

ASSESSING “YOU,” “ME,” AND “US”: A COMPREHENSIVE MEASURE OF
RELATIONAL SCHEMAS

A Dissertation

Presented to

The Faculty of the Department

of Psychology

University of Houston

In Partial Fulfillment

Of the Requirements for the Degree of

Doctor of Philosophy

By

Julie A. Brunson

May, 2014

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ABSTRACT

Expectations about interpersonal relationships have been shown to be highly influential in terms of behavior, goals, affect, and interpersonal outcomes. However, one important conceptualization of these expectations, the relational schema, has been understudied, largely due to the lack of a clear, cohesive measure of schema content. The current study describes the development of a new measure of relational schemas, the Relational Schema Questionnaire (RSQ) which separately considers the self, partner, and relationship components of the schema and can also be used to assess relationships at varying levels of specificity. Four studies explored the nature of such a measure, first by investigating whether the script component of relational schemas is unique from trait descriptors of the relationship. Study 2 generated lists of common expectations about the self, partner, and relationship for a variety of different relationships which were used to form the RSQ. Study 3 explored the factor structure of the RSQ, and finally Study 4 explored the structure and construct validity of the measure. Results are discussed in terms of their theoretical and practical importance, and future research directions using the RSQ will be suggested.

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To Phil, my biggest supporter

Assessing “You,” “Me,” and “Us”: A Comprehensive Measure of Relational Schemas

Researchers and philosophers alike have often commented that the way an individual views the world may have more to do with the qualities of the individual than the actual nature of the world. In the words of Anaïs Nin (1961), “We don’t see things as they are. We see them as we are.” (p. 145). Indeed, this may be especially true when focusing on our perceptions of the people around us. Past work in social psychology suggests that not only do we view others differently, but that the way we view ourselves may also change depending on the person with whom we are interacting (e.g., Andersen & Chen, 2002; Kenny, 1994). Because of the importance of our close relationships, understanding the ways in which our views of the self and others may change depending on the person with whom we are interacting is important.

The relational schema approach (Baldwin, 1992) is one way we can better understand these views. However, currently there exists no single measure which can assess the contents of the components of the relational schema. The aim of the current paper is to design such a measure. First, the general concept of schemas is introduced, in addition to a specific discussion of relational schemas. An integrative model of relationship cognition is then discussed, based on work in both the relational schema and attachment domains. Finally, existing measures of portions of the relational schema are reviewed, and an approach for developing a new measure is discussed.

Conceptualizing Knowledge Structures: The Schema

Before discussing the details of relational schemas, it is helpful to first consider the history of the schema concept more generally. First discussed by Bartlett (1932), schemas are defined as organizational structures for mental representations of all types of knowledge

(Fiske, 2000; Moskowitz, 2005). In other words, schemas are assumed to hold all of an individual's knowledge about a particular person, object, or event. Instead of simply consisting of examples, schemas also contain knowledge of possible attributes, behaviors, and relationships that may exist in or between members of a category (Moskowitz, 2005). A schema for chairs, for example, may include descriptive information such as having a seat, a back, and four legs, and may also include examples of particular chairs, such as an individual's favorite recliner.

Schemas are distinct from prototypes, which are defined as mental representations of a typical category member, and consist of a list of features that are most likely to be found in a category member (Kihlstrom & Klein, 1994; Moskowitz, 2005). In addition, schemas may only include relevant or important features of a category, whereas prototypes represent all the features of the typical category member (Fiske, 2000). Thus, relationship prototypes are distinct from relationship schemas. In the context of this paper, even though individuals have an idea what a typical relationship may be like (a prototype), that does not necessarily mean that they view their own relationships in that way (their schemas).

Schemas are thought to be structured hierarchically, with more global or abstract information at the top which is then differentiated into increasingly specific categories (Rosch, 1975). The chair schema may be a specific instance of a more general schema for furniture, and it may also contain more specific schemas, such as schemas containing information about armchairs or benches. Despite this hierarchical structure, there is still a great deal of overlap between certain schemas, with relationships between certain categories of information stronger than others (Rosch, 1975). For example, the schema for love may be

strongly related to and overlap with the schema for passion, but it may not be strongly related to the schema for pencils (unless one really loves pencils!).

Schemas are important for information processing for several reasons. First, they allow people to identify schema-relevant information quickly and easily. For example, individuals for whom independence is part of their self-schema identify independence related words as descriptive of themselves more quickly than words that are related to dependence or to control words (Markus, 1977). Second, schemas influence memory in such a way that people are inclined to remember information in a way that is consistent with their schemas. Cantor and Mischel (1977) presented participants with lists of traits describing fictional individuals, one of which contained many traits related to extraversion. When later asked to recall these traits, participants were more confident that they had seen other extraversion-related words that were not presented but did not show this trend for words unrelated to extraversion which were also not presented. However, when learning about something new, people tend to actually remember schema-inconsistent material, as it is likely processed in a more detailed manner as individuals try to make sense of this new information (Stangor & McMillan, 1992). Finally, schemas have been shown to guide behavior and allow individuals to make inferences based on what they already know (Moskowitz, 2005).

Research involving schemas has typically focused on information processing—that is, activation, encoding, and memory, and has focused little on schema content. In many cases, schema content may not be of particular interest or may not vary much from person to person (e.g., most people likely have similar schemas for chairs or for many social roles, such as waitresses or bus drivers). However, in other cases schema content may be more interesting. For example, work exploring self-schemas has often focused on the content of these schemas

and on identifying maladaptive self-schemas (e.g., Banting, Dimmock, & Lay, 2009; Donaghue, 2009; Markus, 1977; Young, 1990). Typically, these studies ask participants to endorse the extent to which different traits or short phrases are indicative of their view of themselves.

In sum, the schema concept has been highly influential in many different areas in psychology and has been shown to have a strong impact on the ways in which people process information about the world around them. One particular type of schema, a relational schema, contains expectations about others, and these expectations influence how an individual will behave in certain social situations. In this way, the relational schema is one way to better understand the dynamics of interpersonal interactions.

The Relational Schema Approach

Baldwin (1992) defined relational schemas as knowledge structures which develop from past experiences with others and help guide future experiences. These schemas consist of two types of knowledge: declarative and procedural. Declarative knowledge consists of descriptive information about the situation and past encounters, whereas procedural knowledge consists of information regarding how to achieve desired goals or end states. As individuals interact with others, information regarding the other and the interaction is categorized and stored in their relational schemas. These schemas then help guide behavior in future interactions and aid in understanding social situations.

Baldwin (1992) describes relational schemas as consisting of three parts: a model of the self, a model of the other, and an interpersonal script. The model of the self describes how individuals view themselves while interacting with others, whereas the model of the other describes how individuals view their interaction partners during their interactions. The

interpersonal script describes how the self and others interact. As Baldwin notes, the interpersonal script by necessity also consists of role information for the self and other as experienced in that particular situation. This means that across time, relational schemas develop based on individuals' interactions with others and the related perceptions of self and other in these situations.

The idea of relational schemas is conceptually very similar to work in attachment theory on working models (Bowlby, 1973). In fact, a great deal of the research in the relational schema domain has used attachment theory and measures as a way of assessing the content of relational schemas. The most likely cause for this is the lack of a comprehensive measure of relational schemas, a matter which will be further addressed shortly.

Recently, an integrative model of relationship cognition has been suggested combining work done both in the relational schema and attachment domains (Brunson, Acitelli, & Sharp, 2014). This model suggests that there are three levels of specificity of relational schemas, ranging from the most general (global relational schemas) to the most specific (relationship-specific relational schemas), with domain-specific relational schemas falling in the middle (see Figure 1). This structure has previously been supported by work in the attachment domain, using measures of anxious and avoidant attachment (Overall, Fletcher, & Friesen, 2003). In addition, in accordance with traditional relational schema theory, the model suggests that at each level of specificity there is a self, partner, and script component of relational schemas (see Figure 2).

As can be seen in Figure 1, at the top there is a global relational schema which contains general information about how people interact in the world. The global relational schema is also tripartite (see Figure 2); it consists of global information about the self in

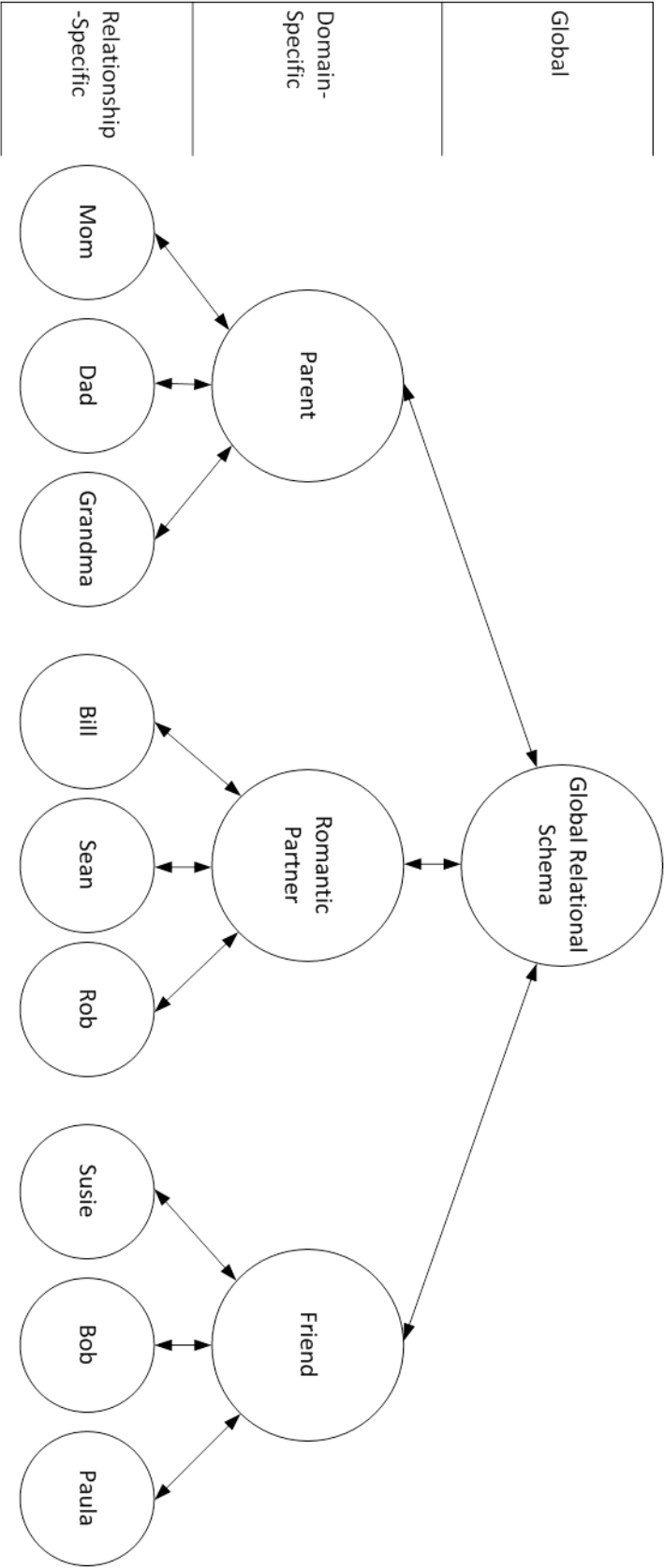


Figure 1. Proposed structure of relational schemas, with the global relational schema at the highest level, domain-specific relational schemas at the next level, and relationship-specific relational schemas at the lowest level.

relationships (e.g., I am honest), others (e.g., people are generally good), and interpersonal interactions (e.g., interactions with others are positive experiences). The self component of the global relational schema consists of general information about the self that is not specifically tied to a particular type of relationship, although it is still relational in nature.

The next level of the model in Figure 1 consists of domain-specific relational schemas. Here, general information about the nature of different types of information is included. A person may have a general relational schema for friend relationships, romantic partner relationships, classmate relationships, and employee-supervisor relationships, just to name a few. Again, the information consists of three components (see Figure 2): a model of the self in this type of relationship (e.g., with friends I am energetic), a model of the other in this type of relationship (e.g., my friends are open with me), and a script describing interaction patterns in this type of relationship (e.g., my friends will go on adventures with me).

Finally, the lowest level of the hierarchy in Figure 1 consists of relationship-specific relational schemas. This level consists of information that is specific to a particular relationship with a particular person. While an individual has a domain-specific relational schema for friends, he or she also has specific relational schemas for each person considered a friend. Here again the three components are represented (see Figure 2), including information about the self (e.g., with Bob I am timid), the partner (e.g., Bob is aggressive towards me), and the relationship (e.g., if I confront Bob, he will hurt me).

In this integrative approach to relationship cognition, the tripartite nature of relational schemas (i.e., consisting of self, partner, and relationship components) is emphasized.

