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# **Development of a scale to code the elicitation of social support**

**by**

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**A dissertation submitted to the graduate faculty  
in partial fulfillment of the requirements for the degree of  
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**For the Major Program**

**This project is dedicated to Carolyn Cutrona, whose social support provision was always appropriate, despite my sometimes ineffectual elicitation strategies.**

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## INTRODUCTION

Linda and Beth are both the mothers of toddlers. Linda is married to Todd, a real estate agent, and she stays home full time to care for their child. She and Todd have a close, trusting relationship. Beth is a single mother and works full time as an accountant in a busy office where she has developed many casual friendships. Although she works with her ex-partner, Dale, on issues regarding their child, she and Dale are no longer close. Linda and Beth want to go away to a concert for the weekend, leaving their children in someone else's trusted care. Whom does each woman ask to care for her child? How does she ask? How is the method of asking different for each of the two women, and why?

Although I could offer many answers to these questions, the issue of how someone asks for social support has not been adequately researched. We know more about the provision of social support; specifically, how, when, where, and by whom social support is *provided*. Research has suggested that there are optimal types of support provision in different circumstances. We do not know very much about social support *elicitation* by the person needing help.

Elicitation of social support is any communication about a problem or difficult situation that has as its goal the acquisition of advice, support, or assistance (Gourash, 1978). Elicitation occurs during any encounter in which a person either asks directly for emotional nurturance, self-esteem bolstering, tangible or informational resources or advice, or indirectly indicates that he or she is in need of such help by means of hinting, complaining, pouting, sulking, or simply mentioning personal concerns in response to a problem (Barbee, Druen, Gulley, Yankeeelov, & Cunningham, 1992).



Social support has implications for relationships. Successful social support that satisfies the elicitor's need can contribute to the maintenance of a relationship and help the recipient feel better. Elicitation that results in supportive behavior may cause the elicitor to feel cared about and loved, whether or not the support provided was appropriate (Barbee et al. 1992). By contrast, the relationship may suffer if one person tries to elicit support and the other does not provide it (Bar-Tel, Bar-Zohar, Greenberg, & Herman, 1977). Evidence suggests that support behaviors usually arise only when the distressed person expresses that he or she is in need, although this may not always be the case. Even if the support provider does know that help is needed, he or she may rely on the distressed person to provide cues as to the type of support needed and when it is desired (Cutrona, Suhr, & MacFarlane, 1990). Since the literature on elicitation of social support is sparse, some fundamental questions should be addressed. These include: Who tends to elicit social support? For what reasons do people elicit social support? When does support elicitation occur, and from whom? How is elicitation done effectively? How may the provider of support respond? How does elicitation work in intimate relationships? What issues affect elicitation? The focus of this study is on how social support is elicited in the context of marital, or long-term, committed relationships. However, in researching the literature, it became quickly apparent that there is a dearth of information on this type of elicitation. There is an extensive literature on elicitation in other contexts: between students and teachers, employee and employer, for professional mental health assistance, among neighbors, among co-workers, and among extensive social relationships, to name a few. It is from that body of work that this literature review was culled.

### **Elicitors of Social Support**

In answer to the first question—Who tends to elicit social support?—there seem to be two recurring themes in the elicitation literature. First of all, it appears that people receive social support to the degree that they actively seek it under appropriate circumstances. Secondly, people who are psychologically well-adjusted are most likely to seek social support when it is needed (Coopersmith, 1967; Collins & Pancoast, 1976; Conn & Peterson, 1989). These people also see themselves as capable of effective action (Bandura, 1982; Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, & Rogers, 1982), and expect the consequences of eliciting social support to be positive (Conn & Peterson, 1989). Collins and Pancoast (1976) found that people who are most willing to seek help are those who frequently provide support to others. These people also viewed themselves as capable of providing support without threatening their own well-being. Those who seek social support most often tend to be female (Belle, 1987; Abdullah, 1992; Boderó & Fallon, 1995; Butler, Giordano, & Neren, 1985), younger adults (Booth & Babchuk, 1972; Brown, 1978; O'Neil, Lancee, & Freeman, 1984; Harel, Ehrlich, & Hubbard, 1990), and more highly educated (Eckenrode, 1983), and Caucasian (Booth & Babchuk, 1972; Cohen, Guttman, & Lazar, 1998).

### **Reasons for Seeking Support**

Turning next to the types of problems for which people try to elicit social support, Gross et al. (1982) suggested that problems could be divided into two types: those that cannot be solved alone and those that could be solved alone if given enough time and effort. In the first case, help is necessary; in the second, it is convenient. Among problems requiring help are conditions calling for special expertise (e.g., the husband has

knowledge of a statistics package that the wife needs for a report), and situations requiring an instrument to reach a goal that is not readily available to the help-seeker (e.g., money for tuition). Those problems benefiting from convenience help are generally found under conditions where assistance from a help provider will ease a task that could be accomplished by help seeker, but at a higher cost in effort or time (e.g., a wife may ask her husband to take over her household chores so that she has more time to study).

### **When Elicitation Occurs**

Under what conditions do people try to elicit social support from others? Before calculating costs and seeking help for a problem, a person must first acknowledge that a problem exists and that it is amenable to amelioration or help. Keith-Lucas (1994) suggested that there are four conditions that must be met for a person to seek help: (a) something is so wrong that it cannot be fixed by one's own efforts; (b) the person is willing to reveal this situation to someone else; (c) the person is willing to allow the helper some control over one's life to help fix the problem; and (d) the person is willing to change. Gross et al. (1983) proposed a similar three stage process model for help-seeking. The first stage is perception of the problem. The second is making the decision to seek help, and the third is the selection of available resources. Clearly, it is not just the nature of the problem that determines whether or not help is sought. Personal considerations, such as willingness to admit need and to allow another person to participate in the role of a helper, are relevant to the decision to seek support.

### **From Whom Support is Elicited**

From whom do people attempt to elicit social support? There are at least two factors at work: a hierarchy of people from whom support is most likely to be sought,

and a matching of problem type with support resources. One study found that the general order of likelihood of help seeking across all types of problems was family, friends/neighbors, professional and agencies, acquaintances, and strangers (Tausig & Michelo, 1988). These findings were not affected by the level of emotional concern of the distressed person or by the nature of the problem. Tausig and Michelo (1988) found that people experiencing emotional problems would seek support from others with whom they had a strong interpersonal relationship, such as spouses and family. People with practical problems tend to seek help from others with whom they have a weaker interpersonal tie. As the practical problem increases in intensity, people are more likely to begin seeking support from strong family ties and from professionals (Tausig & Michelo, 1988). Haines, Hurlbert, and Beggs (1996) found that hurricane survivors were most likely to elicit help from survivors of previous hurricanes for emotional and informational support and to elicit help from social service agencies for mundane yet severe problems caused by the storm. One assumption that can be made is that people want to preserve the most valuable resources for times of high need, and use abundantly available resources for routine needs.

It appears that discovering from whom one may elicit support is a learning process, where one discovers to whom to turn for different types of problems. Malo (1994) studied single mothers who reported that learning from whom they could elicit support was an important process, and was associated with positive adjustment. Overall, the study provided evidence that the mothers learned to get emotional support from their ex-partner, family, and friends; and instrumental help (e.g., watching the children one evening a week) from other social relationships. Friends and family provided the most

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reliable help that was appropriate to the situation. Ex-partners provided reliable and appropriate help only 25% of the time.

### **Methods for Eliciting Social Support**

How does one elicit social support effectively? Data suggest that people's actions influence the nature and extent of the social support received from others (Gottlieb, 1981). Successful elicitation is dependent to a large degree on having the skills necessary to get support. The skills involved in eliciting social support are complex and include choosing a time, place, and person to whom to disclose. It also includes being able to express distress, self-disclose, articulate needs, and to elicit the appropriate mode of support. Lastly, it requires one to show appreciation for the support received. It is little wonder that many people have difficulty asking for help.

When an individual decides to seek support for a problem, how does it occur? Barbee and her colleagues (Barbee, 1990; Barbee., 1991; Barbee et al. 1992;) have developed the Social Support Activation Model to describe four ways to seek support. Barbee's categorization system involves two dimensions: direct vs. indirect elicitation, and verbal vs. nonverbal elicitation. There are two direct ways to elicit support. Direct elicitation may be verbal, such as asking for help, or nonverbal, such as showing obvious and unambiguous distress about the problem (e.g., crying). There are also two indirect ways to elicit support, and these include verbal behaviors such as hinting about the problem, and indirect nonverbal behaviors, which may include more subtle displays of negative affect, such as sighing or a sad facial expression. Barbee's research has shown that some strategies for eliciting social support are more effective than others. For instance, a direct verbal request for support is unambiguous while an indirect nonverbal

behavior such as displaying a negative mood is open to a great deal of interpretation on the part of the help provider.

