rest of the day fun.

( ) Tell him we need to postpone our plans.

( ) Tell him what happened and then ask if he still wants to go out with me today.

19. One day, you are taking a walk with your boyfriend. All of a sudden, he seems kind of angry. You ask him what is wrong, but he says nothing. You would really like him to share his feelings with you. What would you do?

( ) Say, "Something is wrong and maybe we should talk about it. It's fine if you don't want to

talk, but I can't help you if I don't know what is wrong.

( ) Try not to pressure him into telling me, but just show concern towards him so that he might

open up and tell me.

( ) Tell him if he can't be open with me, then I don't want a relationship with him.

( ) Do things to take his mind off of whatever is bothering him.

Directions: For each question, select **ONE** item that best matches what you would do in each situation.

20. You have been dating this guy for three months and you really like him. In fact, you think you love him. You want to tell him how you feel about him, but just thinking about it makes you nervous. What would you do?

( ) Write a letter and give it to him.

( ) Wait another couple of months to make sure the feeling are for real.

( ) Wait until he says it first.

( ) Say, "I've never felt this way about a guy before."

21. You and this guy have gone out on four dates. You really like him and would like him to be your

boyfriend. The next time you are talking on the phone, you want to talk about commitment. What would you do?

( ) Ask him how he thinks things are going and if he thinks of us as anything more. Then tell him

how I feel.

( ) Say, "So how do you feel about us?"

( ) Talk about the past four dates and try to bring up the commitment word in a casual way so as

   not to force it on him.

( ) Not say anything. If he wants to commit, he will say something.

22. Sometimes your boyfriend says things about other people that you don't agree with. One day, he
     starts talking about a teacher at school. You don't agree with what he is saying. What would you
     do?

( ) Be polite but tell him you think he is wrong.

( ) Tell him not to talk about the teacher.

( ) Not say anything.

( ) Talk to him alone sometime and tell him how I feel.

23. You want your boyfriend to spend more time with you. It seems like every time you call him, he's
     over at a friend's house. Last weekend, you wanted to spend either Friday or Saturday night
     together, but he already had plans to hang out with his friends. What would you do?

( ) Say, "What's the point of us being together if I never get to see you and you never have time

     for us. Maybe you should think about whether this relationship is something you want."

( ) Say, "I understand friends can be more important at times but I'd like to see you and spend

     more time with you."

( ) Ask, "Why do your friends get more attention than I do?"

( ) Tell him that we need to spend more time together, even if it is with his friends.

24. You have dated this guy for four months. You still like him, but you think you might like to date
     other people. You want to break up with him. What would you do?

( ) Tell him how I feel and that I want to move on.

( ) Tell him I feel like we should both see other people, but I would still like to be close friends.

( ) Tell him I still like him but I need to have a little space and see a few other people before I can

know for sure how much I like him.

( ) Stay with him because there is no use in trying to date other people if you have been with the

same person for four months.

25. You broke up with your boyfriend about one month ago. You don't want to date him again, but you kind of miss his friendship. What would you do?

( ) Say, "I miss hanging out with you and our long talks. I think we could be friends if you feel the

same way, but if it's too hard I understand.

( ) Call him and explain that I want to be his friend, but that's it.

( ) Try talking to him and just be friendly.

( ) Nothing.

Directions: For each question, select **ONE** item that best matches what you would do in each situation.

26. You and your boyfriend have been dating a long time. Lately, your relationship has become more physical. You have never talked about sex, but you think you should before things go any further. What would you do?

( ) Tell him I want to have sex and ask how he feels about it.

( ) Talk about it with him and make sure we agree.

( ) I couldn't talk about it unless he brought it up.

( ) Say, "Look, before we get more physical, can we talk about what we are doing and how we

stand?

27. You and this guy have gone on a few dates together. Last time you went out, you ended up kissing for a while at the end of the date. You had a good time, but you know you are not ready to go much further physically. When you go out this weekend, you would like to tell him about what you are ready to do and what you are not ready to do sexually. What would you do?

( ) Tell him it's going too fast and I want to get to know him better,

( ) Tell him exactly how I feel so there are no misunderstandings.

( ) Ask how he feels first, then tell him how I feel.

( ) It would be hard to bring the subject up. I would just hope he didn't want to go further.

28. You and your boyfriend have decided to have sex together. You haven't talked about birth control. One day, he calls you up and tells you his parents will be out of town this weekend. You think this might be a good time to talk about contraception. What would you do?

    ( ) Tell him I'll come over. I would have condoms with me when I went over.

    ( ) Consider going on birth control pills and ask him if he would wear a condom.

    ( ) Go over this weekend and wait until he brings it up.

    ( ) Ask him what we should use for protection.

29. You and your boyfriend have decided to have sex. You have been told that before you have sex with somebody you should talk to him about sexually transmitted diseases. What would you do?