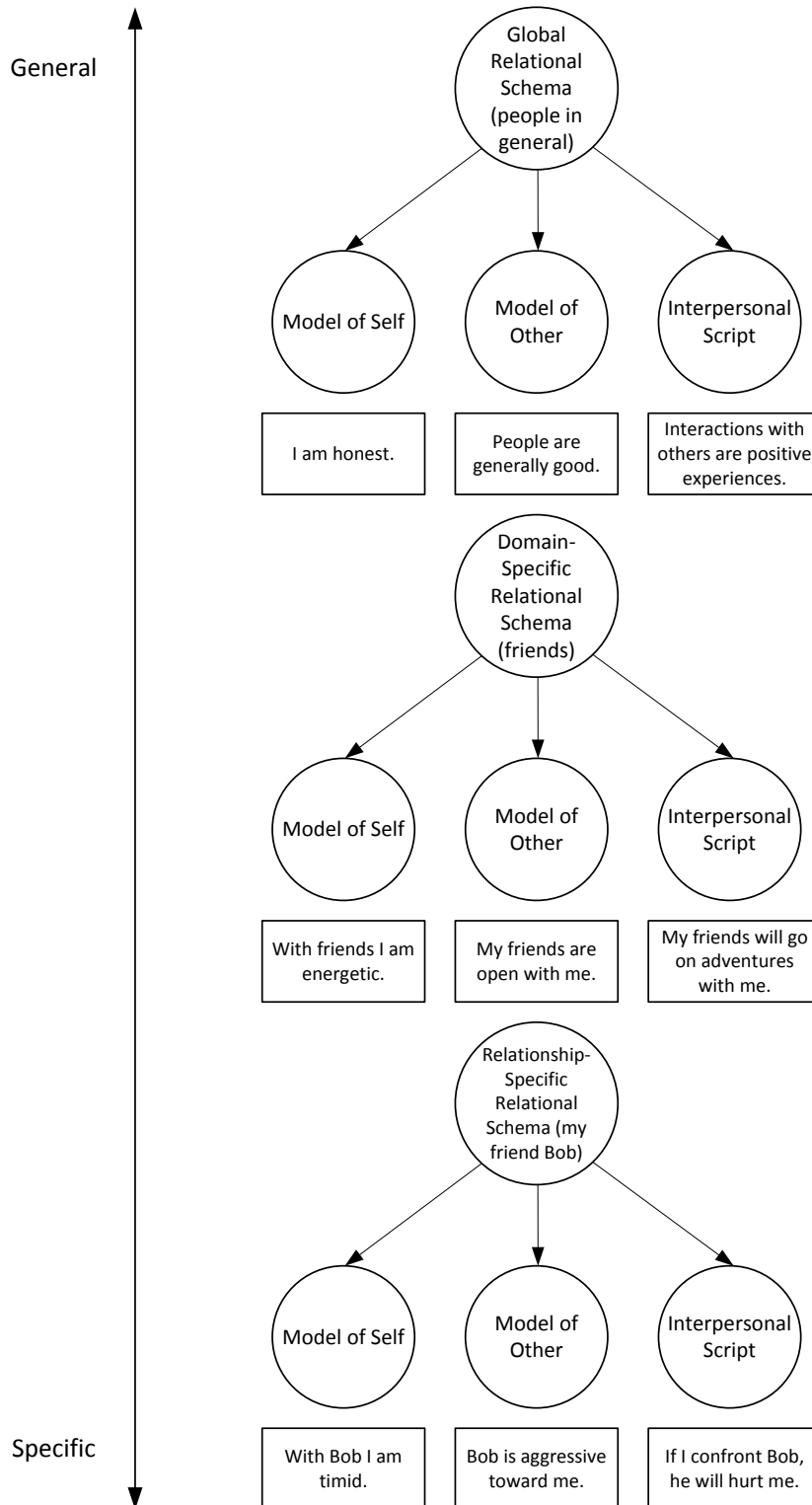


Figure 2. Breakdown of each level of relational schemas into a self, other, and interpersonal script component, with the boxes containing example sentiments at each level

However, researchers rarely consider these components when they are measuring relational schemas.

Measurement of the Content of Relational Schemas

As previously noted, there is not currently a clear way to measure the content of relational schemas. Although some suggestions do exist (e.g., Baldwin, 1992), the methods vary from direct to indirect, nomothetic to idiographic. Despite these methods, in practice, relational schemas are rarely measured, and when they are, the techniques used vary widely. The abundance of social cognitive theories regarding mental models adds to the problem; it is often uncertain to what extent a measure of working models, interpersonal expectancies, or relationship patterns is reflective of relational schemas. The potential approaches are now reviewed, focusing on the strengths and weaknesses of each approach.

Qualitative approaches. Schema content could be coded through open-ended or interview reports. Although this is a very flexible approach, as participants are not restricted to certain categories or ideas, it also can be very time and labor intensive to code and interpret results. In addition, it can be difficult to establish reliability, validity, and generalizability of the findings (e.g., Hodges, 2011).

There is some past work which has explored schema content using open-ended approaches (e.g., Ogilvie & Ashmore, 1991; Rusbult, Onizuka, & Lipkus, 1993); however, this work has not examined the self, partner, and relationship components separately. Recent work has explored changes in romantic partner domain-specific relational schemas by coding open-ended responses for the different schema components. This work has found that changing certain components of the schema after breaking up with a previous partner were differentially associated with different outcomes for the self and current relationship

(Brunson, Øverup, & Acitelli, 2014). For example, changing the partner schema after breaking up with a previous partner was associated with higher levels of satisfaction in a current relationship, whereas changing the self or relationship schema was unrelated to current relationship satisfaction.

Attachment measures. Adult attachment measures (e.g., Bartholomew & Horowitz, 1991; Fraley, Heffernan, Vicary, & Brumbaugh, 2011; Fraley, Waller, & Brennan, 2000; Hazan & Shaver, 1987) have commonly been used to measure relational schemas or working models. These measures typically assess levels of anxious and avoidant attachment (e.g., Fraley et al., 2011; Fraley et al., 2000) or may identify different styles of attachment, such as secure, dismissing, preoccupied, and fearful (e.g., Bartholomew & Horowitz, 1991).

Although these measures are well-established and accepted, they do have some limitations. First, generally speaking, the measurement of working models is a contested issue, with little agreement over the appropriate approach (Cozzarelli, Hoekstra, & Bylsma, 2000). Collins and Read (1994) describe working models as consisting of memories, beliefs, attitudes, expectations, goals, and strategies to achieve those goals. However, most commonly used measures of attachment focus instead on patterns of anxious and avoidant attachment. While these attachment styles likely reflect aspects of an individual's working models, they may be too narrow to provide a complete picture. In addition, it is impossible to assess the self, partner, and relationship components of relational schemas separately using these measures.

Trait measures. Other measures exist which use short words or phrases to describe schema content, including the Partner and Relationship Ideal scales (Fletcher, Simpson, Thomas, & Giles, 1999) and the Interpersonal Qualities Scale (Murray, Holmes, & Griffin,

1996a, 1996b). These scales present participants with trait descriptors, such as “understanding”, “irrational”, and “honest”, and ask participants to indicate the extent to which these traits are descriptive of either themselves, their current partner, their ideal partner, or their ideal relationship. Whereas the Partner and Relationship Ideal scales focus on positive qualities (derived inductively using factor analysis) associated with both the partner and relationship, the Interpersonal Qualities Scale includes both positive and negative qualities (derived from the interpersonal circle) that can describe the self, the partner, and ideal partner. These scales have demonstrated good reliability, internal validity, convergent validity, and predictive validity (Campbell, Simpson, Kashy, & Fletcher, 2001; Fletcher et al., 1999; Murray et al., 1996a, 1996b).

It is clear that these trait measures have great potential for assessing each component of the relational schema; however, they also have some limitations. First, the Partner and Relationship Ideal scales suffer from only assessing the positive end of the spectrum of possible expectancies. Relational schemas are not the same as ideals, in that relational schemas consist of an individual’s beliefs and expectancies about a particular relationship, which contain positive, negative, and neutral information. In addition, the descriptors of the Partner and Relationship Ideal scales, which are grouped according to warmth-trustworthiness, vitality-attractiveness, status-resources, intimacy-loyalty, and passion, may not generalize to other relationship types, such as friendships or acquaintances. Finally, the Partner and Relationship Ideal scales do not provide a mechanism for measuring the self component of the relational schema. Fletcher and colleagues (e.g., Fletcher & Simpson, 2000) argue that the self component is reflected by that individual’s unique wishes and

desires for the relationship. However, there is clearly more to the way an individual views him or herself in a relationship than just those wishes.

Despite the strengths of the Interpersonal Qualities Scale, which includes both positive and negative information describing both the self and partner, it also has some limitations. First, the trait descriptors were drawn from the interpersonal circle (e.g., Leary, 1957; Wiggins, 1979) and also included other words, such as “intelligent” and “lazy”, added to represent commodities in the social exchange process (Murray et al., 1996a, 1996b; Rubin, 1973). However, it is unclear the extent to which these theoretically derived traits are representative (or fully inclusive) of the common expectancies people may hold about their relationships. In addition, many of the traits may not generalize well when describing the relationship component of the relational schema (e.g., “self-assured”). Finally, both the Partner and Relationship Ideal scales and the Interpersonal Qualities Scale may not assess the if-then nature of the interpersonal script, which Baldwin (1992) considered particularly important.

Script measures. As noted, the interpersonal script is considered to be a fundamental component of the relational schema. Two such measures of the interpersonal script are the Interpersonal Schema Questionnaire (Hill & Safran, 1994) and the Relationship Patterns Questionnaire (Körner et al., 2004; Kurth, Körner, Geyer, & Pokorny, 2004; Kurth & Pokorny, 1999). These measures attempt to assess the if-then nature of the interpersonal script by presenting participants with a particular scenario or behavior and asking participants to indicate how they would respond in such an instance, as well as how they would expect their partners would respond. These measures are both based on circumplex models of interpersonal behaviors (i.e., Benjamin, 1974; Kiesler, 1983; Leary, 1957), which allows for

the exploration of both positive and negative behaviors and expectancies. These measures benefit from directly measuring both the “ifs” and the “thens” involved in the interpersonal script. In addition, these measures have been reported to have adequate reliability and validity (Hill & Safran, 1994; Kurth et al., 2004).

However, there are also limitations associated with the script measures of relational schemas. First, their very nature makes them somewhat confusing and cumbersome to use. Because interpersonal scripts vary widely from person to person and situation to situation, any measure of them must be fairly comprehensive and have a wide enough scope to encompass these variations. Because of this, the measures consist of a final set of 16 scores for one individual on the Relationship Patterns Questionnaire and a final set of eight scores for one individual on the Interpersonal Schema Questionnaire. The abundance of scores may make interpretation of the results particularly cumbersome. In addition, it is unclear the extent to which script measures may be unique from trait measures. Because the scoring of script measures typically yields scores that are described by short descriptors (e.g., levels of control or affiliation), it may be that the if-then structure of the measures adds little beyond what can be gained from simpler trait measures. Additionally, although these script measures assess the interpersonal script component of the relational schema, the self and partner components are not separately considered.

Central Relationship Questionnaire. One interesting measure that could be used to assess the content of relational schemas is the Central Relationship Questionnaire (Barber, Foltz, & Weinryb, 1998). The Central Relationship Questionnaire focuses on three categories of interpersonal expectancies, including wishes, responses of the self, and responses of the other. This measure is unique in that it includes items that could be said to

assess all three components of the relational schema: self (“In my relationship with my ____, I am independent), partner (“In my interactions with my ____, my ____ treats me badly), and interpersonal script (“In my relationship with my ____, I wish to support my ____ when she/he is in pain). Work on the CRQ revealed that it has acceptable internal consistency, test-retest reliability, and good convergent and divergent validity (Barber et al., 1998). In addition, the CRQ has also been tested on a Swedish sample, finding similar internal reliability and validity results to the English version (Weinryb, Barber, Foltz, Göransson, & Gustavsson, 2000).

Despite the promise of the Central Relationship Questionnaire, it also has some limitations as a relational schema measure. First, although it does include items which separately consider the self, the other, and the interpersonal script portion of the relational schema, the nature of the items and scoring tends to confound these components. Some items may reflect expectancies of both the self and the partner. For example, endorsing an item such as “I wish to let my ____ make decisions for me” implies both something about the individual (that he or she may be indecisive or submissive) and the partner (that he or she be willing to make those decisions). Particularly difficult to assess is the interpersonal script component, although of which there are examples, is not a focus of the measure and is subsumed by other categories (i.e., wishes, responses of self, responses of others). In this way, these scripts are not as clearly defined as the other script measures previously discussed. In addition, similar to the script measures, the Central Relationship Questionnaire suffers from confusion when it comes to scoring. This measure has a total number of final scores ranging from 16 (using higher order factors) to 33 (using subscales). Having so many scores for one individual may make interpretation of the results particularly difficult.

Summary. In sum, the appropriate measurement of relational schemas is a particularly difficult issue, which could be largely why research using the relational schema framework was subsumed by other methods (e.g., the attachment approach). As discussed, there are a variety of measures and techniques that could be used to assess relational schemas and their components; however, each has its own strengths and weaknesses. The present study aims to design a new measure of relational schemas, which will separately assess the content of the self, partner, and relationship components of the schema.

Present Study

The aim of the present study is to design a measure of relational schemas, the Relational Schema Questionnaire (RSQ), as well as to explore the structure and examine the construct validity of this measure. Given the previously mentioned limitations of available relational schema measures, it is proposed that the most appropriate measure of relational schemas will consist of trait descriptors (words or short phrases) for the self, partner, and relationship. In this way, the measure will separately assess expectations for each component in a fairly simple and straightforward way. This measure could also be used to assess different relationship types (e.g., friends, romantic partners, parents) as well as to assess schemas at different levels of specificity (i.e., global, domain-specific, relationship-specific). Such a measure would be valuable not only when assessing the content of relational schemas (or identifying the content of maladaptive relational schemas), but also in work examining schema change after important life events, such as romantic relationship dissolution, marriage, the death of a close other, or becoming a parent.

Overview

The present work consists of four studies designed to create and test a measure of relational schemas, the Relational Schema Questionnaire (RSQ). Study 1 is pilot study, designed to evaluate whether the interpersonal dynamics present in if-then scripts can be subsumed by trait descriptors. Study 2 is designed to obtain common expectations about the self, partner, and relationship that will be used for the RSQ. Study 3 explores the factor structure for the RSQ in three different relationship types. Finally, Study 4 investigates the structure of the RSQ using structural equation modeling and explores evidence of the construct validity of the measure by correlating it with other constructs.

Study 1

The first hypothesis addressed in the current study is that the if-then nature of interpersonal scripts can be assessed using trait words or phrases (Hypothesis 1). Although Baldwin (1992) emphasized the if-then nature of the interpersonal script, it is predicted that the same information gained using script measures can also be obtained using words or short phrases. Despite the fact that information gained using trait measures will not be situation specific, it should still reflect generalized expectations present in the schema. This decreased focus on the situation may not be in line with the traditional Person X Situation interactionist approach to person perception (e.g., Endler & Magnusson, 1976); however, in an important respect it is still situation specific because it reflects expectations in situations in which the partner is interacting with the individual (Baldwin, 1992).

Participants

Participants (N=55) consisted of undergraduate students at the University of Houston. To participate in the study, participants needed to be at least 18 years of age and currently in

a romantic relationship. The sample was predominantly female (46 women, 9 men), with ages ranging from 18 to 57 ($M = 25.31$, $SD = 7.02$). A majority of participants (58%) reporting being in a serious relationship, 25% reported being married, and 16% were engaged. The ethnic breakdown of the sample was 36% Hispanic/Latino, 29% Caucasian, 13% African-American/Black, 13% Asian-American/Pacific Islander, 7% Middle Eastern, and 2% multi-racial.