While Barbee's Social Support Activation Model provides a system by which to categorize elicitation strategies, there is a dearth of information in the elicitation literature regarding the effectiveness of specific elicitation strategies. The elicitation process can be quite complex. For instance, Gottlieb and Wagner (1991) found that wives changed their elicitation strategies until their husbands gave them support. Since the most direct way of eliciting assistance may also be considered rude (e.g., "Get me glass of water"), seekers will couch their elicitation in "nicer" terms to overcome obstacles to compliance (e.g., "Would you mind getting me a glass of water while you're up?"); (Francik & Clark, 1985).

#### Response to Elicitation by Support Provider

How do potential support providers react to elicitation attempts of different types? Barbee et al. (1992) developed a typology of potential responses to requests for social support in her Interactive Coping Typology. Two of the behaviors are "approach" techniques designed to help the distressed person with the problem. These behaviors include attempting to solve the problem and acting in an emotionally supportive manner in an effort to stimulate problem-solving and express closeness. Two of the behaviors are "avoidance" behaviors. These behaviors include attempting to minimize the significance of the problem through dismissive behaviors and escape behaviors, such as distracting or ignoring the distressed person to discourage the display of negative emotion or distract the person. Barbee asserts that there may be times when dismissive and distracting behaviors may be appropriate, but the recipients generally think of them as unhelpful.

For instance, dismissive behaviors may be appropriate when trying to calm the distressed person's continuing disquiet over trifling matters. Distracting behaviors may be helpful when there is nothing that can be done for the moment to alleviate a stressful situation (e.g., taking the distressed person out to see a movie after an argument over the telephone with a parent).

Jordan and Roloff (1990) conducted a study in which participants framed their elicitation for help in one of three ways: question and imperative (e.g., Can I borrow your notes from yesterday's class?); need assertion (e.g., I have got to get the notes from yesterday's class); and resource inquiry (Do you have the notes from yesterday's class?). Each of the elicitations was phrased in either high or low perceived need (e.g., question and imperative form, high need: Can you help me with the paper for this class tonight? vs. question and imperative form, low need: Would you explain the paper for this class to me tonight?). Help was most forthcoming when the help-seeker presented him- or herself as in need and stated that the target should provide help, which was the high perceived need and question and imperative form. Help was also provided when the target perceived that the help-seeker really needed help, and when the target found the help-seeker's request reasonable and legitimate. This is consistent with attribution research, which has shown unequivocally that potential helpers interpreted requests for help more "worthy" if the distressed person was not blameworthy for the situation for which they were seeking assistance (Weiner, 1983).

#### **Elicitation in Intimate Relationships**

Barbee et al. (1992) found that many relationship variables influence the emotions and cognitions that follow from a social support elicitation. One of the variables is the

intimacy of the relationship. Several researchers have found a strong link between intimacy and the perception of social support (e.g., Hobfoll, Nadler, & Leiberian, 1986, Reis, 1984, 1990). Jordan and Roloff (1990) found that intimacy of the relationship plays a large role in the reaction to support elicitation. Intimacy was positively correlated with personal obligation to help. For example, it was found that intimates felt more responsibility than casual acquaintances to provide help and were more receptive to different forms of help solicitation. Overall, intimates were more receptive than casual acquaintances to all three forms of support elicitation in the study (question and imperative, need assertion, and resource inquiry).

Although intimacy of the relationship appears to enhance the responsibility of partners to offer help, ironically intimacy may encourage less support provision. People in intimate relationships may make the assumption that it should be unnecessary to ask directly for help; that the provider should be capable of interpreting indirect requests of the elicitor and provide the appropriate support. Therefore, if the provider in an intimate relationship does not perceive or correctly interpret an indirect elicitation, he or she will be likely to provide less support than desired by the elicitor (Jordan & Roloff, 1990).

Indirect elicitation strategies are sometimes used to test the intimacy of the relationship. Meill and Duck (1986) found that people involved in long-term relationships used elicitation as a way to test their partners and the relationship by mentioning complaints or hinting at negative feelings. If the partner didn't acknowledge the elicitor's support seeking behavior, the relationship tended to be questioned (Barbee et al., 1992). If the partner noticed and was supportive, it helped to build the relationship (Barbee et al., 1992). For example, Jim and Linda have been married for 25 years.



Linda came home one day and told Jim that her mother has cancer and only has a few months to live. With this, she went into the kitchen to prepare dinner, all the while slamming doors and banging pots and pans. Jim had two options. He could ignore Linda's nonverbal outburst in the kitchen, or he could go into the kitchen, take the pot out of his wife's hand, and give her a long hug. In the first situation, he would not have responded to Linda's need for support and the relationship would have been undermined ("He doesn't even comfort me when he knows how badly I feel!"). In the second situation, the relationship could be strengthened ("I didn't even have to tell him how sad I was; he just knew how badly I felt and came out to give me a hug.").

The stage of the relationship may influence elicitation in intimate relationships. In the early stages of a relationship, partners may be reluctant to reveal their distress (Barbee et al., 1992). People may be reluctant to ruin the romantic mood of a new relationship (Coyne & DeLongis, 1986). They may want to maintain a positive image in the eye of the beloved (Albrecht & Adelman, 1987), or they may lack trust for the new partner. On the other hand, if support is elicited, a new partner may be especially supportive and helpful, as a way of building trust and intimacy in the relationship (Barbee et al., 1992). Because the problems are new, the helper will not have developed negative attributions about the partner's problems and will not have had the experience of being unsuccessful in alleviating the partner's distress. Therefore, in the early stages of a relationship, helpers may be more patient and empathetic with the elicitor (Dunkel-Schetter & Bennett, 1990).

In later stages of the relationship, support is not guaranteed. In longer-term relationships, other variables become relevant to social support elicitation and provision.

These include relationship quality, past history of ineffective communication, personality variables, enduring quirks or ill will toward the partner, and differences in beliefs or values (Barbee et al., 1992). For instance, the wife who has been home all day with a colicky baby needs a break. By the time her husband arrives home, she desperately needs a hug and time away from the baby to go for a walk and relax. She wonders if she should ask her husband for help or if she should just continue taking care of the crying baby and ignore her own needs. Her internal musings may take the form of, "We did decide that I would stay home with the baby, and this is part of the job. He has been hard at work all day too and needs a break. He'll be angry at me for imposing on him as soon as he walks in the door; he'll think I'm a bad mother that I cannot handle a crying baby. Every time I ask him for help when he gets home from work he explodes at me." She may or may not ask for help. If she does ask for help she risks her husband turning her down. If she doesn't ask but just hints at what she needs, she may be frustrated that her needs weren't met, yet her husband may be unaware that he is being unsupportive. The end result is a frustration of elicitation and provision behaviors and a decrease in relationship satisfaction.

According to Harrison (1976), sometimes spouses do not come quickly to the aid of the distressed person and will wait for an invitation to do so. This is true for several reasons. The first has to do with the purpose of the elicitation. Harrison found that spouses disclose tensions and problems to unburden themselves, increase understanding, fulfill role obligations, prompt self-disclosure, or clarify perspectives, as well as to elicit support. Thus, by jumping too quickly to provide support to the distressed person the spouse may be thwarting other relationship maintenance behaviors.

Another reason that spouses may not help the distressed person immediately is that seeking social support has implications for the help-seeker. Offers of assistance can generate a negative response. Nadler and Fisher (1984) reviewed evidence that receiving help may decrease self-esteem. Receiving help can also decrease the evaluation of the helper in the eyes of the elicitor (Jordan & Roloff, 1990). In a paper directed at understanding the psychological costs of help-seeking, Wallston (1976) proposed a model based on social learning theory that suggested that receiving help, even when it was elicited, caused the recipient to feel embarrassed. It appeared that embarrassment resulted from the inability to solve one's own problem and was only exacerbated by receiving help, even from a supportive spouse. This research suggests that spouses may not offer support because they think that it may embarrass their partner. According to this reasoning, help elicitation may alleviate the embarrassment of failure to solve one's own problem at the cost of embarrassment for appearing incompetent or inadequate. One would think that a supportive marriage would minimize this embarrassment, but even in close relationships, help-seeking can threaten self-esteem (Gross, Wallston, & Piliavin, 1979).