    ( ) Ask him if he has ever had sex before and ask about the past partners. Make sure he uses

    protection.

    ( ) Ask him who he has had sex with and if he has any diseases.

    ( ) Ask how many other people he has had sex with.

    ( ) Ignore talking about this and assume he knows.

30. Thursday, you have a huge test. Right before class, this guy catches you in the hall and says, "I forgot about the test! If I fail this test, I'm going to flunk the class. Will you push your paper to the side of the desk so I can see the answers?" What would you do?

    ( ) Say, "No, that's cheating and I don't want to get in trouble. I can help you study of you want

    some help.

    ( ) I'd go along with it.

    ( ) Say, "Just do your best and you'll do fine."

    ( ) Just smile and say, "You should have studied."

31. You are one of only three girls in your English class. One day the class reads a short story

together. One of the boys shares what he thinks the story is about. You disagree. You want to share your version of the story with the teacher, but you think most of the boys will disagree. What would you do?

( ) Keep my opinion to myself.

( ) Tell the teacher what I thought after class.

( ) Say what I have to say, but don't purposefully try to offend anyone.

( ) Raise my hand and tell my version.

Directions: For each question, select **ONE** item that best matches what you would do in each situation.

32.   You are in gym class. The teacher has given the class free time for the last 15 minutes. A guy in your class walks over to you dribbling a basketball and says, "I bet I can make more free throws than you." What would you do?

( ) Say, "You're on, and if I win, you have to hang out with me on Friday."

( ) Say, "Maybe you can, but we'll never find out unless you shoot."

( ) Say, "I don't really care."

( ) I'd play with him.

33.   You are in the lunchroom eating with some friends. You want to say something to this guy who is in one of your classes. He is sitting at a table with several of his friends. What would you do?

( ) I wouldn't do anything.

( ) Wait until he wasn't with so many friends.

( ) Go sit at their table and join in with the conversation.

( ) Pass him a note.

34.   You are hanging out with a group of friends (both girls and boys). Some of the group decides to go to a movie and the rest of the group decides to do something else. You don't want to go to a movie, but the other group is all guys. What would you do?

( ) Try to convince a girl to come with me and then go with the guys.

( ) Go to the movies.

( ) Say, "I'll stay home tonight."

( ) Say, "Can we do both? Or one now and the other later?" Talk it out.

35. You hear that there is a new club forming at school. You go to the first meeting after school on Wednesday. As the meeting begins, you look around and realize that you are the only girl at the meeting. What would you do?

( ) If it was a good club, I'd stay in it.

( ) Leave.

( ) Stay in the club and tell no one outside the club that I am the only girl.

( ) Get some of my friends to join.

36. You are at a party with a bunch of friends. A guy friend comes over to you and offers you a beer. When you say no, he says, "Oh come on, I brought this over just for you. You have to drink it!" What would you do?

( ) Drink it.

( ) Tell him why I am not drinking.

( ) Say, "No thanks," and walk away.

( ) Say, "Maybe later," and don't do it later.

37. You and your boyfriend are over at his house. Your boyfriend starts talking about some weed he bought from another guy. You know you would get into big trouble if your parents found out that you had smoked pot. What would you do?

( ) Say, "No, I'm not into that stuff."

( ) Say, "Okay," and hope my parents didn't find out.

( ) Say, "No thanks, I'm all set."

( ) Get up and leave. I don't want to risk getting in trouble.

38. You are at a party with a bunch of friends. You notice that the guy you have a crush on is at the party. Later, he comes over to you and you talk to him for a while. He puts his arm around you and you think he might kiss you. You really like this guy, but you think he might be high. What would you do?

    ( ) Say, "Maybe later."

    ( ) If he kisses me, say, "Is this because you are high or because you like me?"

    ( ) Say, "Talk to me when you aren't high."

    ( ) Act like I don't know what he is doing and start talking to someone else.

39. Last week, this guy at school started winking at you whenever you looked at him. This week, he started making kissing noises when you walk by. You are not interested in him and you told him to stop it. Today when you arrive to class, he says, "Hey sexy." What would you do?

    ( ) Feel flattered and smile.

    ( ) Ask him to please stop and if he doesn't, go talk to an adult.

    ( ) Tell him that I am not interested and ignore him.

    ( ) Play along and laugh so it would look like I thought he was joking.

40. A few weeks ago, a guy you work with started commenting on what you wear to work. One day, he complemented you on your shirt. Another day, he said blue was a nice color on you. Yesterday, he said your pants fit, "nice and tight." Afterward you felt really creepy. What would you do?

    ( ) Nothing.

    ( ) Not wear anything tight again.

    ( ) Tell him to stop looking at me and tell a friend at work.

    ( ) Tell him I feel uncomfortable. If he doesn't stop, tell my supervisor.

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