Measures

Interpersonal scripts. The Interpersonal Schema Questionnaire (ISQ; Hill & Safran, 1994) was used to assess the if-then nature of the interpersonal script. The ISQ is based on the 1982 Interpersonal Circle (Kiesler, 1983), which is a type of circumplex model (e.g., Leary, 1957; Wiggins, 1979). This measure focuses on the control (ranging from dominance to submissiveness) and affiliation (ranging from hostile to friendly) axes of the interpersonal circle. The ISQ is structured as a series of 16 scenarios which describe dominant, friendly, submissive, and hostile situations. Participants were asked to indicate for each scenario (e.g., “Imagine yourself feeling angry and argumentative towards [name of partner]”) which of eight different possible responses would be most likely from a particular significant other (e.g., “would be impatient, or quarrelsome”). For each response, a control and affiliation score was given based on the suggested scoring of the ISQ, and these scores were averaged across all situations to create overall control and affiliation scores.

Trait descriptors. A trait measure of the interpersonal script was created based on the ISQ. For each combination of scenario and response, the principal researcher and three undergraduate research assistants created trait words which were thought to match individuals’ relationship expectations had they chosen a given response for each situation.

For example, given the situation “Imagine yourself expressing genuine interest and concern for (name of partner)”, expecting the partner to respond by being distant or unresponsive may indicate expectations of a cold, unloving, stale relationship. These words were then grouped by response option, such that all words for the first response option (i.e., “will take charge, or try to influence me”) were grouped together, all words for the second response option (i.e., “would be disappointed, resentful, or critical”) were grouped together, and so on for all response options. Redundant words were removed from each word list. Finally, these words were reviewed and rewritten as necessary to ensure that they were words or phrases that were descriptive of the relationship (rather than the partner or the self). This final set of items was used as the trait measure of interpersonal scripts (see Appendix A). Scoring was analogous to the ISQ, with items being given a control and affiliation score based on the response option under which they fell. Examples of control and affiliation trait items are “I see this relationship as one in which there is competition” and “I see this relationship as one in which there is a lot of caring,” respectively. Scores were averaged across all items to create overall control and affiliation scores.

Procedure

All measures were completed online. Participants were asked to complete the ISQ and the trait measure twice, once in reference to a specific friend relationship and once in reference to a specific romantic partner relationship. These measures were counterbalanced to protect against order effects. Participants who completed the study were awarded extra credit for their participation which could be used in their psychology courses.

Results and Discussion

In order to test the hypothesis that a trait measure will adequately describe an individual's interpersonal script (Hypothesis 1), control and affiliation scores on the ISQ and trait measure were correlated separately for the friend and romantic partner responses. Affiliation scores on the ISQ and the trait measure were strongly correlated both when reporting on a friend ($r = .66, p < .001$) and when reporting on a romantic partner ($r = .63, p < .001$). However, results were not so clear when examining the correlations for control scores. When reporting on a friend, control scores on the ISQ were marginally correlated with control scores on the trait measure, $r = .23, p = .09$. When reporting on a romantic partner, control scores on the ISQ were negatively correlated with control scores on the trait measure, $r = -.27, p = .04$. However, contrary to what theory would suggest, control scores on the ISQ were positively correlated with affiliation scores on both the ISQ ($r_{\text{friend}} = .25, p = .06$; $r_{\text{partner}} = .30, p = .03$) and the trait measure ($r_{\text{friend}} = .13, p = .34$; $r_{\text{partner}} = .29, p = .03$). On the trait measure, however, control and affiliation scores were negatively related ($r_{\text{friend}} = -.30, p = .03$; $r_{\text{partner}} = -.54, p < .001$), in accordance with theory.

These results suggest that the ISQ may not adequately assess the interpersonal script. If this is the case, it is somewhat uncertain what significant correlations between the ISQ and the trait measure may mean. However, it is felt that because the ISQ does explicitly account for a variety of different if-then scripts and because the ISQ and the trait measure do correlate in some meaningful ways, the trait measure is also assessing aspects of those if-then scripts. Additionally, because the control and affiliation scores on the trait measure correlate in theoretically expected ways, it appears to assess the interpersonal script better than the ISQ.

However, this study still does not address the question of whether the control trait measure is adequate in describing the control script.

Study 2

The purpose of Study 1 was to determine the feasibility of assessing the if-then nature of scripts by using trait words or descriptors. In Study 2, the aim was to create lists of commonly-held expectations about the self, partner, and relationship for a variety of different relationship types. These words will then be used as the basis of the RSQ, which will be factor analyzed in Study 3.

Participants

Participants (N=79) consisted of undergraduate students at the University of Houston. To participate in the study, participants needed to be at least 18 years of age. The sample was predominantly female (68 women, 11 men), with ages ranging from 18 to 59 ($M = 24.46$, $SD = 7.36$). Thirty-eight percent of the sample reporting being single, 38% were in a serious relationship, 18% were married, and 6% were engaged. The ethnic breakdown of the sample was 43% Hispanic/Latino, 19% Caucasian, 19% African-American/Black, 13% Asian-American/Pacific Islander, 3% Middle Eastern, 3% multi-racial, and one person identified as some other ethnicity.

Procedure

In order to obtain a list of common descriptors or expectations about the self, partner, and relationship, participants were asked to indicate their expectations for these components for a variety of different relationships. The relationships chosen for this questionnaire came from a previous study (Brunson, Øverup, Porter, & Lu, 2014) which examined interactions in a variety of different close and casual relationships, with the most commonly reported

relationships from that study included here (friend, parent, romantic partner, classmate, coworker, sibling, acquaintance). In order to increase the diversity of responses provided, both close and casual relationships were included.

Participants were told that past work has found that individuals tend to view themselves, their partners, and their relationships differently in different relationship types. To aid with understanding, participants were also given an example of how these views may differ. Then for each type of relationship, participants were asked to “imagine your relationship with (name of relationship partner).” Really try to build a mental picture of that person and your interactions with that person.” Then participants were asked to indicate, using words or short phrases, the way they view themselves, their partners, and the relationship for each relationship type. In the case that a given relationship type was not applicable to a participant (e.g., an individual with no siblings), the participant was be able to indicate that the relationship type was not applicable and move on to the next relationship type. Participants who completed the study earned extra credit in their psychology classes for their participation.

Results and Discussion

Responses were analyzed following a procedure similar to Fletcher and colleagues (1999). Word lists were separated by component, such that self, partner, and relationship descriptors were analyzed separately. For each component, the principal researcher and one research assistant sorted the descriptors into categories of synonymous or identical wordings. In order to have both positively and negatively valenced items, the top 20 positive categories and the top 20 negative categories were included in the final set of items, for an initial item set consisting of 40 items each for the self, partner, and relationship components (see

Appendix B). Because of the strong similarity between the words mentioned for self and partner, the same sets of items were used for both.

Study 3

Study 3 was designed to explore the factor structure of the items generated in Study 2. The factor structure for the self, partner, and relationship will be separately considered, and the possibility that these factors may vary across relationship types will be explored. These analyses will help to finalize the content of the RSQ, which will be further explored and validated in Study 4.

Participants

Participants (N=316) consisted of undergraduate students at the University of Houston. The sample was predominantly female (280 women, 36 men), with ages ranging from 18 to 58 ($M = 22.47$, $SD = 5.18$). The ethnic breakdown of the sample was 31% Hispanic/Latino, 27% Caucasian, 16% African-American/Black, 16% Asian-American/Pacific Islander, 6% multi-racial, 2% Middle Eastern, and 1% were either Native American or some other ethnicity.

Measures

All participants completed the initial version of the Relational Schema Questionnaire (RSQ; Appendix B) developed in Studies 1 and 2 as well as general demographics. For the RSQ, participants were asked to indicate on a 5-point Likert scale ranging from 1 (“not at all”) to 5 (“very much”) the extent to which different descriptors represented their views of the self, partner, and relationship (e.g., “When interacting with [name of relationship partner], I am *caring, loving*”). For the purposes of this study, the directions asked

participants to focus on relationship-specific relational schemas (i.e., their views in specific relationships with others).

Participants were asked to complete this measure separately for up to three different relationship types (friend, parent, and romantic partner). If a particular relationship was not applicable for the participant, he or she did not complete the measure for it. Most of the sample (98%) reported on a current friendship, 90% reported on a current relationship with a parent, and 62% reported on a current romantic partner.

Procedure

Participants completed all measures online, and the order of presentation of the RSQ for the three relationship types was counterbalanced to protect against order effects. Upon completion of the study, participants received extra credit which could be used in their psychology courses.

Results and Discussion

Analysis strategy. Data for each of the nine scales was screened for normality, linearity, and outliers. In addition, non-rotated principal components extraction was conducted using SAS PROC FACTOR to check for the presence of outliers, absence of multicollinearity, and factorability of the correlation matrices. Participants identified as outliers with $\alpha = .001$ cutoff level were excluded from further analyses. Principal components extraction with varimax rotation was then conducted on the remaining dataset to determine the number of factors, and oblique rotation was requested to check for significant correlations among the factors. Small correlations (less than .32; Tabachnick & Fidell, 2013) supported the use of the simpler varimax rotation.

Friend.

Self component. After screening the data, 20 of the original 311 participants who reported on friends were identified as outliers; these participants were excluded from future analyses, leaving a sample size of 291. On the basis of the eigenvalues, scree test, and examination of factor loadings, three factors were extracted (eigenvalues above 1.0 were as follows: 9.8, 5.5, 2.3, 1.5, 1.3, 1.1, 1.1). All squared multiple correlations (SMCs) of the variables with each factor ranged from .78 to .95, suggesting that the factors were internally consistent and well-defined by the variables. Variables were also fairly well-defined by the factors; only two communality values were below .20 (weird, unusual $h^2 = .16$; calm, quiet, relaxed $h^2 = .15$). A value of .40 was established as a cutoff for inclusion of a variable in interpretation of a factor; eight variables did not load on any factors. No variables loaded on more than one factor and thus all variables were univocal.

Oblique rotation was requested; however, the highest correlation was -.19 (between the positive and insecure factors). Because correlations were small, the simpler orthogonal rotation was chosen. Loadings of variables on factors, communalities, and percents of variance and covariance are shown in Table 1. Variables are ordered and grouped by size of loading, and loadings larger than .40 are bolded.

Overall, the three factors for the self component when reporting on a friend were positive qualities (e.g., happy, joyful; considerate, thoughtful), negative qualities (e.g., mean, rude, sarcastic; argumentative, starting fights), and insecurity (e.g., shy, reserved; nervous, anxious, worried).

Partner component. After screening the data, 17 of the original 311 participants who reported on friends were identified as outliers; these participants were excluded from future

Table 1. Factor loadings, communalities, and percents of variance and covariance for principal factors extraction and varimax rotation for the friend self schema items

Item	Positive	Negative	Insecurity	h^2
Happy, joyful	.82	-.12	-.06	.68
Considerate, thoughtful	.79	-.15	.07	.65
Caring, loving	.78	-.05	.04	.61
Giving, generous	.73	-.06	.05	.54
Helpful, supportive	.72	-.19	-.01	.55
Honest, trustworthy	.72	-.12	-.14	.55
Funny, joking	.71	.01	-.26	.57
Friendly, nice	.68	-.22	.06	.51
Loyal, devoted	.67	-.01	-.16	.48
Playful, silly, goofy	.67	.02	-.11	.47
Fun, laughing	.67	-.12	-.22	.51
A good listener, attentive	.66	-.09	-.05	.44
Positive, optimistic	.64	-.18	.08	.44
Dedicated, hard-working	.62	-.08	.12	.41
Confident, self-assured	.58	-.03	-.19	.38
Talkative, outgoing, loud	.51	.09	-.37	.41
Protective, watchful	.46	.17	.22	.29
Spontaneous, impulsive	.39	.27	-.13	.24
Mean, rude, sarcastic	-.02	.66	.00	.44
Argumentative, starting fights	-.16	.66	.15	.48
Angry, mad, upset	-.08	.65	.28	.51
Bossy, controlling	-.02	.64	.19	.45
Annoyed, irritated, frustrated	-.13	.63	.11	.42
Stubborn, headstrong	.14	.63	.01	.41
Aggressive, hostile	-.18	.59	.14	.40
Competitive	-.06	.51	.09	.27
Judgmental	-.09	.50	.17	.28
Distracted, inattentive	-.20	.46	.11	.27
Childish, immature	.14	.42	-.18	.23
Confused, uncertain	-.25	.39	.33	.32
Weird, unusual	-.03	.38	-.11	.16
Intense, serious	.10	.38	.35	.28
Blunt, straightforward	.29	.34	-.22	.25
Shy, reserved	-.12	.07	.62	.40
Nervous, anxious, worried	-.17	.29	.59	.46
Cautious, distant	-.15	.38	.41	.34
Clingy, insecure	-.09	.39	.41	.33
Calm, quiet, relaxed	.12	-.05	.36	.15
Awkward, uncomfortable	-.25	.29	.36	.28
Affectionate, romantic	.31	.12	.32	.21
Percent of variance	21.35	12.77	6.08	
Percent of covariance	53.11	31.77	15.11	

analyses, leaving a sample size of 294. On the basis of the eigenvalues, scree test, and examination of factor loadings, three factors were extracted (eigenvalues above 1.0 were as follows: 10.5, 5.5, 2.3, 1.5, 1.3, 1.1, 1.1). All SMCs of the variables with each factor ranged from .78 to .95, suggesting that the factors were internally consistent and well-defined by the variables. Variables were also fairly well-defined by the factors; only two communality values were below .20 (affectionate, romantic $h^2 = .09$; protective, watchful $h^2 = .19$). A value of .40 was established as a cutoff for inclusion of a variable in interpretation of a factor; six variables did not load on any factors. Five variables loaded on more than one factor.

Oblique rotation was requested; however, the highest correlation was -.25 (between the positive and negative factor). Because the correlations were small overall, the simpler orthogonal rotation was chosen. Loadings of variables on factors, communalities, and percents of variance and covariance are shown in Table 2. Variables are ordered and grouped by size of loading, and loadings larger than .40 are bolded.

Overall, the three factors for the partner component when reporting on a friend were positive qualities (e.g., loyal, devoted; giving, generous), negative qualities (e.g., argumentative, starting fights; mean, rude, sarcastic), and insecurity (e.g., shy, reserved; nervous, anxious, worried).