#### Issues Affecting Elicitation and Provision

Relationship quality. There is a strong correlation between marital quality and perceived marital support (Cutrona, 1996). The better the quality of the relationship, the more supportive partners perceive their spouses to be (Barbee et al 1992). Therefore, the logical inference to be made is that the quality of the relationship should predict the elicitation of social support and the provision of it by the spouse. Barbee et al.. (1992) stated that the greater the quality of a marriage, the stronger the expectation that partners

will be available to provide support; and the greater the relationship quality, the greater the disappointment if the elicitation attempt is unmet by the spouse. If there are ongoing internal conflicts in the marriage, this may inhibit partners from seeking support.

Elicitation and provision of social support is probably most difficult in marriage when one's need for support is caused from having been hurt by the (Barbee et al., 1992).

Social support provision may decline if the quality of the relationship is not maintained, if partners take each other for granted or let other demands get in the way of the relationship (Grayson, et al., 1998; Vaux, 1990).

Personal characteristics. The most prevalent finding in the literature pertaining to barriers to elicitation concerns characteristics of the elicitor. These characteristics may influence if and how he or she will seek help. For instance, people who are chronically depressed or dysphoric (Vaux, 1990; Yates, 1992; Mongrain, 1998), who have an anxious or ambivalent attachment style (Simpson, et al., 1992), or have low extraversion or high negativity (Cutrona, Hessling, & Suhr, 1997) may not be able to elicit social support effectively, and when they receive it, may not recognize or appreciate it (Mongrain, 1998). Other characteristics of the elicitor that may inhibit support seeking include need for autonomy, need for the appearance of competence, perception of inability to elicit effective support, and need for privacy and control (cf. Abdullah, 1992; Ball, 1983; Boldero & Fallon, 1995; Dew, Dunn, Bromet, & Schulber, 1988).

People who tend to believe that the costs associated with eliciting aid outweigh the benefits will delay or avoid seeking aid, or believe that no matter how they elicited it, help would not be forthcoming (Eckenrode, 1983; Harrison & Neufeld, 1997). In Malo's (1994) study, single mothers reported that they had reservations about eliciting support.

The two reservations most frequently reported were a fear of being intrusive and a belief that it was pointless to ask, since the effort would be fruitless or ineffective. Grayson et al.. (1998) found that help seekers avoid eliciting support in circumstances where they blame the potential provider for the predicament (e.g., "If he just didn't grade so hard on his tests") or where they perceive adverse consequences from receiving help from the provider (e.g., "He'll think I'm stupid and he probably will not write a good letter of recommendation for grad school.")

Cultural Factors. Cultural differences related to the role of self-reliance and privacy may affect the extent to which someone will seek help and the persons from whom help is sought (Cohen et al., 1998). For instance, Ball (1992) conducted a study of low SES Black Americans who reported having a great deal of contact with family and friends and, although the potential for helpfulness was high, people in this community didn't usually ask for help. The reasons cited included a preference for autonomy in handling problems, hesitancy to ask others whose resources were also limited, a desire to reserve resources for the times when help was imperative, and a cultural zeitgeist that emphasized the importance of doing for one's self.

Framing. Another barrier to elicitation is how the help-seeker frames the problem or conceives the potential support provider. Grayson et al.. (1998) described two ways that help-seekers may frame a problem: they may compartmentalize the problem as not in the domain of the provider (e.g., "How can he help me when he doesn't know anything about computers?") or they may believe that the situation for which help is needed is also a problem for the potential helper (e.g., "If I ask my boss to help me with this project, he'll know I'm having trouble and this is will reflect badly on him with his boss").

**Framing may serve two functions: it may rationalize nervousness about asking for help, or it may be a realistic assessment of the support provider. In either situation, framing may inhibit support elicitation.**

#### **Previous Research on Coding Elicitation Strategies**

**Cutrona, Suhr, and MacFarlane (1990) conducted preliminary research into the development of a social support elicitation scale. Items for the scale came from two different sources. First, they examined the existing literature on social support and attempted to operationalize the elicitation behaviors they found. Next, the team recruited married couples and asked them to complete a questionnaire composed of two sets of questions. For the first set of questions, participants were asked to imagine themselves in a series of hypothetical stressful situations and to describe the type of behaviors that they would use to get the support they desired from their significant other. For the next set of questions, the respondents were asked what behaviors they would use if the first set of behaviors did not get the desired results. After considering the hypothetical situations, respondents described an actual stressful event, what they wanted their spouse to do at the time, and what they said or did to elicit this behavior.**

**The Cutrona et al.. (1990) study produced a list of seventeen separate behaviors used to elicit social support. The most frequently used elicitation behaviors among the participants was “requests tangible assistance” (93.5%), “requests comfort and affection” (67.7%) “describes facts” (71%), and “requests advice and information” (51.6%). Appendix A has a complete list of the original seventeen elicitation behaviors from the Cutrona et al.. (1990) study.**

**There were a number of liabilities of the Cutrona et al. (1990) scale. First, the scale was never used or tested on an independent sample. Second, some of the behaviors were vague and some behaviors were overlapping. Third, a preliminary test of the code for this dissertation revealed that some behaviors could not be coded reliably.**

## GOALS OF THE PROPOSED STUDY

1. The first goal of this study was to refine and expand the Cutrona et al. (1990) scale using information obtained from videotaped interactions between married couples.
2. The second goal was to test the interrater reliability of the revised scale. Although it would be desirable to test the construct and predictive validity of the scale, the paucity of empirical and theoretical information available on social support elicitation strategies made this task very difficult. Because little research has been done on social support elicitation strategies, very little guidance is available from existing theories. Ideally, a theoretical basis would exist for identifying effective and ineffective elicitation strategies. This would allow straightforward tests of the coding system's validity. I would test whether effective strategies predict greater positive outcomes than ineffective strategies. Positive outcomes include positive evaluations of the speaker, positive emotional responses to the speaker by the spouse, and the receipt of support behaviors from the spouse. In addition, I would expect that use of effective strategies would be more frequent among couples high in marital satisfaction and perceived spousal support. However, a single theory makes predictions about the relative effectiveness of specific elicitation strategies, that proposed by Barbee (Barbee, 1990, 1991; Barbee et al., 1992). Barbee's prediction that direct strategies (verbal requests for support and obvious displays of distress) are more effective than indirect strategies (all other strategies) is overly simple.



People use a rich variety of strategies to elicit support from one another. Previous research by Cutrona et al. (1990) revealed that people very rarely directly request support. Thus, it is important to identify other strategies that are successful in the elicitation of support. Although I tested Barbee's predictions, most of the analyses were exploratory. I tried to identify which strategies elicit positive outcomes and which elicit negative outcomes. I also tried to identify which strategies are most frequently used in marriages that are characterized by high satisfaction and perceived supportiveness. In the absence of *a priori* predictions about which behaviors should predict positive versus negative outcomes, it was not possible to formulate specific tests of construct and predictive validity beyond those suggested by Barbee's work. However, I considered this study a good opportunity to explore which strategies are effective and which are ineffective.

3. Thus, the third goal of the study was to identify meaningful categories of strategies and to determine which types are associated with good outcomes and which are used more frequently by those in high quality compared to low quality marriages. Factor analysis was used to identify groups of similar strategies. Factor scores were correlated with a range of positive and negative outcomes, including:
  - a. Observer ratings of the elicitor's warmth and hostility
  - b. The spouses' affective reactions to the elicitor, operationalized through observer ratings of the spouse's warmth, hostility, and responsiveness to the elicitor

- c. The number of social support behaviors given to the elicitor by the spouse, minute-by-minute, and across the entire interaction
- d. Ratings of overall marital satisfaction
- e. Ratings of overall spouse supportiveness

Because factor scores may obscure the importance of individual elicitation behaviors, exploratory analyses also investigated the correlations of each individual elicitation behavior with the outcomes listed above.

#### **Predictions and Research Questions**

1. Based on Barbee's work (Barbee et al., 1990; Barbee, 1991,1992), I predicted that direct elicitation strategies would be used more frequently in high quality versus low quality relationships. Indices of relationship quality were marital adjustment and perceived spouse supportiveness. I also conducted exploratory analyses to determine which elicitation factors and individual elicitation behaviors predicted measures of marital adjustment and perceived spouse supportiveness.
2. Based on Barbee's work, I predicted that indirect elicitation strategies would be used less frequently in high quality versus low quality relationships. As noted above, indices of relationship quality were marital adjustment and perceived spouse supportiveness. Also as noted above, I conducted exploratory analyses to determine which elicitation factors and individual elicitation behaviors predicted measures of marital adjustment and perceived spouse supportiveness.
3. Based on Barbee's work (Barbee et al., 1990; Barbee, 1991,1992), I predicted that direct elicitation strategies would be positively correlated with observer ratings of the elicitor's overall warmth and negatively correlated with observer ratings of the

elicitor's overall hostility. I also conducted exploratory analyses to determine which elicitation factors and individual elicitation behaviors predicted observer ratings of the elicitor's warmth and hostility.