Relationship component. After screening the data, 20 of the original 311 participants who reported on friends were identified as outliers; these participants were excluded from future analyses, leaving a sample size of 291. On the basis of the eigenvalues, scree test, and examination of factor loadings, two factors were extracted (eigenvalues above 1.0 were as follows: 13.3, 4.8, 1.6, 1.5, 1.3, 1.1, 1.1). The SMCs of the variables with each factor were

Table 2. Factor loadings, communalities, and percents of variance and covariance for principal factors extraction and varimax rotation for the friend partner schema items

Item	Positive	Negative	Insecurity	h^2
Loyal, devoted	.79	-.03	-.10	.64
Giving, generous	.77	-.18	-.03	.62
Considerate, thoughtful	.77	-.16	.04	.62
Happy, joyful	.75	-.13	-.09	.59
Helpful, supportive	.75	-.14	-.04	.58
Honest, trustworthy	.75	-.20	-.08	.60
A good listener, attentive	.73	-.15	.07	.56
Fun, laughing	.72	-.17	-.13	.57
Caring, loving	.72	-.04	-.07	.52
Funny, joking	.71	-.16	-.22	.58
Friendly, nice	.68	-.22	-.11	.53
Playful, silly, goofy	.61	-.02	-.15	.40
Positive, optimistic	.61	-.27	-.02	.44
Confident, self-assured	.57	.00	-.35	.45
Dedicated, hard-working	.51	.00	.04	.26
Talkative, outgoing, loud	.39	.18	-.38	.34
Protective, watchful	.39	.16	.11	.19
Spontaneous, impulsive	.34	.26	-.18	.21
Blunt, straightforward	.33	.30	-.10	.21
Affectionate, romantic	.26	.02	.14	.09
Argumentative, starting fights	-.20	.69	.12	.53
Mean, rude, sarcastic	-.02	.67	.05	.45
Bossy, controlling	-.09	.65	-.02	.44
Angry, mad, upset	-.24	.65	.25	.54
Annoyed, irritated, frustrated	-.15	.64	.12	.45
Judgmental	-.18	.63	.04	.44
Stubborn, headstrong	.13	.60	-.08	.38
Aggressive, hostile	-.25	.59	.15	.43
Distracted, inattentive	-.17	.56	.15	.37
Competitive	-.08	.56	.01	.32
Weird, unusual	-.04	.46	-.01	.21
Clingy, insecure	-.09	.44	.44	.39
Cautious, distant	-.10	.44	.40	.36
Childish, immature	.13	.43	-.04	.20
Confused, uncertain	-.17	.42	.41	.38
Intense, serious	.14	.39	.30	.27
Shy, reserved	-.07	.15	.66	.47
Nervous, anxious, worried	-.11	.48	.50	.50
Calm, quiet, relaxed	.07	-.15	.50	.28
Awkward, uncomfortable	-.15	.40	.47	.40
Percent of variance	20.87	15.11	6.03	
Percent of covariance	49.68	35.97	14.34	

.94 and .95, suggesting that the factors were internally consistent and well-defined by the variables. Overall variables were well-defined by the factors; however, seven communality values were below .20 (is weird, unusual $h^2 = .14$; is avoidant of conflict $h^2 = .19$; has passiveness and submissiveness $h^2 = .10$; is casual, not very close $h^2 = .19$; is altruistic, putting the other's needs before own $h^2 = .12$; has little effort put towards it $h^2 = .05$; is close, intimate $h^2 = .17$). A value of .40 was established as a cutoff for inclusion of a variable in interpretation of a factor; five variables did not load on any factors. No variables loaded on more than one factor. In other words, all variables were univocal.

The two factors were correlated at -.40, which justified the use of oblique rotation. Loadings of variables on factors (standardized regression coefficients), communalities, and percents of variance and covariance are shown in Table 3. Variables are ordered and grouped by size of loading, and loadings larger than .40 are bolded.

Overall, the two factors for the relationship component when reporting on a friend were positive qualities (e.g., is friendly, cordial; is loving, caring) and negative qualities (e.g., is critical and disapproving; is full of conflict and arguments).

Romantic partner.

Self component. After screening the data, 11 of the original 195 participants who reported on a romantic partner were identified as outliers; these participants were excluded from future analyses, leaving a sample size of 184. On the basis of the eigenvalues, scree test, and examination of factor loadings, three factors were extracted (eigenvalues above 1.0 were as follows: 11.6, 5.9, 2.2, 1.5, 1.3, 1.2, 1.1, 1.0). The SMCs of the variables with each factor ranged from .84 to .97, suggesting that the factors were internally consistent and well-defined by the variables. Overall variables were well-defined by the factors; however, six

Table 3. Standardized regression coefficients, communalities, and percents of variance and covariance for principal factors extraction, promax rotation for the friend relationship schema items

Item	Positive	Negative	h^2
Is friendly, cordial	.80	-.09	.70
Is loving, caring	.79	.00	.61
Is stable, long-lasting	.78	-.08	.66
Is full of trust and honesty	.77	-.17	.73
Is exciting, fun	.74	.05	.52
Is open and accepting	.74	-.16	.67
Has effective teamwork and problem-solving	.70	.04	.47
Is light-hearted, cheerful	.70	.07	.45
Has mutual interest and commitment	.69	-.03	.50
Is strong, dependable	.69	-.06	.52
Is full of laughing, good times	.68	-.07	.50
Is safe, protective	.66	.13	.39
Is respectful, supportive	.65	-.22	.58
Is secure, comfortable	.65	-.09	.47
Has freedom to express feelings and ideas	.63	-.17	.51
Is affectionate, warm	.59	.10	.32
Has good communication	.51	-.26	.44
Is close, intimate	.45	.09	.17
Is altruistic, putting the other's needs before own	.35	.26	.12
Is avoidant of conflict	.09	.08	.01
Is casual, not very close	-.40	.06	.18
Is critical and disapproving	-.08	.77	.65
Is full of conflict and arguments	-.08	.76	.63
Is unequal, one-sided	-.06	.73	.57
Is full of doubt, guilt	-.09	.70	.56
Is cold, distant	-.10	.70	.56
Has a lot of problems	.00	.70	.48
Has misunderstanding, confusion	-.06	.68	.51
Is volatile, has many ups and downs	.11	.68	.42
Has a power struggle	-.05	.64	.45
Has trust issues	-.04	.62	.41
Has low levels of respect	-.15	.60	.46
Is full of criticism and fault-finding	.00	.60	.36
Has fighting, violence	-.09	.52	.32
Has one leader, one person in control	.01	.52	.26
Is competitive	.09	.50	.22
Has poor communication, feelings are not expressed	-.19	.48	.34
Is weird, unusual	.12	.40	.14
Has passiveness and submissiveness	.24	.32	.10
Has little effort put towards it	-.14	.14	.05
Percent of variance	18.80	15.32	
Percent of covariance	55.11	44.89	

communality values were below .20 (spontaneous, impulsive $h^2 = .19$; weird, unusual $h^2 = .14$; competitive $h^2 = .15$; calm, quiet, relaxed $h^2 = .15$; childish, immature $h^2 = .19$; protective, watchful $h^2 = .16$). A value of .40 was established as a cutoff for inclusion of a variable in interpretation of a factor; six variables did not load on any factors. One variable loaded on more than one factor.

Oblique rotation was requested; however, the highest correlation was -.26 (between the positive and insecure factors). Because correlations were small, the simpler orthogonal rotation was chosen. Loadings of variables on factors, communalities, and percents of variance and covariance are shown in Table 4. Variables are ordered and grouped by size of loading, and loadings larger than .40 are bolded.

Overall, the three factors for the self component when reporting on a romantic partner were positive qualities (e.g., caring, loving; happy, joyful), negative qualities (e.g., angry, mad, upset; mean, rude, sarcastic), and insecurity (e.g., shy, reserved; nervous, anxious, worried).

Partner component. After screening the data, 8 of the original 195 participants who reported on a romantic partner were identified as outliers; these participants were excluded from future analyses, leaving a sample size of 187. On the basis of the eigenvalues, scree test, and examination of factor loadings, three factors were extracted (eigenvalues above 1.0 were as follows: 12.1, 5.7, 2.7, 1.7, 1.4, 1.2, 1.0). The SMCs of the variables with each factor ranged from .87 to .97, suggesting that the factors were internally consistent and well-defined by the variables. Variables were also well-defined by the factors; four communality values were below .20 (spontaneous, impulsive $h^2 = .16$; weird, unusual $h^2 = .12$; calm, quiet, relaxed $h^2 = .18$; childish, immature $h^2 = .15$). A value of .40 was established as a cutoff for

Table 4. Factor loadings, communalities, and percents of variance and covariance for principal factors extraction and varimax rotation for the romantic partner self schema items

Item	Positive	Negative	Insecurity	h^2
Caring, loving	.84	-.07	-.06	.71
Happy, joyful	.83	-.11	-.05	.71
Friendly, nice	.80	-.07	-.02	.65
Fun, laughing	.79	-.06	-.06	.63
Funny, joking	.76	-.04	-.16	.61
Considerate, thoughtful	.76	-.01	-.07	.59
Giving, generous	.76	-.19	.00	.62
Affectionate, romantic	.73	-.11	-.01	.55
Playful, silly, goofy	.73	.13	-.07	.56
Loyal, devoted	.73	-.03	-.15	.55
Positive, optimistic	.71	-.13	-.08	.53
Honest, trustworthy	.71	-.07	-.18	.54
Helpful, supportive	.69	-.10	.03	.49
Confident, self-assured	.67	-.16	-.20	.52
A good listener, attentive	.66	-.08	-.09	.45
Dedicated, hard-working	.62	.00	-.08	.40
Talkative, outgoing, loud	.54	.21	-.23	.39
Spontaneous, impulsive	.41	.14	-.02	.19
Protective, watchful	.39	.11	.01	.16
Angry, mad, upset	-.20	.74	.20	.63
Mean, rude, sarcastic	-.17	.74	.14	.59
Annoyed, irritated, frustrated	-.15	.73	.22	.61
Argumentative, starting fights	-.11	.71	.11	.53
Stubborn, headstrong	.16	.62	-.04	.41
Bossy, controlling	-.08	.62	.15	.41
Aggressive, hostile	-.29	.60	.29	.52
Blunt, straightforward	.30	.51	-.18	.38
Judgmental	-.22	.40	.39	.36
Childish, immature	.18	.34	.21	.19
Competitive	.13	.32	.18	.15
Weird, unusual	.04	.29	.24	.14
Shy, reserved	-.13	.10	.71	.53
Nervous, anxious, worried	-.17	.35	.70	.64
Awkward, uncomfortable	-.24	.12	.62	.45
Cautious, distant	-.24	.29	.60	.50
Confused, uncertain	-.24	.49	.49	.54
Clingy, insecure	-.07	.33	.44	.31
Distracted, inattentive	-.23	.38	.40	.36
Intense, serious	.14	.31	.35	.24
Calm, quiet, relaxed	.24	-.08	.30	.15
Percent of variance	25.37	12.61	8.26	
Percent of covariance	54.87	27.27	17.87	

inclusion of a variable in interpretation of a factor; six variables did not load on any factors. One variable loaded on more than one factor.

Oblique rotation was requested; however, the highest correlation was -.23 (between the positive and negative factors). Because correlations were small overall, orthogonal rotation was chosen. Loadings of variables on factors, communalities, and percents of variance and covariance are shown in Table 5. Variables are ordered and grouped by size of loading, and loadings larger than .40 are bolded.

Overall, the three factors for the partner component when reporting on a romantic partner were positive qualities (e.g., helpful, supportive; considerate, thoughtful), negative qualities (e.g., argumentative, starting fights; annoyed, irritated, frustrated), and insecurity (e.g., shy, reserved; nervous, anxious, worried).

Relationship component. After screening the data, 12 of the original 195 participants who reported on a romantic partner were identified as outliers; these participants were excluded from future analyses, leaving a sample size of 183. On the basis of the eigenvalues, scree test, and examination of factor loadings, two factors were extracted (eigenvalues above 1.0 were as follows: 17.5, 3.9, 1.6, 1.4, 1.3, 1.0, 1.0). The SMCs of the variables with each factor were .95 and .97, suggesting that the factors were internally consistent and well-defined by the variables. Overall variables were well-defined by the factors; however, six communality values were below .20 (is weird, unusual $h^2 = .08$; is avoidant of conflict $h^2 = .02$; is competitive $h^2 = .14$; has passiveness and submissiveness $h^2 = .11$; is altruistic, putting the other's needs before own $h^2 = .12$; has little effort put towards it $h^2 = .20$). A value of .40 was established as a cutoff for inclusion of a variable in interpretation of a factor; six

Table 5. Factor loadings, communalities, and percents of variance and covariance for principal factors extraction and varimax rotation for the romantic partner partner schema items

Item	Positive	Negative	Insecurity	h^2
Helpful, supportive	.85	-.22	.06	.78
Considerate, thoughtful	.83	-.10	.07	.70
Friendly, nice	.82	-.13	-.05	.69
Honest, trustworthy	.80	-.22	.02	.70
Loyal, devoted	.80	-.19	-.08	.68
Caring, loving	.80	-.13	.00	.65
Happy, joyful	.79	-.09	-.25	.70
Fun, laughing	.77	.10	-.32	.71
A good listener, attentive	.77	-.19	.03	.63
Giving, generous	.74	-.21	.04	.60
Affectionate, romantic	.73	-.02	-.09	.54
Dedicated, hard-working	.68	-.18	-.03	.50
Funny, joking	.66	.17	-.36	.59
Playful, silly, goofy	.62	.17	-.31	.52
Positive, optimistic	.61	-.15	-.12	.41
Confident, self-assured	.53	-.05	-.31	.38
Protective, watchful	.48	.15	-.02	.25
Talkative, outgoing, loud	.41	.27	-.39	.40
Spontaneous, impulsive	.34	.19	-.09	.16
Calm, quiet, relaxed	.30	-.19	.24	.18
Argumentative, starting fights	-.22	.75	.17	.65
Annoyed, irritated, frustrated	-.13	.74	.28	.65
Angry, mad, upset	-.23	.74	.30	.69
Mean, rude, sarcastic	-.25	.71	.12	.59
Bossy, controlling	-.29	.68	.07	.55
Judgmental	-.19	.63	.23	.49
Aggressive, hostile	-.33	.63	.26	.58
Stubborn, headstrong	.04	.61	-.16	.40
Clingy, insecure	-.02	.51	.30	.35
Competitive	.08	.49	.04	.25
Blunt, straightforward	.18	.47	-.19	.29
Childish, immature	.05	.38	.01	.15
Intense, serious	.03	.36	.26	.20
Weird, unusual	.01	.26	.24	.12
Shy, reserved	.05	.02	.67	.45
Nervous, anxious, worried	-.01	.38	.62	.53
Cautious, distant	-.24	.34	.58	.50
Confused, uncertain	-.19	.46	.57	.57
Awkward, uncomfortable	-.16	.22	.55	.37
Distracted, inattentive	-.20	.31	.35	.26
Percent of variance	25.16	15.10	8.17	
Percent of covariance	51.94	31.18	16.87	

Table 6. Standardized regression coefficients, communalities, and percents of variance and covariance for principal factors extraction and promax rotation for the romantic partner relationship schema items

Item	Positive	Negative	h^2
Is strong, dependable	.83	-.03	.71
Is safe, protective	.82	-.08	.74
Is affectionate, warm	.81	-.03	.69
Is stable, long-lasting	.81	-.07	.72
Is loving, caring	.80	-.08	.71
Is open and accepting	.78	-.10	.70
Is close, intimate	.77	-.01	.60
Is full of laughing, good times	.76	-.05	.61
Is light-hearted, cheerful	.75	.04	.53
Is full of trust and honesty	.75	-.18	.72
Has mutual interest and commitment	.74	-.05	.59
Is respectful, supportive	.72	-.13	.63
Has effective teamwork and problem-solving	.72	-.14	.63
Has freedom to express feelings and ideas	.67	-.12	.54
Has good communication	.67	-.17	.58
Is exciting, fun	.66	-.02	.45
Is secure, comfortable	.65	-.23	.62
Is friendly, cordial	.63	-.07	.45
Is altruistic, putting the other's needs before own	.38	.15	.12
Is avoidant of conflict	.17	.12	.02
Is full of conflict and arguments	-.07	.83	.75
Is critical and disapproving	-.11	.79	.72
Has a lot of problems	-.06	.75	.61
Is full of criticism and fault-finding	-.12	.73	.64
Is full of doubt, guilt	-.21	.71	.69
Is unequal, one-sided	-.14	.70	.60
Has fighting, violence	-.10	.68	.54
Is volatile, has many ups and downs	.04	.67	.42
Has a power struggle	-.13	.66	.53
Has misunderstanding, confusion	-.20	.65	.58
Is cold, distant	-.22	.64	.60
Has low levels of respect	-.19	.63	.55
Has one leader, one person in control	.00	.56	.31
Has trust issues	-.21	.54	.44
Has poor communication, feelings are not expressed	-.21	.54	.44
Is competitive	.11	.41	.14
Has passiveness and submissiveness	.13	.37	.11
Is weird, unusual	.06	.31	.08
Is casual, not very close	-.29	.30	.26
Has little effort put towards it	-.22	.29	.20
Percent of variance	20.46	14.81	
Percent of covariance	58.01	41.99	

variables did not load on any factors. No variables loaded on more than one factor and were thus univocal.

The two factors were correlated at $-.48$, which justified the use of oblique rotation. Loadings of variables on factors (standardized regression coefficients), communalities, and percents of variance and covariance are shown in Table 6. Variables are ordered and grouped by size of loading, and loadings larger than $.40$ are bolded.

Overall, the two factors for the relationship component when reporting on a romantic partner were positive qualities (e.g., is strong, dependable; is safe, protective) and negative qualities (e.g., is full of conflict and arguments; is critical and disapproving).

Parent.

Self component. After screening the data, 16 of the original 285 participants who reported on a parent were identified as outliers; these participants were excluded from future analyses, leaving a sample size of 269. On the basis of the eigenvalues, scree test, and examination of factor loadings, three factors were extracted (eigenvalues above 1.0 were as follows: 14.0, 4.5, 1.9, 1.6, 1.4, 1.1, 1.1). The SMCs of the variables with each factor ranged from $.80$ to $.96$, suggesting that the factors were internally consistent and well-defined by the variables. Variables were also well-defined by the factors; four communality values were below $.20$ (affectionate, romantic $h^2 = .15$; competitive $h^2 = .14$; calm, quiet, relaxed $h^2 = .16$; clingy, insecure $h^2 = .15$). A value of $.40$ was established as a cutoff for inclusion of a variable in interpretation of a factor; six variables did not load on any factors. Two variables loaded on more than one factor.

Oblique rotation was requested; however, the highest correlation was $-.36$ (between the positive and insecurity factors). Because the other correlations were small overall, and to

Table 7. Factor loadings, communalities, and percents of variance and covariance for principal factors extraction and varimax rotation for the parent self schema items

Item	Positive	Negative	Insecurity	h^2
Considerate, thoughtful	.82	-.14	-.08	.70
Happy, joyful	.81	-.19	-.22	.74
Giving, generous	.80	-.19	-.04	.68
Fun, laughing	.79	-.10	-.17	.67
Dedicated, hard-working	.77	-.16	.00	.62
Funny, joking	.77	.04	-.29	.67
Friendly, nice	.76	-.31	-.05	.68
Loyal, devoted	.74	-.20	-.16	.62
Caring, loving	.74	-.24	-.16	.62
Helpful, supportive	.73	-.25	-.24	.65
Playful, silly, goofy	.72	.11	-.21	.58
A good listener, attentive	.71	-.28	-.09	.59
Positive, optimistic	.69	-.23	-.27	.60
Honest, trustworthy	.68	-.12	-.19	.51
Talkative, outgoing, loud	.65	.27	-.25	.55
Confident, self-assured	.62	-.19	-.38	.56
Protective, watchful	.52	.00	.07	.28
Spontaneous, impulsive	.49	.14	-.03	.26
Blunt, straightforward	.36	.27	-.02	.21
Affectionate, romantic	.36	-.09	.08	.15
Calm, quiet, relaxed	.28	-.27	.09	.16
Mean, rude, sarcastic	-.14	.72	.07	.54
Angry, mad, upset	-.33	.69	.19	.62
Argumentative, starting fights	-.19	.67	.11	.50
Bossy, controlling	-.06	.64	.07	.42
Annoyed, irritated, frustrated	-.31	.64	.14	.52
Aggressive, hostile	-.31	.58	.25	.50
Stubborn, headstrong	.09	.57	.08	.34
Distracted, inattentive	-.35	.52	.19	.44
Judgmental	-.30	.48	.30	.40
Childish, immature	.13	.44	.11	.22
Weird, unusual	-.10	.36	.34	.26
Competitive	.03	.32	.18	.14
Shy, reserved	-.20	-.01	.66	.47
Awkward, uncomfortable	-.43	.30	.58	.61
Nervous, anxious, worried	-.20	.38	.56	.50
Cautious, distant	-.49	.31	.53	.62
Confused, uncertain	-.37	.34	.48	.49
Intense, serious	.08	.37	.41	.30
Clingy, insecure	.06	.20	.33	.15
Percent of variance	27.16	13.25	7.45	
Percent of covariance	56.75	27.69	15.56	

maintain consistency with the other self and partner analyses, orthogonal rotation was chosen. Loadings of variables on factors, communalities, and percents of variance and covariance are shown in Table 7. Variables are ordered and grouped by size of loading, and loadings larger than .40 are bolded.

Overall, the three factors for the self component when reporting on a parent were positive qualities (e.g., considerate, thoughtful; happy, joyful), negative qualities (e.g., mean, rude, sarcastic; angry, mad, upset), and insecurity (e.g., shy, reserved; awkward, uncomfortable).

Partner component. After screening the data, 22 of the original 285 participants who reported on a parent were identified as outliers; these participants were excluded from future analyses, leaving a sample size of 263. On the basis of the eigenvalues, scree test, and examination of factor loadings, three factors were extracted (eigenvalues above 1.0 were as follows: 13.9, 5.3, 2.0, 1.8, 1.1). The SMCs of the variables with each factor ranged from .82 to .97, suggesting that the factors were internally consistent and well-defined by the variables. Variables were well-defined by the factors; four communality values were below .20 (affectionate, romantic $h^2 = .15$; calm, quiet, relaxed $h^2 = .12$; shy, reserved $h^2 = .09$; clingy, insecure $h^2 = .14$). A value of .40 was established as a cutoff for inclusion of a variable in interpretation of a factor; four variables did not load on any factors. One variable loaded on more than one factor.

Oblique rotation was requested; however, the strongest correlation was -.28 (between the positive and the negative factor). Because the correlations were small overall, orthogonal rotation was chosen. Loadings of variables on factors, communalities, and percents of variance and covariance are shown in Table 8. Variables are ordered and grouped by

Table 8. Factor loadings, communalities, and percents of variance and covariance for principal factors extraction and varimax rotation for the parent partner schema items

Item	Positive	Negative	Immaturity	h^2
Happy, joyful	.84	-.25	-.01	.76
Fun, laughing	.82	-.22	.16	.75
Loyal, devoted	.81	-.03	-.35	.77
Friendly, nice	.79	-.31	-.09	.73
Considerate, thoughtful	.78	-.12	-.33	.72
Funny, joking	.77	-.19	.18	.67
Confident, self-assured	.75	-.04	-.03	.56
Caring, loving	.75	-.10	-.34	.68
Dedicated, hard-working	.73	.01	-.14	.56
Protective, watchful	.73	.05	-.15	.56
Honest, trustworthy	.72	-.15	-.27	.61
A good listener, attentive	.72	-.26	-.21	.63
Helpful, supportive	.72	-.14	-.35	.66
Giving, generous	.71	-.18	-.24	.60
Positive, optimistic	.70	-.32	-.03	.59
Playful, silly, goofy	.69	-.11	.26	.56
Talkative, outgoing, loud	.63	.03	.22	.44
Affectionate, romantic	.38	-.08	-.03	.15
Calm, quiet, relaxed	.28	-.20	-.03	.12
Cautious, distant	-.44	.32	.36	.42
Angry, mad, upset	-.23	.81	.15	.74
Annoyed, irritated, frustrated	-.25	.79	.17	.72
Argumentative, starting fights	-.20	.74	.14	.61
Bossy, controlling	-.09	.73	.01	.54
Mean, rude, sarcastic	-.20	.70	.24	.59
Stubborn, headstrong	.05	.69	-.02	.48
Judgmental	-.16	.68	.16	.51
Aggressive, hostile	-.33	.63	.26	.57
Nervous, anxious, worried	-.09	.54	.13	.32
Intense, serious	-.01	.53	.16	.31
Confused, uncertain	-.33	.47	.37	.47
Distracted, inattentive	-.26	.47	.33	.40
Blunt, straightforward	.29	.41	-.11	.26
Clingy, insecure	-.04	.31	.21	.14
Childish, immature	.10	.23	.53	.34
Awkward, uncomfortable	-.39	.34	.45	.47
Weird, unusual	-.10	.36	.42	.32
Competitive	-.14	.24	.41	.25
Spontaneous, impulsive	.40	.01	.41	.33
Shy, reserved	-.15	.17	.21	.09
Percent of variance	27.16	16.34	6.51	
Percent of covariance	54.31	32.67	13.02	

size of loading, and loadings larger than .40 are bolded.

Overall, the three factors for the partner component when reporting on a parent were positive qualities (e.g., happy, joyful; fun, laughing), negative qualities (e.g., angry, mad, upset; annoyed, irritated, frustrated), and immaturity (e.g., childish, immature; awkward, uncomfortable).

Relationship component. After screening the data, 23 of the original 285 participants who reported on a parent were identified as outliers; these participants were excluded from future analyses, leaving a sample size of 262. On the basis of the eigenvalues, scree test, and examination of factor loadings, two factors were extracted (eigenvalues above 1.0 were as follows: 20.4, 2.7, 1.3, 1.2, 1.1, 1.0). The SMCs of the variables with each factor were .94 and .97, suggesting that the factors were internally consistent and well-defined by the variables. Variables were well-defined by the factors; four communality values were below .20 (is avoidant of conflict $h^2 = .02$; is competitive $h^2 = .20$; has passiveness and submissiveness $h^2 = .11$; is altruistic, putting the other's needs before own $h^2 = .16$). A value of .40 was established as a cutoff for inclusion of a variable in interpretation of a factor; five variables did not load on any factors. Three variables loaded on more than one factor.

The two factors were correlated at -.54, which justified the use of oblique rotation. Loadings of variables on factors (standardized regression coefficients), communalities, and percents of variance and covariance are shown in Table 9. Variables are ordered and grouped by size of loading, and loadings larger than .40 are bolded.

Overall, the two factors for the relationship component when reporting on a parent were positive qualities (e.g., is safe, protective; is light-hearted, cheerful) and negative

Table 9. Standardized regression coefficients, communalities, and percents of variance and covariance for principal factors extraction, promax rotation for the parent relationship schema items

Item	F_1	F_2	h^2
Is safe, protective	.89	.01	.78
Is light-hearted, cheerful	.84	-.05	.75
Is strong, dependable	.82	-.02	.69
Is stable, long-lasting	.81	-.10	.75
Is full of trust and honesty	.79	-.17	.80
Is full of laughing, good times	.78	-.08	.68
Is open and accepting	.78	-.14	.75
Is friendly, cordial	.78	-.10	.70
Has mutual interest and commitment	.77	-.06	.64
Is loving, caring	.76	-.17	.75
Has effective teamwork and problem-solving	.74	-.15	.70
Is affectionate, warm	.74	-.10	.63
Is exciting, fun	.68	-.02	.48
Has good communication	.68	-.27	.73
Has freedom to express feelings and ideas	.67	-.21	.64
Is respectful, supportive	.66	-.31	.76
Is secure, comfortable	.64	-.17	.55
Is close, intimate	.59	-.01	.35
Is altruistic, putting the other's needs before own	.44	.10	.16
Has passiveness and submissiveness	.36	.34	.11
Is critical and disapproving	-.21	.75	.77
Is full of criticism and fault-finding	-.17	.72	.68
Is full of conflict and arguments	-.22	.71	.73
Has misunderstanding, confusion	-.16	.69	.61
Has a power struggle	.00	.65	.42
Is unequal, one-sided	-.24	.61	.59
Is full of doubt, guilt	-.36	.60	.73
Is volatile, has many ups and downs	-.16	.59	.48
Has a lot of problems	-.42	.54	.72
Is cold, distant	-.41	.54	.70
Has fighting, violence	-.02	.53	.29
Has low levels of respect	-.35	.52	.59
Has one leader, one person in control	.06	.50	.22
Has poor communication, feelings are not expressed	-.40	.47	.58
Has trust issues	-.40	.46	.57
Is weird, unusual	-.19	.45	.33
Is competitive	-.09	.39	.20
Is casual, not very close	-.31	.35	.34
Has little effort put towards it	-.30	.31	.29
Is avoidant of conflict	.08	.17	.02
Percent of variance	20.81	11.45	
Percent of covariance	64.50	35.50	

qualities (e.g., is critical and disapproving; is full of criticism and fault-finding).