4. Based on Barbee's work, I predicted that indirect elicitation strategies would be negatively correlated with observer ratings of the elicitor's overall warmth and positively with ratings of the elicitor's overall hostility. As noted above, I also conducted exploratory analyses to determine which elicitation factors and individual elicitation behaviors predicted observer ratings of the elicitor's warmth and hostility.
5. Based on Barbee's work, I hypothesized that direct elicitation strategies would evoke positive behavior from the spouse (in the role of support provider). I hypothesized that indirect elicitation strategies would evoke less positive behavior from the spouse (in the role of support provider). To test these predictions, a number of associations were tested. Number of direct and number of indirect elicitation strategies used were tested for their association with:
  - a. Observer ratings of the spouse's overall warmth, hostility, and responsiveness
  - b. The total number of support behaviors provided by the spouse
  - c. The total number of each of four specific types of support provided by the spouse (emotional support, esteem support, information support, and tangible support)
  - d. The number of support behaviors provided in the same minute and in the minute following the display of a direct elicitation strategy.

## METHOD

### Preliminary Scale Development

I began the process of developing a coding scheme by using codes developed by Cutrona, Suhr, & MacFarlane (1990). As mentioned earlier, this coding scheme had liabilities in that it had not been tested on an independent sample, and the behaviors were vague and overlapping. I randomly selected ten videotaped interactions of married couples from a sample of over 200 and attempted to code the elicitation behaviors using the Cutrona et al.. (1990) scale. The interaction videos will be described in detail in the section below. The seventeen codes on that scale did not sufficiently describe every behavior used by the couples to elicit support. On the basis of the evaluation of the ten preliminary tapes, the Elicitation Behavior Code was revised. The revised code is shown in Appendix B. Some categories were changed from the original code because they were too narrow or vaguely defined. For example, Describes Facts was changed to Describes Situation. New behavior codes were also added.

### Subjects in the Videotaped Interactions

Subjects in the videotaped interactions were 144 couples who were either married or in a long-term committed relationship. They were recruited through a mailing to university housing residents at Iowa State University and were paid \$25 to participate. Screening criteria included willingness of both partners to participate and fluency in written as well as spoken English. Participants ranged in age from 18 to 51 years ( $M = 26.46$ ). At least one member of each couple was either an undergraduate or graduate student.

### **Procedure**

A member of the research team arranged either evening or weekend appointments with participants. When the participants arrived, they completed a set of questionnaires designed to assess their mood and aspects of their relationship with their spouse. After the questionnaires were completed, the researcher flipped a coin to decide who would be the “discloser” (support recipient) and who would be the “listener” (support provider) in the first videotaped interaction. The discloser was asked to think of an “important stressor.” The discloser was told that the stressor could be something that the couple has discussed, but nothing for which the discloser blamed the spouse. After describing the stressor to the researcher, the discloser was asked to share the stressor with his or her spouse in a ten-minute videotaped session. The listener (support provider) was told:

“Your spouse will be telling you something stressful that is a source of concern in his/her life right now. Try to respond as you would normally to your spouse, as if you were talking at home.”

The couple reunited in a comfortable room and was told to begin when the video camera was switched on. After 10 minutes the interaction was stopped and the couple completed a brief set of questionnaires that asked about their satisfaction with the interaction and how much support they felt they had provided or received. In addition, both individuals were asked to rate the severity of the stressful event that was discussed. Then the husband and wife switched roles and repeated the entire procedure. The final interaction consisted of the couple discussing an area of conflict in their marriage. The third interaction will not be discussed further in this study, since data from that

interaction were not used. Videotapes of the interaction were coded by trained raters using the Social Support Behavior Code (SSBC, Suhr, 1990) and The Iowa Family Interaction Rating Scales (Melby et al., 1993). In the current study, a subset of the tapes was coded using the Social Support Elicitation Behavior Code.

### **Measures in the Existing Data Set**

**Observational ratings of marital emotional climate.** The Iowa Family Interaction Rating Scales (IFIRS; Melby, et al., 1993) are designed to measure behavioral characteristics of individual family members and the quality of behavioral exchanges between family members occurring in interaction settings. Each scale is rated on a 9 point scale with 1 as “not at all characteristic” to 9 as “mainly characteristic” of the interaction. Any scores that the coders disagreed upon at a magnitude of two points or more were considered discrepant. The coders met to resolve these discrepancies for use in the final data set. The scales are intended to tap both verbal and nonverbal behaviors, as well as affective and contextual dimensions of the interaction. This macrocoding system includes a total of 63 scales: 36 are general scales used to describe behaviors of adults and children; five scales assess group interaction and/or environment; twelve scales rate parenting behavior, and ten scales describe problem-solving behaviors.

Portions of the IFIRS (Melby et al., 1993) were used in this study to rate the emotional climate of each videotaped interaction. The behavior of the support elicitor and the support provider was rated separately. For the purposes of this study, three rating scales for behavior toward the spouse were chosen. Individuals trained in the IFIRS coded each interaction using the rating scales warmth/support, hostility, and listener responsiveness. These scales were selected due to their connection to behaviors that

indicate supportiveness (listener responsiveness and warmth/support) or that show lack of supportiveness (hostility). They were also viewed as indices of the overall quality of communication of each spouse.

All interactions were assigned to one of six coders and a percentage of these interactions (25%) were also independently coded by another coder to provide interrater reliability calculations. Any scores that the coders disagreed upon at a magnitude of two points or more were considered discrepant and the coders met to resolve the discrepancy. Intraclass correlations of these scales were completed by Krebs, (2000). The intraclass correlations for Warmth/Support was .69; hostility was .85; and listener responsiveness was .57. Descriptions of these measures from the IFIRS used in this study are as follows, and full descriptions are included in Appendix C:

Warmth/Support. This scale measures the degree of positive feelings and interactions with another person. Nonverbal behaviors such as physical affection (touching, kissing), smiling or laughing with the person, vocal tone, and warm facial expressions are taken into account in the rating. Showing concern for the spouse's welfare, affirming or empathizing with the spouse, and offering encouragement or praise are considered.

Hostility. The hostility scale measures the degree to which a person displays angry, critical, and hostile behavior toward the spouse. Nonverbal behaviors such as angry or contemptuous facial expressions, menacing body posture, irritable/sarcastic vocal tones, and physically aggressive or violent behaviors are taken into account with the scale. Verbal content is also coded. Statements that reject the other person or show

contempt or disgust, deny the spouse's needs, or are denigrating of the other's character are included in the score for this scale.

**Listener Responsiveness.** Listener responsiveness refers to behaviors that validate and indicate attentiveness to the speaker. The behaviors associated with careful listening, such as direct eye contact, an alert body posture facing the speaker, and nodding, are considered when using this scale. Listener responsiveness can be viewed as a measure of supportive listening. It is composed of behaviors that "convey continued attention, interest, involvement, and co-participation in the interaction" (Marche & Peterson, 1993, p. 796). These behaviors may also include brief verbal assents, attentive and engaged facial expressions, and brief verbalizations that echo a word or phrase recently used by the speaking person.

**Observational Ratings of Support Behaviors.** The Social Support Behavior Code (SSBC; Suhr, 1990) was designed to assess the frequency of occurrence of 23 support-intended behaviors that fall into four categories: tangible aid (offers of goods or services to help in time of need); informational support (offers of knowledge about the stressor or how to deal with it); emotional support (offers of caring and "a shoulder to cry on"); and esteem support (communicating confidence in the stressed person's ability to deal with the problem). The SSBC was developed by surveying existing social support measures and descriptions of social support in the research literature. Additional behavior codes were developed based on a series of questionnaire studies in which married couples and college undergraduates were asked to write detailed descriptions of behaviors they would want from a significant other if faced with a series of stressful life events.



Coders watched videotapes of dyadic interactions and rated both supportive and nonsupportive behaviors, each of which is coded for frequency of occurrence during the interaction. All the behaviors coded were verbal except for physical affection (touching, holding hands), which can occur with any other verbal behavior. The coding scheme is not exhaustive; behaviors that did not fit into one of the four categories were not coded.