Determining the final item set. Items were compared within each component across the three relationship types. High loading items for each factor across all relationships were kept for the final version of the scale. Items that did not load consistently on any factors or which tended to load on multiple factors were excluded from the scale. The final item set is shown in Appendix C, consisting of 18 self items, 20 partner items, and 17 relationship items.

Study 4

Study 4 was designed to use the final version of the RSQ to examine friendship relationships. The aim was twofold: to begin to explore the structure of relational schemas and to explore evidence of the construct validity of the measure. First, because the partner and self components of the relational schema are assumed to include information about personality, it is expected that levels of the factors on the RSQ for self and partner will be significantly related to levels of the Big Five factors of personality (e.g., John, Donahue, & Kentle, 1991; Hypothesis 2). Because both extraversion and neuroticism have been associated with happiness and positive affect (Costa & McCrae, 1980), it is predicted that viewing the self, partner, and relationship more positively will be positively associated with extraversion and negatively related to neuroticism. A similar trend is expected for negative views of all three components.

Another construct that is expected to correlate with the RSQ is implicit theories of relationships (Hypothesis 3). Implicit theories distinguish between beliefs that attributes are fixed and beliefs that attributes are developed (Knee, 1998). In terms of relationships, this

draws a distinction between the idea that relationships are either meant to be or not (i.e., destiny beliefs), or that relationships can be cultivated and grown (i.e., growth beliefs). Growth and destiny beliefs have been associated with different goals, motivations, attributions, and behaviors in romantic relationships (Knee, 1998; Knee, Patrick, & Lonsbary, 2003). Because implicit theories of relationships describe two distinct patterns of expectations for relationships, levels of growth and destiny beliefs should be associated with relational schema cognitions, perhaps especially for the relationship component. Past work suggests that destiny beliefs may be associated with lower relationship quality whereas growth beliefs may be associated with greater relationship quality (Knee, Nanayakkara, Vietor, Neighbors, & Patrick, 2001; Knee et al., 2003); for this reason, it is predicted that destiny beliefs will be associated with less positive and more negative views of the relationship and that growth beliefs will be associated with more positive and less negative views of the relationship.

Along these same lines, it is expected that relationship expectations will be significantly related to reports of relationship quality (Hypothesis 4). Specifically, viewing the self, partner, and relationship positively is expected to be related to high relationship quality, whereas negative views of the self, partner, and relationship should relate to poor relationship quality. Additionally, perceiving insecurity in either the self or partner is expected to relate to poorer relationship quality.

Because relationship ideals also assess expectations about the partner and relationship, they are expected to relate to the RSQ (Hypothesis 5). However, the exact nature of the associations between various ideals and the RSQ subscales is uncertain and will be further explored in this study. Additionally, as the link between attachment and relational

schemas has already been discussed, it is expected that the RSQ factors will be significantly correlated with a measure of anxious and avoidant attachment (the Experiences in Close Relationships--Revised, Relationship Structures Scale; Fraley et al., 2011; Hypothesis 6). Specifically, it is expected that perceiving insecurity in either the self or partner will be positively associated with both anxious and avoidant attachment. In addition, because of the established association between attachment and relationship quality (e.g., Hazan & Shaver, 1987), anxious and avoidant attachment are expected to correlate with less positive and more negative views of the relationship.

Finally, although a full test of the integrative model of relational schemas (see Figures 1 and 2) is beyond the scope of this paper, a portion of the model will be tested. Specifically, the hypothesis that people see themselves, their partners, and their relationships differently across different relationships of the same type will be tested (Hypothesis 7).

Participants

Participants were recruited using two different techniques. First, participants were recruited from undergraduate students at the University of Houston. Participants were also recruited using a snowball approach, through emails and Facebook postings which described the study and asked interested and eligible individuals to consider taking it and/or passing it on to others who may be interested in the study.

The total sample size for the current study was 264, with 142 student participants and 122 snowball participants. In comparing the two samples, participants recruited using the snowball approach tended to be older than student participants ($M_{snowball} = 35.44$, $M_{students} = 23.25$, $t(152.54) = -8.43$, $p < .001$). In addition, there was greater gender variability in the

snowball sample, although the sample was predominantly female in both groups (72% female in the snowball sample, 89% female in the student sample, $\chi^2(1) = 11.99, p < .001$).

The student sample was much more ethnically diverse than the snowball sample. The ethnic breakdown for the student sample was 32% Hispanic, 27% Caucasian, 15% Asian/Pacific Islander, 13% African-American/Black, 6% Middle Eastern, and 6% multiracial or some other ethnicity, compared to 87% Caucasian, 3% Hispanic, 2% African-American/Black, 2% Asian/Pacific Islander, less than 1% Middle Eastern or multi-racial, and 5% identifying as some other ethnicity in the snowball sample. Thirty-one percent of students were currently in a romantic relationship and 75% of the snowball participants were currently in a romantic relationship. In terms of highest level of education for the snowball participants, 33% of participants reported having a bachelor's degree, 20% reported some college credit with no degree, 19% reported a master's degree, 9% reported high school diploma, 8% reported an associate degree, 4% reported trade/technical/vocational training, 3% reported a doctorate degree, and 2% reported a professional degree.

Measures

Individual difference measures.

Friendship ideals. Friendship ideals were assessed using a shortened version of the 51-item Friendship Ideals Scale (Hall, 2012). For this scale, participants rated how important 24 descriptive items are when describing their ideal friend (e.g., “will cheer me up when I am sad”, “does favors for me”). These items are rated on an 8-point Likert scale ranging from 1 (“not at all important”) to 8 (“absolutely essential”). The Friendship Ideals Scale consists of 6 factors (symmetrical reciprocity, agency, similarity, enjoyment, instrumental aid, communion); only the four items loading most highly on each factor were included in the

current study in order to lessen participant burden. This scale has been shown to be a valid and reliable measure of the cognitive conceptualization of an ideal friend (Hall, 2012). For the current study, Cronbach's alpha values were as follows: symmetrical reciprocity .81, agency .90, similarity .86, enjoyment .81, instrumental aid .83, communion .91.

Implicit theories of friendships. Implicit theories of friendships, or beliefs about what makes a good friendship, were assessed using the Implicit Theories of Relationships scale (Knee et al., 2003), which was modified to refer specifically to friendships rather than relationships. This 22-item measure contains 11 items measuring growth beliefs and 11 items measuring destiny beliefs. Participants rate on a 7-point Likert scale ranging from 1 ("strongly disagree") to 7 ("strongly agree") the extent to which they agree or disagree to statements such as, "A successful friendship evolves through hard work and resolution of incompatibilities" (growth) and "Potential friends are either compatible or they are not" (destiny). Previous research shows that growth and destiny beliefs do not tend to be correlated with each other or with the sex of the participant (Knee et al., 2003). Cronbach's alpha was .79 for growth beliefs and .90 for destiny beliefs.

Personality. Personality was assessed using the 44-item Big Five Inventory (BFI; John et al., 1991). The BFI measures the Big Five personality traits of extraversion, conscientiousness, agreeableness, neuroticism, and openness using short descriptive phrases. Respondents are asked to rate on a 5-point Likert scale, ranging from 1 ("disagree strongly") to 5 ("agree strongly") to what degree they see themselves as someone who exhibits certain traits, such as "is talkative", "does things efficiently", or "starts quarrels with others." A mean item score is calculated for each trait. The BFI has demonstrated good test-retest reliability and convergent and divergent validity with other instruments measuring the Big

Five traits (John & Srivastava, 1999). Cronbach's alpha in the current study was .88 for extraversion, .79 for agreeableness, .81 for conscientiousness, .82 for neuroticism, and .79 for openness.

Friendship-specific measures.

Relational schema questionnaire. The final 55-item version of the RSQ was used as the measure of relational schemas. For this study, participants were asked about relationship-specific relational schemas for three different friendships. Otherwise, instructions were the same as in Study 3. Subscale scores were created by taking the mean score of the items loading on each factor. Reliabilities across the three friendships were as follows: self, positive .87-.91; self, negative .78-.82; self, insecurity .68-.81; partner, positive .90-.94; partner, negative .81-.84; partner, insecurity .68-.81; relationship, positive .92-.94, relationship, negative .85-.87.

Attachment. Attachment avoidance and anxiety were assessed in each friendship using the Experiences in Close Relationships—Revised, Relationship Structures Scale (ECR-RS; Fraley et al., 2011). Participants rated their agreement with 9 items on a 7-point Likert scale ranging from 1 (“strongly disagree”) to 7 (“strongly agree”). Sample items include “I talk things over with this person” and “I am afraid this person may abandon me.” This scale has been shown to be related to attachment-related outcomes similar to the Experiences in Close Relationships—Revised Scale (Fraley et al., 2000). Across the three friendships, Cronbach's alpha ranged from .83 to .87 for anxiety and from .88 to .91 for avoidance.

Friendship quality. The quality of each friendship was assessed using a shortened version of the Quality of Relationships Inventory (QRI; Pierce, Sarason, & Sarason, 1991). The full version of the QRI consists of 25 items which measure 3 different dimensions of

relationship quality: social support (e.g., “To what extent can you turn to this person for advice about problems?”), conflict (e.g., “How often does this person make you feel angry?”), and depth (e.g., “How significant is this relationship in your life?”). Items are rated on a 5-point Likert scale ranging from 1 (not at all) to 5 (very much). In an attempt to reduce participant burden, only the four highest loading items for each factor were included in the current study, for a total of 12 items. Past research shows the QRI has adequate internal consistency and construct validity (Pierce, Sarason, Sarason, Solky-Butzel, & Nagle, 1997). Across the three friendships, Cronbach’s alpha ranged from .85 to .89 for support, from .81 to .87 for depth, and was .87 for conflict.

Procedure

Participants completed all measures online. Participants completed the RSQ, attachment, and relationship quality measures three times, once for each friendship. Participants also completed the Friendship Ideal scales, implicit theories of friendships, and personality measure about themselves. Student participants were awarded extra credit for their participation; participants recruited through the snowball method did not receive any incentive for their participation.

Results and Discussion

Descriptive statistics. Because the friends on whom participants reported were exchangeable (i.e., the distinction between Friend 1, Friend 2, and Friend 3 is simply arbitrary) scores on the RSQ, attachment scores, and relationship quality scores were averaged across friends. Table 10 displays descriptive statistics for all subscales of the RSQ. As shown, participants tended to see themselves, their friends, and their relationships more

positively than negatively. In addition, participants did not tend to see either their friends or themselves as particularly insecure.

Table 10. Descriptive statistics for RSQ subscales for the self, partner, and relationship (averaged across friends, Study 4)

Variable	<i>M</i>	<i>SD</i>	Minimum	Maximum
Self				
Positive	4.41	0.52	2.33	5.00
Negative	1.49	0.46	1.00	3.67
Insecure	1.39	0.47	1.00	3.42
Partner				
Positive	4.42	0.53	2.33	5.00
Negative	1.36	0.41	1.00	3.87
Insecure	1.32	0.38	1.00	3.11
Relationship				
Positive	4.38	0.55	2.33	5.00
Negative	1.37	0.42	1.00	3.62

The two samples (student and snowball) were compared on all measures using independent sample t-tests (see Table 11). The two groups did not differ significantly on most of the RSQ subscales; the only exception was that participants from the snowball sample tended to see their friends as more insecure than student participants did. The groups were also fairly similar in terms of personality, with the only exception being that snowball participants viewed themselves as higher in openness than the student sample did. The groups did not differ in terms of attachment or relationship quality. However, the groups did differ dramatically in terms of implicit theories of friendship and friendship ideals. In terms of implicit theories, student participants were higher in both growth and destiny beliefs than snowball participants. In addition, student participants were higher than snowball participants on all six of the friendship ideals subscales.

Table 11. Descriptive statistics of study measures which differed by sample group (Study 4)

	Statistic		Students		Snowball	
	<i>t</i>	<i>d</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
RSQ partner insecurity	-2.45*	-0.31	1.27	0.35	1.39	0.39
BFI Openness	-2.31*	-0.29	3.45	0.53	3.62	0.69
Growth beliefs	3.10**	0.38	5.03	0.85	4.72	0.79
Destiny beliefs	3.23**	0.40	3.61	1.20	3.16	1.03
Ideals – Symmetrical Reciprocity	4.04**	0.51	7.33	0.75	6.87	1.03
Ideals – Agency	4.82**	0.60	2.68	1.84	1.78	1.03
Ideals – Similarity	3.06**	0.38	6.61	1.07	6.19	1.14
Ideals – Enjoyment	2.75**	0.34	7.26	0.79	7.00	0.72
Ideals – Instrumental Aid	4.27**	0.53	5.73	1.40	4.98	1.45
Ideals – Communion	3.44**	0.44	7.13	0.94	6.60	1.46

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

Construct validity. In order to explore the extent to which the RSQ subscales are associated with other related constructs, correlational analyses were conducted (see Table 12). In terms of personality, individuals who were high in agreeableness, conscientiousness, and extraversion tended to see themselves, their friends, and their friendships more positively and less negatively. They also tended to see themselves and their friends as less insecure. Individuals who were high in neuroticism tended to view themselves and their partner more negatively and as more insecure. They also viewed their friendships more negatively. Openness was the least associated with the RSQ subscales; individuals high in openness viewed themselves and their friendships more positively.