Interrater reliability for the Social Support Behavior Code was calculated using intraclass correlations between supportive behavior frequency counts made by pairs of coders. Two sets of coders rated the tapes. For the first set of coders, the intraclass correlation ranged from .73 for tangible support to .87 for informational support. The mean interrater reliability across support categories was .82. For the second set of coders, the intraclass correlation ranged from .75 for tangible support to .95 for emotional support, with a mean of .86. Interrater reliability for negative behaviors was .77 for both sets of coders. Validity was evidenced by significant correlations between the number of support behaviors observed and subjective ratings of supportive behaviors made by observers ( $r = .75$ ). The SSBC is included in Appendix D.

Relationship Quality. The quality of the relationship was evaluated using two measures, the spouse version of the Social Provisions Scale (SPS; Cutrona & Russell, 1987) and the Dyadic Adjustment Scale (DAS; Spanier, 1976). Degree of perceived support from the spouse was assessed with the spouse version of the Social Provisions Scale (Cutrona & Russell, 1987). The SPS assesses six different components of support that may be obtained through relationships with others. According to Weiss (1974), the six components are attachment, social integration, reassurance of worth, reliable alliance, guidance, and opportunity for nurturance. Although Weiss suggested that each social

function is fulfilled through a specific relationship, one person can offer a number of social provisions.

The Social Provisions Scale was originally developed in 1978 at UCLA and was later revised to increase subscale reliability . The SPS has 24 questions, 4 to assess each of the six types of social support. Each social provision is assessed using two positively worded and two negatively worded statements which are evaluated on a Likert scale, with 1 meaning "Strongly Disagree," and 4 meaning "Strongly Agree."

Research has found that the spouse version of the SPS yields reliable assessments of each social provision. In various studies (Russell & Cutrona, 1987; Russell, Altmaier & Van Velzen, 1987; Constable & Russell, 1986) Cronbach's alpha was .84. The test-retest reliability over one year was .77 ( $n = 86$ ,  $p < .0001$ ) with a population of 86 married people, recruited from married student housing in a Midwestern university. The spouse version of the SPS is also a valid measure. It correlated at .84 ( $p < .0001$ ) with marital satisfaction; .87 ( $p < .0001$ ) with trust; and -.54 ( $p < .0001$ ) with number and intensity of desired changes in marital partner. The spouse version of the Social Provision Scale is provided in Appendix E.

The Dyadic Adjustment Scale (Spanier, 1976) was developed to assess adjustment in any primary relationship between unrelated adults who are living together. The scale consists of 32 items designed to assess adjustment in five areas. The first area is "Dyadic Consensus" which can be described as the degree to which the couple works together to come to an agreement. "Affectional Expression" pertains to the amount and type of affection in the relationship. "Dyadic Satisfaction" addresses the degree to which

the partners feel that their needs are met in the relationship, and “Dyadic Cohesion” refers to the solidarity of the union.

Criterion validity was established by administering the DAS to a married sample and a divorced sample. On each of the thirty-two items, the divorced sample differed significantly from the married sample ( $p < .001$ ; Spanier, 1976). Construct validity was established by examining the degree to which the DAS correlated with an existing marital adjustment scale. The correlation between the scales was .86 among married respondents and .88 among divorced respondents ( $p < .001$ ; Spanier, 1976).

Reliability of the Dyadic Adjustment Scale was determined for each of the five component scales and for the total scale. Cronbach’s alpha showed that reliability for the total scale was .96. Reliability for each individual scale varied from .73 (Affectional Expression subscale) to .94 (Dyadic Satisfaction subscale) (Spanier, 1976). Only the total DAS score will be analyzed in this study. The Dyadic Adjustment Scale is included in Appendix F.

Additionally, Table 1 shows a list of measures used in this study, along with the means and standard deviations for the measures. The means obtained in the current study can be compared to those found in other studies. For instance, a study of rural couples used the same measures (Conber, Elder, Lorenz, Conger, Simons, Whitbeck, Huck, and Melby, 1990). The means for husband’s and wife’s hostility in that study were 4.10 and 4.30 respectively. In this study, the mean for hostility across genders was 4.60. Husband and wife warmth in the Conger et al. study had a mean and standard deviation of 5.45 for husband and 5.28 for wife. The data in this study show a warmth mean of

5.28. Husband's relationship quality in the Conger et al. study had a mean of 10.92; wife relationship quality had a mean of 10.41. Relationship quality in this study had a mean of 5.51. In sum, the levels of warmth and hostility were similar to those obtained in the much larger Conger et al. study.

Table 1:

Descriptive Data for All Study Measures

Instrument	Measured	Min.	Max.	Mean	St. Deviation
<b>Social Support Behavior Code (SSBC)</b>	<i>Observational Ratings of:</i>				
	Total amount of support in interaction	4	64	22.89	10.72
	4 specific types of support:				
	• Emotional support	0	21	3.09	3.56
	• Esteem support	0	16	1.86	2.47
	• Informational support	1	41	17.27	8.27
	• Tangible support	0	4	17.27	8.27
	Supporter's negative behaviors	0	54	11.55	9.40
<b>Iowa Family Interaction Rating Scale (IFIRS)</b>	<i>Observational ratings of:</i>				
	Elicitor's and Supporter's Warmth (combined individual ratings)	2	14	5.28	3.49
	Elicitor's and Supporter's Hostility (combined individual ratings)	2	14	4.60	2.96
	Elicitor's and Supporter's Responsiveness (combined individual ratings)	4	16	10.92	2.94

Table 1 (continued)

Iowa Family Interaction Rating Scale (IFIRS) (cont'd)	Couple's Relationship Quality (rated once per couple)	2	9	5.51	1.64
Social Provisions Scale (SPS) (spouse version)	Couples' <i>subjective</i> evaluation of the supportiveness of their marriage	53	96	83.70	8.37
Dyadic Adjustment Scale	Couples' <i>subjective</i> evaluation of the degree of marital adjustment	70	139	114.50	13.07

New Measure

Observational Ratings of Elicitation Behaviors. The raters in this study were three Caucasian female Iowa State University psychology majors in their early twenties and myself. The students were part of a work-study program in the department of psychology or were funded through grants at the Institute for Social and Behavioral Research at Iowa State University. Elicitation behaviors were coded using the Social Support Elicitation Behavior Code (SSEBC). Coders watched videotapes of dyadic interactions and rated the frequency of occurrence of elicitation behaviors for each minute of the ten-minute interaction. All of the behaviors coded are verbal except for nonverbal emotional display (crying, sighs of disgust), which can occur with any other verbal behavior. There was a three-step process of developing the final code. The first step involved my own attempt at coding ten randomly selected interactions using the Cutrona et al.. Elicitation Behavior Code. It became evident that there were many behaviors that were not captured by the original code. A list of approximately ten additional behaviors was developed and ten additional tapes were coded using the

original codes plus the ten new ones. After this step, I engaged another student to ascertain if the revised code, which now included 27 behaviors, could be reliably coded through consensus coding of three videotaped interactions. Through this second step, we combined behaviors and eliminated others. The third step involved consensus coding six additional interactions using four coders: the undergraduate assistants and myself. Thus, this process served the dual process of developing the final REBC code and reliably training raters to code the interactions. The final SSEBC code, which can be found in Appendix B, consists of 20 behaviors. Eleven of the behaviors are unchanged from the original Cutrona et al.. (1990) code. Three were in the original code but have been modified to more effectively capture the target behavior. Six categories were developed to tap behaviors that were not described by participants in the prospective study.

Interrater reliability for the Social Support Elicitation Behavior Code was calculated using intraclass correlations between elicitation behavior frequency counts made by pairs of coders. All of the tapes were coded by one person, and each tape was reliability coded by at least one other rater. Each rater was assigned the task of coding one half of the interactions, which was randomly assigned. After coding the interaction, tallies of the frequency of each behavior was counted over the ten minutes. If there was a discrepancy of more than 2 for frequency of any behavior, the original coder and the reliability coder met to resolve the difference. Additionally, roughly 20% of the tapes were consensus coded. Intraclass correlations were computed between pairs of raters for total direct and indirect elicitation scores, for each of eight factors, and for each individual elicitation strategy and can be seen in Tables 2, 3, and 4. The scores of each of two coders were compared against either the scores of the most reliable third coder, or

to the scores of the consensus-coded tape. The correlations were computed in this way so that differences in coding reliability could be illustrated. It is apparent that the SSEBC can be reliably coded, but that further training is necessary to guarantee reliability at an acceptable level.

Table 2:

Intraclass Correlations of Observer Ratings of Direct and Indirect Elicitation Strategies

Elicitation Strategy	Coder 1	Coder 2
Direct	.97**	.31
Indirect	.92**	.92**

\*\* Correlation significant at .01 level (2-tailed)

Table 3:

Intraclass Correlations of Observer Ratings of Eight Elicitation Factors

Elicitation Factor	Coder 1	Coder 2
Describes Situation	.91**	.94**
Evaluation of Support	.82**	.93**
Guilt Induction	-.05	.61**
Appeals for Support	.95**	.90**
Problem Solving	.93**	.60*
Distress	.63**	.65*
Self-Evaluation	.47*	.79**
Positive Tone	.96**	.72**

\* Correlation significant at .05 (2-tailed)

\*\* Correlation significant at .01 (2-tailed)

Table 4:

Intraclass Correlations of Observer Ratings of Individual Elicitation Behaviors

Elicitation Strategies	Coder 1	Coder 2
<i>Describes Situation:</i>		
Describes Consequences of No Support	.72**	.52
Describes Situation	.95**	.93
	.50*	.61*
Verbal Description of Emotions	.54*	.72**
<i>Evaluation of Support:</i>		
Expresses Doubt	.72**	.91**
Negative Response	.96*	.39
Positive Response	.79**	.32
<i>Guilt Induction:</i>		
Appeals to Qualifications of Supporter	-	-
Confronts Supporter for Lack of Support	-.05	-
<i>Appeals for Support:</i>		
Appeals to Relationship with Supporter	.94**	.89*
Requests Tangible Assistance	.98**	-
<i>Problem Solving:</i>		
Attempt to Solve Problem	.58**	.64*
Concrete Plans	.72**	.80**
Requests Advice and Information	.96**	.33
<i>Distress:</i>		
Complains about Stressful Situation	.63**	.66*
Nonverbal Emotional Display	-	-
<i>Self-Evaluation:</i>		
Expresses Confidence	.50*	.89**
Self-Denigration	.85**	-.23
<i>Positive Tone:</i>		
Concern for Supporter	.64**	-
Humor	.99**	.80**

Note: - indicates that the strategy was not coded. \* Correlation significant at .05 (2-tailed) \*\* Correlation significant at .01 (2-tailed)



### **Reason for Multiple Categorization Systems**

Initially, Barbee's (1990) dichotomization of social support elicitation into direct and indirect strategies appeared to be valid and to have a fundamental simplicity that, if it were valid, would make describing and predicting elicitation behavior rather uncomplicated. However, preliminary analyses of these data provided evidence that dichotomizing strategies as direct and indirect did not yield useful results, casting doubt on Barbee's categorization system. The category of indirect strategies contained many very diverse behaviors that seemed to have different consequences. Therefore, our analyses turned to looking at the strategies as individual behaviors. Although this yielded interesting results, we hoped to simplify by combining similar strategies. Thus, we performed factor analyses on the data. Results of the factor analyses will be described in the following section.

## RESULTS

### Descriptive Statistics

For this study, there was a pool of 144 heterosexual couples in videotaped interactions. All but one couple were Caucasian. Of these, complete data, including observational coding using both the IFIRS and the SSBC were available for 66 couples. Each couple participated in two support interactions. Each played the role of supporter once and elicitor once. For each of these 66 couples, one interaction was randomly selected for coding using the SSEBC. This resulted in coded elicitation of 31 women and 35 men. Demographic information on participants is presented in Table 5. The average age of participants was 26 years old, with a range from 19 to 51 years. The average for year in school was 4.1, equating to a student in his or her fourth year of college. Exactly half of the student participants were undergraduates and half were graduate students. Twelve of the participants were not enrolled in school, although their spouse was a student.

Table 5:

### Demographic Information for the Sample

Demographic Information	Minimum	Maximum	Mean	Standard Deviation
Age	19	51	26.59	6.37
Year in School	1	5	4.10	1.20
Years Married	0	24	3.61	4.92
Number of Children	0	4	.59	.92
Age of Children	.2	28	4.57	5.94

n = 66

An analysis was conducted on the frequency of use of all 20 elicitation strategies.

As evident in Table 6, the number of times each strategy was used in the 10-minute interaction ranged from 0 (requests comfort and affection) to 130 (describes situation).

According to the Support Activation Model proposed by Barbee and her colleagues (Barbee, 1990,1991; Barbee et al., 1992), there are two dimensions of support-seeking behaviors: direct vs. indirect elicitation and verbal vs. nonverbal elicitation. We divided the SSEBC strategies into direct and indirect methods of elicitation.

Table 6:

**Frequency of Use, Mean, and Standard Deviation of Each For the 20 Behaviors in the Social Support Elicitation Behavior Code (SSEBC)**

<b>Elicitation Strategy</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Describes Situation</b>	<b>130</b>	<b>28.92</b>	<b>13.72</b>
<b>Positive Response to supporter's words</b>	<b>65</b>	<b>6.52</b>	<b>5.32</b>
<b>Attempt to solve problem</b>	<b>52</b>	<b>1.94</b>	<b>1.96</b>
<b>Verbal Description of Emotions</b>	<b>52</b>	<b>1.64</b>	<b>2.14</b>
<b>Expresses doubt</b>	<b>47</b>	<b>1.41</b>	<b>1.41</b>
<b>Complains about stressful situation</b>	<b>37</b>	<b>1.09</b>	<b>3.25</b>
<b>Humor</b>	<b>36</b>	<b>1.11</b>	<b>2.10</b>
<b>Opinion</b>	<b>33</b>	<b>1.11</b>	<b>1.54</b>
<b>Negative response to supporter's words</b>	<b>27</b>	<b>.82</b>	<b>1.48</b>
<b>Requests Advice and Information</b>	<b>21</b>	<b>4.88</b>	<b>4.57</b>
<b>Expresses confidence</b>	<b>20</b>	<b>.42</b>	<b>.82</b>
<b>Concern for supporter</b>	<b>11</b>	<b>.20</b>	<b>.53</b>
<b>Concrete Plans</b>	<b>10</b>	<b>.24</b>	<b>.75</b>
<b>Self-Denigration</b>	<b>9</b>	<b>.17</b>	<b>.45</b>
<b>Requests Tangible Assistance</b>	<b>6</b>	<b>.38</b>	<b>1.09</b>
<b>Appeals to relationship with supporter</b>	<b>5</b>	<b>.12</b>	<b>.54</b>
<b>Confronts supporter for lack of support</b>	<b>5</b>	<b>.01</b>	<b>.42</b>
<b>Nonverbal emotional display</b>	<b>3</b>	<b>.01</b>	<b>.30</b>
<b>Appeals to qualifications of supporter</b>	<b>2</b>	<b>.00</b>	<b>.17</b>
<b>Describes Consequences of no support</b>	<b>2</b>	<b>.00</b>	<b>.27</b>
<b>Requests Comfort and Affection</b>	<b>0</b>	<b>0</b>	<b>0</b>

The observational behavior coders categorized the elicitation strategies independently into direct and indirect elicitation strategies and when they reconvened, reached complete agreement on the behaviors that constituted direct and indirect strategies. For each participant, a total score across the 10-minute interaction was computed for number of direct strategies used and for number of indirect strategies used. The division of behaviors into direct and indirect elicitation strategies can be found in Table 7. Descriptive statistics for direct and indirect strategies can be found in Table 8.