Contrary to expectations (Hypothesis 3), growth beliefs were not significantly associated with any RSQ factors. Interestingly, destiny beliefs were associated with viewing the self, partner, and relationship more positively. This was contrary to expectations, as destiny beliefs have been associated with lower relationship quality (Knee et al., 2001; Knee

Table 12. Correlations between RSQ subscales and other study variables (Study 4)

	Self			Partner			Relationship	
	Positive	Negative	Insecure	Positive	Negative	Insecure	Positive	Negative
Personality								
Extraversion	.24**	-.14*	-.33**	.20**	-.11	-.19**	.21**	-.17**
Openness	.18**	.04	-.01	.11	-.01	.05	.15*	-.05
Neuroticism	-.07	.23**	.30**	-.07	.23**	.27**	-.12	.27**
Agreeableness	.32**	-.29**	-.22**	.27**	-.23**	-.28**	.25**	-.29**
	.19**	-.30**	-.21**	.14*	-.28**	-.23**	.16*	-.24**
Conscientiousness								
Implicit Theories								
Growth	.00	-.07	.07	-.01	-.05	-.05	.03	-.10
Destiny	.24**	-.01	.01	.22**	-.05	-.06	.20**	-.05
Friendship Ideals								
Symmetrical reciprocity	.47**	-.18**	-.16**	.44**	-.20**	-.21**	.40**	-.22**
Agency	.06	.09	.04	.05	.10	.00	.04	.07
Similarity	.20**	-.16**	-.09	.22**	-.17**	-.17**	.20**	-.18**
Enjoyment	.45**	-.16**	-.16*	.38**	-.15*	-.19**	.42**	-.17**
Instrumental aid	.31**	-.05	-.10	.31**	-.12*	-.22**	.28**	-.16**
Communion	.44**	-.21**	-.15*	.41**	-.25**	-.19**	.37**	-.26**
Attachment								
Anxiety	-.22**	.41**	.41**	-.30**	.32**	.44**	-.31**	.45**
Avoidance	-.67**	.24**	.39**	-.72**	.24**	.34**	-.75**	.41**
Friendship Quality								
Support	.71**	-.24**	-.33**	.78**	-.25**	-.29**	.81**	-.45**
Conflict	-.29**	.63**	.35**	-.36**	.63**	.49**	-.38**	.70**
Depth	.67**	-.18**	-.26**	.73**	-.19**	-.23**	.74**	-.37**

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

et al., 2003); however, that work focused on romantic relationships. It may be that growth and destiny beliefs operate differently in friendships.

Consistent with predictions (Hypothesis 4), support and depth were associated with more positive and less negative views of the friendships, and conflict was associated with less positive and more negative views of the friendships. Additionally, support, conflict, and depth were significantly associated with all RSQ subscales; support and depth were

associated with more positive and less negative and insecure views of the self and partner, and conflict was associated with less positive and more negative and insecure views of the self and partner. Individuals in high quality friendships not only view their friendship positively but also view themselves and their friend more positively. Looking at item content, many of the items loading on the positive factor could be considered supportive, and many of the items loading on the negative factor could indicate conflict. Thus, it seems that the strength of these associations may partly be due to item overlap.

There were significant associations between most of the Friendship Ideals subscales and the RSQ factors (Hypothesis 5). Across all ideals, the pattern was the same: the ideals were positively associated with positive views of the self, partner, and relationship, and negatively associated with negative views of the self, partner, and relationship. Ideals also tended to be negatively related to views of the self and partner as insecure. Agency (viewing an ideal friend as successful and well-connected) was not significantly associated with any RSQ factors, whereas symmetrical reciprocity (viewing an ideal friend as supportive), enjoyment (viewing an ideal friend as someone fun to be around), and communion (viewing an ideal friend as someone with whom one can share private thoughts and feelings) were significantly associated with all RSQ factors.

Finally, both attachment anxiety and attachment avoidance were significantly associated with all RSQ factors (Hypothesis 6). As predicted, both anxiety and avoidance were significantly associated with perceiving insecurity in both the self and the partner and with less positive and more negative views of the relationship. In addition, anxiety and avoidance were associated with less positive and more negative views of both the self and partner. Interestingly, in terms of strength of the associations, the patterns were different

between anxious and avoidant attachment; anxious individuals seem to view themselves, their friends, and their friendships particularly negatively (as opposed to less positively), whereas avoidant people seem to view themselves, their friends, and their friendships particularly less positively (as opposed to more negatively). These results are somewhat in contrast to Bartholomew's (1990; Bartholomew & Horowitz, 1991) conception of attachment, which suggests that preoccupied individuals (similar to anxious attachment) have a positive view of others but a negative view of the self (whereas the current results suggest that they see both themselves and their partners negatively). In terms of avoidant attachment, Bartholomew named two types: fearful-avoidant, which is characterized by negative views of both the self and other, and dismissing-avoidant, which is characterized by positive views of the self but negative views of the other. The current results suggest that avoidant individuals' view of others is not as much the presence of negativity as it is an absence of positivity.

It should be noted that some of the previously mentioned associations may be inflated due to item overlap. For example, the item "How much do you argue with this person" from the relationship quality conflict subscale is very similar to the item "...is argumentative, starting fights" from the RSQ self and partner negative subscales. Similarly, the item "to what extent can you really count on this person for help with a problem" from the relationship quality support subscale overlaps with the item "...is helpful, supportive" from the RSQ self and partner positive subscales. Interestingly, avoidant attachment as measured by the ECR-RS was more strongly associated with less positive views of the self, partner, and relationship than it was for insecurity perceived in the self or other. These associations make sense when looking at item content; for example, it is easy to see how items such as "I

talk things over with this person” or “It helps to turn to this person in times of need” (both reverse scored) would be associated with positive views of the self, other, and relationship. However, overall, these results suggest that the RSQ correlates with conceptually similar constructs in expected and meaningful ways, providing evidence of the construct validity of the measure.

Testing the relational schema model. Table 13 displays the correlations among all self, partner, and relationship factors for Friend 2. These descriptive statistics were very similar across all friends, so for simplicity only the results for one friend are shown. As shown, within friends there was very little variability between the different components for a given factor. In other words, if participants rated the self positively in the friendship, they tended to rate the partner and the relationship positively as well. These results suggest that participants did not tend to differentiate between the self, partner, and relationship components. This may be due to response bias, such that participants tended to rate everything similarly across components (similar to a rater effect in the Social Relations Model; Kenny, 1994), or it may very well be that in a friendship the components are so interrelated that viewing oneself negatively may also be associated with viewing one’s partner and the friendship negatively. Interestingly, this pattern was also found with insecurity; viewing oneself as insecure was also associated with viewing the partner as insecure.

Table 14 displays means, standard deviations, and correlations for all factors across Friend 1 and Friend 2. Again, results were similar across all friends, so for simplicity only one set of correlations are shown. Of particular interest are the correlations along the diagonal, which represent correlations among corresponding components and factors. As

Table 13. Correlations between RSQ component factors for Friend 2 (Study 4)

	1	2	3	4	5	6	7	8
1. Self, Pos.	--							
2. Partner, Pos.	.86	--						
3. Relationship, Pos.	.85	.90	--					
4. Self, Neg.	-.30	-.36	-.30	--				
5. Partner, Neg.	-.33	-.45	-.41	.67	--			
6. Relationship, Neg.	-.41	-.53	-.54	.63	.69	--		
7. Self, Insecure	-.40	-.41	-.45	.29	.40	.44	--	
8. Partner, Insecure	-.37	-.36	-.40	.44	.47	.58	.58	--

Note. All correlations significant at $p < .0001$.

shown, these correlations were all positive and ranged in strength from .28 to .61, suggesting that participants did tend to see themselves, their friends, and their friendships similarly across friends.

The extent to which people view themselves, their friends, and their friendships differently across the three friendships was tested using structural equation modeling in Mplus. Mean scores on the factor subscales were used as indicators. The first model tested was the hypothesized model (Model A; see Figure 3) which allowed the factor loadings

Table 14. Means, standard deviations, and correlations between RSQ component factors for Friend 1 and Friend 2 (Study 4)

	Friend 1	Self, pos	Part., pos.	Rel., pos.	Self, neg.	Part., neg.	Rel., neg.	Self, inse.	Part., inse.	F2 Mean (SD)
Friend 2	Self, pos.	.61	.48	.51	-.28	-.21	-.23	-.20	-.18	4.40 (0.66)
	Part., pos.	.52	.44	.47	-.23	-.15	-.22	-.13	-.17	4.40 (0.72)
	Rel., pos.	.48	.42	.45	-.25	-.13	-.18	-.11	-.17	4.37 (0.73)
	Self, neg.	-.25	-.19	-.22	.41	.26	.27	.18	.25	1.45 (0.57)
	Part., neg.	-.22	-.24	-.20	.29	.28	.23	.19	.26	1.35 (0.55)
	Rel., neg.	-.26	-.29	-.29	.35	.23	.35	.22	.28	1.36 (0.55)
	Self, inse.	-.25	-.21	-.26	.31	.25	.26	.33	.38	1.40 (0.59)
	Part., inse.	-.24	-.22	-.19	.34	.24	.27	.25	.35	1.34 (0.50)
	F1 Mean (SD)	4.52 (0.53)	4.51 (0.57)	4.53 (0.58)	1.54 (0.63)	1.37 (0.59)	1.35 (0.58)	1.32 (0.54)	1.27 (0.41)	

Note. $p < .07$ for all correlations

to vary across friends. This model tested the hypothesis that the importance of each of the factors in describing the self, partner, and relationship would vary across friends (Hypothesis 7). However, this model would not converge. The model was modified by omitting the latent variable for the domain-specific relational schema and allowing the three friend latent variables to correlate. In this case, the model was able to converge; however, the strong positive correlations between the self, partner, and relationship components across friends resulted in correlations among the latent variables that were greater than one and thus a latent variable covariance matrix that was not positive definite. Other simpler versions of the model were attempted; however none were satisfactory and either failed to converge or were not positive definite. The alternate model, which fixed the factor loadings across friends to be equal (see Figure 3, Model B) also failed to converge. Confirmatory factor analyses of each component for each friend separately (e.g., the self for Friend 1) were typically able to converge without problem (the only exception being the partner for Friend 3 which resulted in negative residual variances), suggesting that it was not the factor structure but the strong overlap between the subscales and across the friends that lead to problems with the model.

Overall, these results provide little support for the idea that the ways in which people view themselves, the partner, and the relationship differ across friendships. Additionally, people reported remarkably similar perceptions across components as well, suggesting that perceptions of the self, partner, and relationship may be strongly related in a given friendship (or even across different friendships). These results were not hypothesized and are somewhat contrary to the model previously proposed (see Figures 1 and 2). However, there are some limitations of the current study which restrict these conclusions and which will be spelled out in the General Discussion.

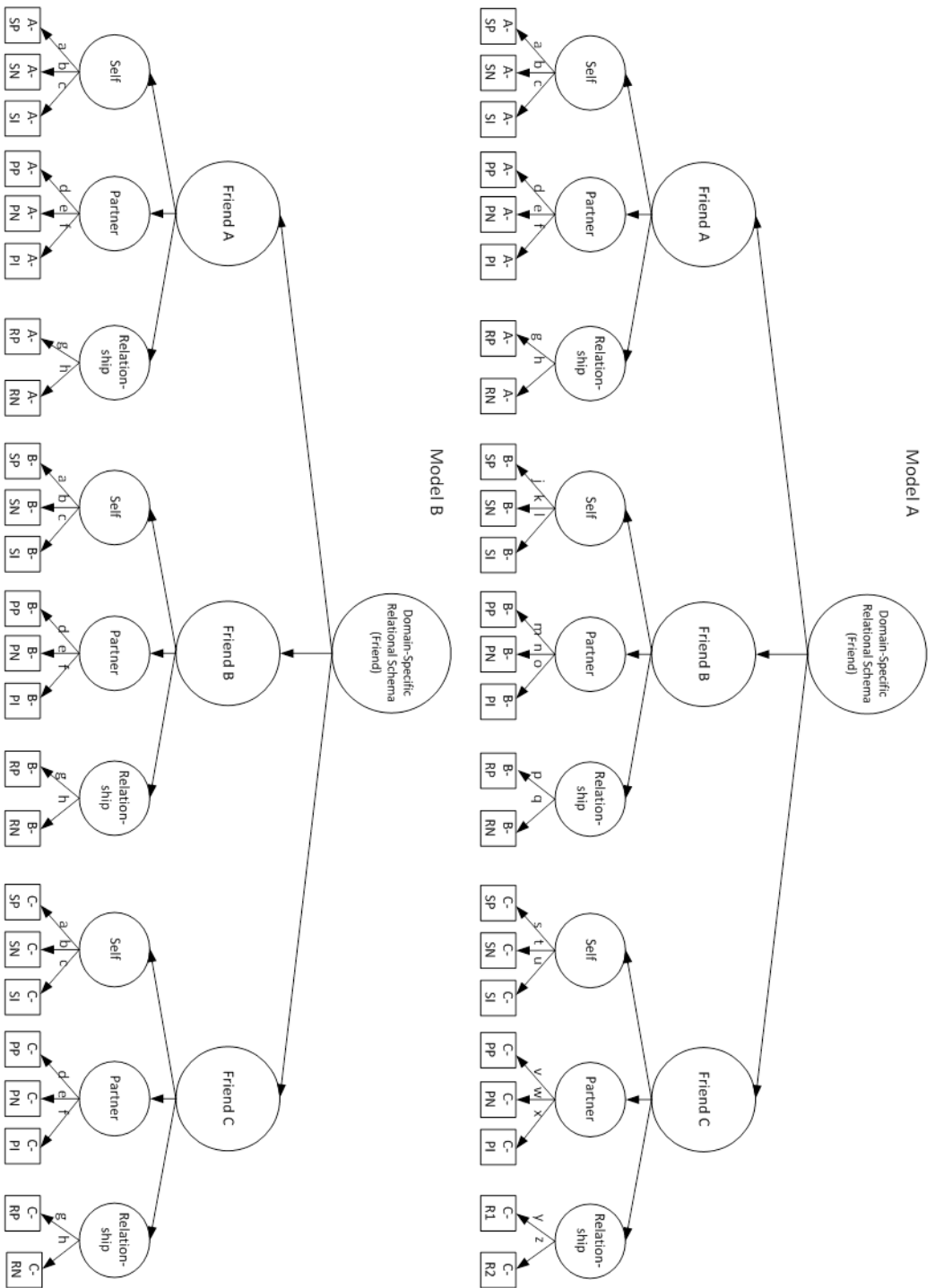


Figure 3. Conceptual depiction of models tested in Study 4. Loadings with the same letter are restricted to be equal.

General Discussion

The current project described the development of a comprehensive measure of relational schemas, the RSQ. In Study 1, the utility of using trait descriptors in assessing if-then scripts was demonstrated, and Study 2 focused on obtaining commonly used words and phrases in describing the self, partner, and relationship for a variety of close and casual relationships. The most commonly named phrases were used in the initial 120-item version of the RSQ, which underwent exploratory factor analysis in Study 3. The results of the factor analysis suggested that both the self and the partner components consisted of three factors: a positive factor, a negative factor, and an insecurity factor (or immaturity when considering the parent partner schema). In addition, the relationship component was found to have two factors, one positive and one negative. No evidence for an insecurity factor was found for the relationship component, despite the presence of items which could reflect an insecure relationship (e.g., "...is full of doubt, guilt" and "...is avoidant of conflict"). It may be that because attachment insecurity is primarily a characteristic of the individual (i.e., it reflects an individual's expectations about others) it only emerged when considering the individual members of the relationship (i.e., the self and partner).