Table 7:

**SSEBC strategies divided into Direct and Indirect Elicitation Strategies**

<b>Elicitation Strategy</b>	<b>SSEBC Elicitation Behaviors</b>
<b>Direct Strategy</b>	<b>Requests Tangible Assistance</b> <b>Requests Advice and Information</b> <b>Requests Comfort and Affection</b>
<b>Indirect Strategy</b>	<b>Appeals to the Qualification of the Supporter</b> <b>Appeals to the Relationship with the Supporter</b> <b>Attempt to Solve Problem</b> <b>Concern for Supporter</b> <b>Concrete Plans</b> <b>Confronts Supporter for Lack of Support</b> <b>Complains about Stressful Situation</b> <b>Describes Consequences of No Support</b> <b>Describes Situation</b> <b>Expresses Confidence</b> <b>Expresses Doubt</b> <b>Humor</b> <b>Nonverbal Emotional Display</b> <b>Opinion</b> <b>Positive Response to Suggestion</b> <b>Verbal Description of Emotions</b>

Table 8:

**Means and Standard Deviations for Direct and Indirect Elicitation Strategies**

<b>Elicitation Strategy</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>St. Deviation</b>
<b>Direct</b>	<b>0</b>	<b>21</b>	<b>5.26</b>	<b>4.91</b>
<b>Indirect</b>	<b>14</b>	<b>12</b>	<b>43.83</b>	<b>18.60</b>

**Factor Analysis**

An exploratory factor analysis was conducted on the total frequency of occurrence of 20 elicitation strategies across ten minutes, using Principal Components Analysis with Oblimin rotation. Oblimin rotation was chosen due to the assumption that the factors would be correlated with each other. Based on selection of factors with an eigenvalue greater than or equal to one and an examination of the scree plot, results supported an eight-factor solution for the SSEBC. Figure 1 shows the scree plot of the factors. Table 9 shows the structure matrix from the factor analysis. Oblimin rotation was chosen over orthogonal rotation because we were working under the assumption that the factors would be intercorrelated. In fact, as will be seen in Table 11, only two factors were significantly correlated. Items that loaded above .40 after rotation and did not load highly on any other factor were selected for each factor. The eight factors accounted for 50.36% of the variance in the measures. Factor subscale scores were computed by adding the total scores for all of the strategies that loaded above .40 and did not load highly on any other factor. Table 10 provides eigenvalues and variances of factors after rotation, and the reliability of the factor scores.

Figure 1:

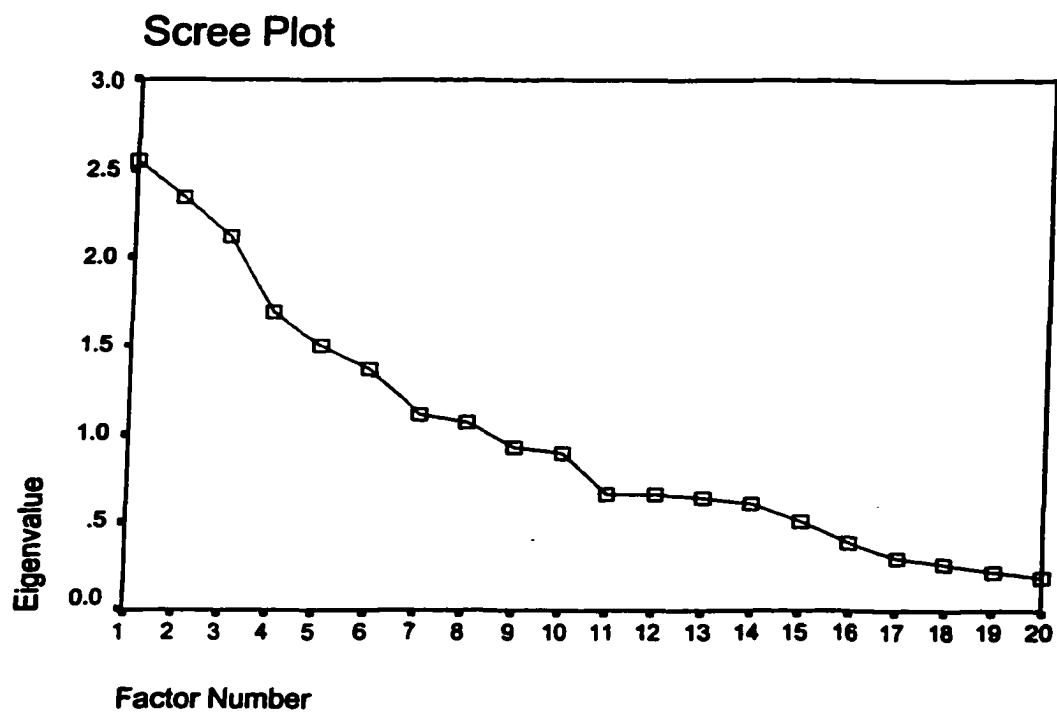
Scree Plot Before Rotation

Table 9:

SSEBC Structure Matrix

	Factor							
	Distress	Evaluation of Support	Describes Situation	Guilt Induction	Self-Evaluation	Appeals for Support	Problem Solving	Positive Tone
Nonverbal Emotional Display	.86	-.01	-.00	.01	.15	-.01	-.12	-.00
Complains about Stressful Situation	.71	-.18	.36	-.13	-.25	-.01	-.18	-.25
Negative Response	-.12	.80	.01	-.00	-.12	-.15	.13	-.01
Expresses Doubt	.16	.67	-.01	-.10	.49	.00	-.00	-.01
Positive Response	-.11	.66	.35	-.04	-.00	-.00	.16	.14
Describes Situation	-.00	.30	.78	.00	-.00	.00	.31	-.20
Describes Consequences of No Support	.12	-.19	.74	-.11	-.21	.00	-.14	-.23
Opinion	.12	.24	.62	.30	.21	-.01	-.01	.00
Verbal Description of Emotions	.49	-.11	.46	-.14	.01	-.25	-.23	.20
Appeals to Qualifications of Supporter	-.00	-.12	.00	.87	-.00	.00	-.01	-.01
Confronts Supporter for Lack of Support	-.01	-.00	.00	.85	-.12	.14	-.01	.13
Self-Denigration	.14	.00	-.01	-.01	.82	.00	-.12	-.17
Expresses Confidence	-.30	-.19	.00	-.13	.55	-.27	.28	-.10
Appeals to Relationship with Supporter	.00	.01	.00	-.00	.00	.80	.14	.21
Requests Tangible Assistance	-.19	-.19	.00	.26	.00	.78	-.00	-.16
Concrete Plans	-.01	.17	-.00	-.01	-.00	-.12	.81	-.15
Attempt to Solve Problem	-.30	-.13	.13	.01	.01	.33	.71	.26
Requests Advice and Information	-.18	.11	-.11	-.01	-.31	.46	.57	.01
Humor	-.01	.15	-.01	.19	-.16	.00	.01	.71
Concern for Supporter	-.01	-.28	-.19	-.17	-.01	.13	-.15	.62

Extraction Method: Principal Components Analysis. Rotation Method: Oblimin with Kaiser Normalization.

Table 10:

Eigenvalues and Variance Accounted for by Factors after Rotation

Elicitation Factor	Total	% of Variance	Cumulative %
Describes Situation	2.55	12.73	12.73
Evaluation of Support	2.34	11.69	24.42
Guilt Induction	2.12	10.59	35.01
Appeals for Support	1.69	8.43	43.44
Problem Solving	1.50	7.48	50.91
Distress	1.37	6.84	57.75
Self-Evaluation	1.11	5.56	63.32
Positive Tone	1.07	5.33	68.65

Extraction Method: Principal Components Analysis

Reliability of Factor Analysis

Cronbach's alpha coefficients were compute for the eight elicitation factors.

Table 11 displays this information. The alphas varied greatly from very low (.15 for Describes Situation and Self-Evaluation) to moderately high (.59 for Appeals for Support).

Table 11:

Alphas for Factor Analysis

Elicitation Factor	Cronbach's Alpha
Describes Situation	.15
Evaluation of Support	.17
Guilt Induction	.32
Appeals for Support	.59
Problem Solving	.47
Distress	.38
Self-Evaluation	.15
Positive Tone	.31

N = 66



**“Describes Situation”** refers to efforts the elicitor made to describe the situation or his or her response to it and is comprised of the elicitation strategies of **Describes Situation, Describes Consequences of No Support, Opinion, and Verbal Description of Emotions.** **“Evaluation of Support”** refers to the elicitor’s response to the supporter’s words. It is comprised of **Negative Response, Positive Response, and Expresses Doubt.** **“Guilt Induction”** refers to the elicitor’s appeal to the supporter for help because of his or her ability to help, and confrontation of the supporter for his or her lack of support. It is made up of **Appeals to the Qualifications of the Supporter and Confronts Supporter for Lack of supportiveness.** **“Appeals for Support”** refers to methods the elicitor may use to obtain help from the supporter. It is comprised of the strategies **Requests Tangible Assistance, and Appeals to the Relationship with the Supporter.**

**“Problem Solving”** refers to the degree to which the elicitor is attempting to find solutions to the stressful situation and is comprised of the elicitation strategies **Concrete Plans, Attempt to Solve Problem, and Requests Advice and Information.** **“Distress”** refers to the degree to which the elicitor is expressing negative feelings about the stressful event. The elicitation strategies comprising this factor are **Nonverbal Emotional Display and Complains about Stressful Situation.** **“Self-Evaluation”** refers to the degree to which the elicitor talks about his or her personal qualifications to handle the stressful situation. **Self-denigration and Expresses Confidence** are the two elicitation strategies in this factor. **“Positive Tone”** refers to the use of concern and humor by the elicitor during the interaction. It is comprised of **Concern for the Supporter and Humor.**

### **Tests of Hypotheses**

Hypothesis 1 stated that direct elicitation strategies would be used more frequently in high quality than in low quality relationships. Hypothesis 2 stated that indirect elicitation strategies would be used less frequently in high quality than in low quality relationships. Indices of relationship quality as perceived by the spouse were marital adjustment and perceived spouse supportiveness. Relationship quality was also measured by observer ratings. Pearson correlations were used to analyze the data throughout this document after it was shown that there was virtually no difference between the results from Pearson versus Spearman correlations. Correlations were computed between subjective measures of marital adjustment and spouse supportiveness (as measured by the Dyadic Adjustment Scale and the Social Provisions Scale) and objective ratings of relationship quality (as measured by a count of the frequency of relationship quality behaviors made by trained raters). All three measures were significantly positively correlated, and the results can be found in Table 12. The tests of Hypotheses 1 and 2, the correlation between direct and indirect elicitation strategies and three indices of marital quality, can be found in Table 13.