The results of the factor analyses were used to cut the number of items for the RSQ down to 55. Finally, in Study 4 evidence of the construct validity of the RSQ was found, as the RSQ factors correlated with related constructs, including relationship quality, attachment, and personality in theoretically meaningful ways (even though there was item overlap between the support and conflict subscales and the positive and negative factors). However, Study 4 did not find support for the hypothesis that individuals would view themselves, their friends, and their friendships differently across the different relationships.

Overall, the RSQ has demonstrated many strengths. For example, the RSQ is able to assess relational schema content for a variety of different relationships and at different levels of specificity (i.e., relationship-specific, domain-specific, global) with just a simple change to the item stem. Because of this it can be used in a variety of different settings and with a variety of different relationships. In addition, as previously noted, evidence of the construct validity of the measure was demonstrated through its associations with related measures.

There are a few limitations of the current set of studies which should be noted. These limitations could help explain why relational schemas did not differ among different friendships. It is possible that there may simply be less variability in relational schemas for friends than for other relationship types. This becomes even more salient when considering the structure of the RSQ, which primarily assesses the valence of cognitions. Participants were given no specific instructions as to what sort of individuals on whom they should choose to report; it seems likely that individuals would name three friends with whom they were fairly close and with whom they have fairly positive relationships. Indeed, the results support that conjecture, as means were high for positive factors and low for negative factors (see Table 10). This also relates to work on dyadic reciprocity with regards to liking (Kenny, Mohr, & Levesque, 2001; Murray & Holmes, 2000), which suggests that having positive feelings towards another is associated with that person having positive feelings for the individual in return. The positive feelings a friend may have for an individual may then lead the individual to feel even more positively about him or herself in that relationship. It is likely that more variation would be present in other types of relationships, such as romantic partners (particularly if reporting on previous romantic partners as well as a current romantic partner), acquaintances, or coworkers. This is because none of these three examples are

likely to be viewed uniformly positively (i.e., there are often many negative feelings associated with past romantic partners, and individuals may like certain acquaintances or coworkers and dislike others, resulting in different levels of positive and negative views across the relationships). Future work exploring the extent to which views of the self, partner, and relationship vary in other relationship types would be beneficial.

It is also important to keep in mind that only part of the proposed model was tested here, and it is still unclear the extent to which individuals view themselves, others, and relationships differently across different relationship types (e.g., in a friend relationship versus a romantic partner relationship versus a parent relationship). Differences in relational schema components will likely be more evident across these different relationship types rather than within a given relationship type.

There were other methodological limitations: Across all four studies the samples were predominantly female, which limits the generalizability of the findings. However, a strength of Study 4 was that it consisted of not only undergraduate student participants but also participants obtained through snowball sampling, which resulted in a more diverse sample in terms of age, gender (although still predominantly female), and educational background. The results suggested that the undergraduate student sample and the snowball sample were remarkably similar in terms of most study variables (including the RSQ subscale scores), differing primarily in their implicit theories of friendships and friendship ideals.

In addition, because the current studies only focused on one member of each relationship dyad, the extent to which the other member's perceptions were similar to or different from the participants' cannot be inferred. Future work would benefit from designs

which obtain information from both members of the dyad, or potentially even multiple members of a group (such as a group of friends). Additionally, longitudinal work could explore the reliability of the RSQ across time as well as the extent to which relational schemas may change over time.

Finally, Study 4 in particular demonstrates a major limitation of the RSQ: by simply assessing positive and negative cognitions (and, for self and partner, cognitions related to insecurity) it is not getting a full picture of the variety of cognitions that are contained in one's relational schema. For instance, information about motives, goals, or expected behaviors (which may be more likely to vary across friendships) do not come through in the final scoring, even though some of this information can be seen or inferred in individual item content (e.g., viewing the relationship as one in which there is "a power struggle"). However, it is possible that the components of relational schemas uncovered in this study are those of which individuals are immediately aware. As discussed, the content of the relational schema is undoubtedly complex, and the factors that emerged for the RSQ may oversimplify some of this content. That being said, it is difficult to classify the RSQ as a "simple" measure, as examination of the relationship-specific relational schema results in eight subscale scores just for one relationship. Future work would benefit from examining how an individual's relational schemas (as measured by the RSQ) relate to social cognitive person variables (Mischel, 1973; Mischel & Shoda, 1995), including encodings, expectancies and beliefs, affects, goals and values, and competencies and self-regulatory plans, and the RSQ could perhaps be improved by explicitly considering cognitions separately associated with these variables.

In conclusion, the Relational Schema Questionnaire is a promising measure that is able to assess somewhat limited but important information about an individual's relational schema, namely positive and negative cognitions about the self, partner, and relationship, as well as perceptions of the self and partner as insecure. The flexibility of this measure lends itself to a great deal of applications in exploring aspects of the relational schema both generally and specifically for a variety of relationships. However, the complexity of the relational schema remains difficult to fully assess, and future work may aim to incorporate other important features, such as motives, goals, and expected behaviors, into its measurement.

Appendix A

Trait Measure of Relationship Expectations

Instructions: Imagine your relationship with a friend (romantic partner). Please write that person's first name here _____. Please indicate whether the following phrases describe your view of this relationship.

I see this relationship as one in which...

- | | |
|--|--|
| 1. there is security
a. Yes b. No | 9. one person uses the other to get what they want
a. Yes b. No |
| 2. people are cold and distant
a. Yes b. No | 10. there is competition
a. Yes b. No |
| 3. one person has very high standards
a. Yes b. No | 11. there is a low understanding of the others' needs/wants
a. Yes b. No |
| 4. one person is the leader
a. Yes b. No | 12. there is a lack of support
a. Yes b. No |
| 5. there are trust issues
a. Yes b. No | 13. one person is in control
a. Yes b. No |
| 6. people go to each other for advice
a. Yes b. No | 14. there is a lot of doubt
a. Yes b. No |
| 7. there is avoidance of conflict
a. Yes b. No | 15. there is effective problem solving
a. Yes b. No |
| 8. there is a lack of communication
a. Yes b. No | 16. there is a lack of caring
a. Yes b. No |

Appendix A (continued)

17. people are not very close to each

other

a. Yes b. No

18. there is a lot of anger

a. Yes b. No

19. people are passive or submissive

a. Yes b. No

20. there are low levels of respect

a. Yes b. No

21. there are many ups and downs

a. Yes b. No

22. there is a power struggle

a. Yes b. No

23. there is a lot of trust

a. Yes b. No

24. people are good listeners

a. Yes b. No

25. there is respect for each other

a. Yes b. No

26. there is support for each other

a. Yes b. No

27. there is a lack of security

a. Yes b. No

28. communication is poor

a. Yes b. No

29. small issues cause big problems

a. Yes b. No

30. there is criticism and fault-finding

a. Yes b. No

31. there are casual interactions

a. Yes b. No

32. there is a lot of caring

a. Yes b. No

33. there are friendly interactions

a. Yes b. No

34. little effort is put into the relationship

a. Yes b. No

35. people put the other's needs before
their own

a. Yes b. No

36. problems and issues are ignored

a. Yes b. No

Appendix A (continued)

37. one person is more invested than the
other

a. Yes b. No

38. there is effective teamwork

a. Yes b. No

39. there is inequality

a. Yes b. No

40. there is a lot of conflict

a. Yes b. No

41. there is a lot of guilt

a. Yes b. No

42. there is freedom to express feelings
and ideas

a. Yes b. No

43. there is fighting and violence

a. Yes b. No

44. people feel threatened

a. Yes b. No

45. there is good communication

a. Yes b. No

46. there is a lot of arguing

a. Yes b. No

47. feelings are not expressed

a. Yes b. No

48. there is acceptance

a. Yes b. No

Appendix B
Relational Schema Questionnaire (Initial Version)
Self

Using the following scale, please describe the extent to which you feel each of the following items describes YOU when you are interacting with _____.

1	2	3	4	5
Not at all				Very much

When interacting with _____, I am...

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Spontaneous, impulsive 2. Annoyed, irritated, frustrated 3. Confused, uncertain 4. Caring, loving 5. Loyal, devoted 6. Awkward, uncomfortable 7. Confident, self-assured 8. Helpful, supportive 9. Argumentative, starting fights 10. Affectionate, romantic 11. Distracted, inattentive 12. Honest, trustworthy 13. A good listener, attentive 14. Angry, mad, upset 15. Fun, laughing 16. Dedicated, hard-working 17. Judgmental 18. Happy, joyful 19. Weird, unusual 20. Competitive | <ul style="list-style-type: none"> 21. Aggressive, hostile 22. Talkative, outgoing, loud 23. Calm, quiet, relaxed 24. Childish, immature 25. Protective, watchful 26. Friendly, nice 27. Shy, reserved 28. Nervous, anxious, worried 29. Positive, optimistic 30. Intense, serious 31. Clingy, insecure 32. Giving, generous 33. Funny, joking 34. Blunt, straightforward 35. Stubborn, headstrong 36. Considerate, thoughtful 37. Mean, rude, sarcastic 38. Playful, silly, goofy 39. Bossy, controlling 40. Cautious, distant |
|---|---|

Appendix B (continued)
Partner

Using the following scale, please describe the extent to which you feel each of the following items describes _____ when he or she is interacting with you.

1	2	3	4	5
Not at all				Very much

When interacting with _____, _____ is...

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Spontaneous, impulsive 2. Annoyed, irritated, frustrated 3. Confused, uncertain 4. Caring, loving 5. Loyal, devoted 6. Awkward, uncomfortable 7. Confident, self-assured 8. Helpful, supportive 9. Argumentative, starting fights 10. Affectionate, romantic 11. Distracted, inattentive 12. Honest, trustworthy 13. A good listener, attentive 14. Angry, mad, upset 15. Fun, laughing 16. Dedicated, hard-working 17. Judgmental 18. Happy, joyful 19. Weird, unusual 20. Competitive | <ol style="list-style-type: none"> 21. Aggressive, hostile 22. Talkative, outgoing, loud 23. Calm, quiet, relaxed 24. Childish, immature 25. Protective, watchful 26. Friendly, nice 27. Shy, reserved 28. Nervous, anxious, worried 29. Positive, optimistic 30. Intense, serious 31. Clingy, insecure 32. Giving, generous 33. Funny, joking 34. Blunt, straightforward 35. Stubborn, headstrong 36. Considerate, thoughtful 37. Mean, rude, sarcastic 38. Playful, silly, goofy 39. Bossy, controlling 40. Cautious, distant |
|---|---|

Appendix B (continued)

Relationship

Using the following scale, please describe the extent to which you feel each of the following items describes the relationship you have with ____.

1	2	3	4	5
Not at all				Very much

My relationship with ____ ...

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Is full of criticism and fault-finding 2. Is affectionate, warm 3. Is weird, unusual 4. Has poor communication, feelings are not expressed 5. Is avoidant of conflict 6. Is respectful, supportive 7. Is unequal, one-sided 8. Is critical and disapproving 9. Is cold, distant 10. Is competitive 11. Has freedom to express feelings and ideas 12. Is loving, caring 13. Has passiveness and submissiveness 14. Is volatile, has many ups and downs 15. Is open and accepting 16. Has good communication 17. Is casual, not very close 18. Is exciting, fun 19. Is light-hearted, cheerful 20. Is safe, protective | <ol style="list-style-type: none"> 21. Has a lot of problems 22. Is secure, comfortable 23. Has fighting, violence 24. Has one leader, one person in control 25. Is full of laughing, good times 26. Has effective teamwork and problem-solving 27. Has low levels of respect 28. Is full of doubt, guilt 29. Is altruistic, putting the other's needs before own 30. Has mutual interest and commitment 31. Has little effort put towards it 32. Is full of trust and honesty 33. Is friendly, cordial 34. Is stable, long-lasting 35. Has a power struggle 36. Is full of conflict and arguments 37. Is strong, dependable 38. Has misunderstanding, confusion 39. Has trust issues 40. Is close, intimate |
|--|--|

Appendix C
Relational Schema Questionnaire (Final Version)
Self

Using the following scale, please describe the extent to which you feel each of the following items describes YOU when you are interacting with _____.

1	2	3	4	5
Not at all				Very much

When interacting with _____, I am...

1. Annoyed, irritated, frustrated
2. Caring, loving
3. Awkward, uncomfortable
4. Helpful, supportive
5. Argumentative, starting fights
6. Angry, mad, upset
7. Fun, laughing
8. Dedicated, hard-working
9. Happy, joyful
10. Friendly, nice
11. Shy, reserved
12. Nervous, anxious, worried
13. Giving, generous
14. Stubborn, headstrong
15. Considerate, thoughtful
16. Mean, rude, sarcastic
17. Bossy, controlling
18. Cautious, distant

Appendix C (continued)
Partner

Using the following scale, please describe the extent to which you feel each of the following items describes _____ when he or she is interacting with you.

1	2	3	4	5
Not at all				Very much

When interacting with _____, _____ is...

1. Annoyed, irritated, frustrated
2. Confused, uncertain
3. Caring, loving
4. Loyal, devoted
5. Awkward, uncomfortable
6. Helpful, supportive
7. Argumentative, starting fights
8. Honest, trustworthy
9. A good listener, attentive
10. Angry, mad, upset
11. Happy, joyful
12. Friendly, nice
13. Shy, reserved
14. Nervous, anxious, worried
15. Clingy, insecure
16. Giving, generous
17. Considerate, thoughtful
18. Mean, rude, sarcastic
19. Bossy, controlling
20. Cautious, distant

Appendix C (continued)
Relationship

Using the following scale, please describe the extent to which you feel each of the following items describes the relationship you have with ____.

1	2	3	4	5
Not at all				Very much

My relationship with ____ ...

1. Is full of criticism and fault-finding
2. Is affectionate, warm
3. Is unequal, one-sided
4. Is critical and disapproving
5. Is cold, distant
6. Is open and accepting
7. Is light-hearted, cheerful
8. Is safe, protective
9. Has a lot of problems
10. Is full of laughing, good times
11. Has effective teamwork and problem-solving
12. Is full of trust and honesty
13. Is friendly, cordial
14. Is stable, long-lasting
15. Is full of conflict and arguments
16. Is strong, dependable
17. Has misunderstanding, confusion

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