Table 12:

**Correlations Between Subjective Ratings of Marital Adjustment and Objective Ratings of Relationship Quality.**

	Participant Rating of Supportiveness	Participant Rating of Marital Adjustment
Participant Rating of Marital Adjustment	.78**	
Observer Rating of Relationship Quality	.35**	.35*

**Note.** N=66

\* Correlation significant at .05 level (2-tailed)

\*\* Correlation significant at .01 level (2-tailed)

Table 13:

**Correlation Between Direct and Indirect Elicitation Strategies and Three Indices of Marital Quality, Measured by Frequency of Occurrence Across Ten Minutes**

Elicitation Strategy	Participant Rating of Supportiveness	Participant Rating of Marital adjustment	Observer Ratings of Relationship Quality
Direct Elicitation	.17	.29*	-.09
Indirect Elicitation	.01	.18	.32*

**Note.** N=66

\* Correlation significant at .05 level (2-tailed)

As predicted in hypothesis 1, direct elicitation strategies were significantly positively correlated with marital adjustment. However, use of direct elicitation strategies was not significantly correlated with the degree of perceived support from the spouse or with observer ratings of relationship quality. Indirect elicitation strategies were not significantly correlated with degree of perceived support from the spouse or

adjustment in marriage, but it was significantly correlated with observer ratings of relationship quality, and so hypothesis 2 was not supported.

Exploratory analyses were also conducted to determine which elicitation factors and individual elicitation behaviors predicted measures of marital adjustment and perceived spouse supportiveness. The results of the correlations between elicitation factors and marital quality can be found in Table 14. The results of the correlations between individual elicitation behaviors and marital quality can be found in Table 15.

**Table 14:**

**Correlations Among Three Measures of Marital Quality and Elicitation Factors Measured by Frequency of Occurrence Across Ten Minutes**

<b>Elicitation Factors</b>	<b>Participant rating of Supportiveness</b>	<b>Participant rating of Marital Adjustment</b>	<b>Observer Ratings of Relationship Quality</b>
<b>Describes Situation</b>	<b>-.01</b>	<b>.11</b>	<b>.21</b>
<b>Evaluation of Support</b>	<b>.06</b>	<b>.09</b>	<b>.14</b>
<b>Guilt Induction</b>	<b>-.16</b>	<b>-.17</b>	<b>-.36*</b>
<b>Appeals for Support</b>	<b>.11</b>	<b>.11</b>	<b>-.03</b>
<b>Problem Solving</b>	<b>.13</b>	<b>.32*</b>	<b>.06</b>
<b>Distress</b>	<b>-.14</b>	<b>-.04</b>	<b>-.09</b>
<b>Self-Evaluation</b>	<b>-.09</b>	<b>-.13</b>	<b>.31</b>
<b>Positive Tone</b>	<b>.07</b>	<b>.13</b>	<b>.05</b>

**Note.** N=66

**\* Correlation significant at .05 level (2-tailed)**

Table 15:

Correlations Among Three Measures of Marital Quality and Individual ElicitationBehaviors Measured by Frequency of Occurrence Across Ten Minutes

Elicitation Behaviors	Spouse rating of Supportiveness	Spouse rating of Marital Adjustment	Observer Ratings of Relationship Quality
<i>Describes Situation:</i>			
Describes Situation	-.00	.10	.25
Describes Consequences of No Support	-.09	-.06	-.08
Opinion	-.23	-.08	.02
Verbal Description of Emotions	.10	.13	.17
<i>Evaluation of Support:</i>			
Negative Response	-.05	-.10	-.18
Positive Response	.11	.17	.21
Expresses Doubt	-.06	-.10	.10
<i>Guilt Induction:</i>			
Appeals to Qualifications of Supporter	-.13	-.130	-.42*
Confronts Supporter for Lack of Support	-.15	-.16	-.34
<i>Appeals for Support:</i>			
Appeals to Relationship with Supporter	.08	.19	.10
Requests Tangible Assistance	.10	.03	-.10
<i>Problem Solving:</i>			
Attempt to Solve Problem	.02	.25*	.30
Concrete Plans	.00	.02	-.14
Requests Advice and Information	.16	.30*	-.08
<i>Distress:</i>			
Complains about Stressful Situation	-.14	-.04	-.10
Nonverbal Emotional Display	-.03	-.02	.00

Table 15 (continued):

Elicitation Behaviors	Spouse rating of Supportiveness	Spouse rating of Marital Adjustment	Observer Ratings of Relationship Quality
<i>Self-Evaluation:</i>			
Expresses Confidence	-.07	-.05	.21
Self-Denigration	-.14	-.19	.36*
<i>Positive Tone:</i>			
Concern for Supporter	.22	.18	.29
Humor	.02	.09	-.02

Note. N=66

\* Correlation significant at .05 level (2-tailed)

No factors or individual elicitation strategies were significantly correlated with spouse supportiveness. The elicitation factor of Problem Solving showed the only significant correlation with marital adjustment. Both the individual behaviors of attempt to solve problem and requests advice and Information, which comprise the elicitation factor Problem Solving, were significantly correlated with marital adjustment. Hypothesis 3 stated that direct elicitation strategies would be positively correlated with observer ratings of the elicitor's overall warmth and negatively correlated with observer ratings of the elicitor's overall hostility. Hypothesis 4 predicted that indirect elicitation strategies would be negatively correlated with observer ratings of the elicitor's overall warmth and positively with ratings of the elicitor's overall hostility. The results of these hypotheses can be found in Table 16.

Table 16:

**Correlation Between Direct and Indirect Elicitation Strategies and Observer Ratings of Elicitor's Overall Warmth and Hostility.**

<b>Elicitation Strategy</b>	<b>Elicitor's Warmth</b>	<b>Elicitor's Hostility</b>
<b>Direct</b>	<b>.03</b>	<b>.22</b>
<b>Indirect</b>	<b>.19</b>	<b>.11</b>

**Note.** N=66

Contrary to prediction, there were no significant correlations between number of direct or indirect elicitation strategies used and observer ratings of the elicitor's warmth or hostility.

Exploratory analyses were conducted to determine which elicitation factors and individual elicitation behaviors predicted observer ratings of the elicitor's warmth and hostility, and the results of the correlations between observer ratings of elicitor's warmth and hostility and elicitation factors can be found in Table 17. Correlations between observer ratings of elicitor's warmth and hostility and individual elicitation behaviors can be found on Table 18.

Table 17:

**Correlations Between Observer Ratings of Elicitor's Warmth and Hostility and  
Elicitation Factors**

<b>Elicitation Factors</b>	<b>Elicitor's Warmth</b>	<b>Elicitor's Hostility</b>
<b>Describes Situation</b>	<b>.03</b>	<b>-.06</b>
<b>Evaluation of Support</b>	<b>-.16</b>	<b>.14</b>
<b>Guilt Induction</b>	<b>-.07</b>	<b>.32</b>
<b>Appeals for Support</b>	<b>.12</b>	<b>.27</b>
<b>Problem Solving</b>	<b>.19</b>	<b>.21</b>
<b>Distress</b>	<b>-.05</b>	<b>-.18</b>
<b>Self-Evaluation</b>	<b>.14</b>	<b>.12</b>
<b>Positive Tone</b>	<b>.41*</b>	<b>.24</b>

**Note.** N=66

**\* Correlation significant at .05 level (2-tailed)**

**\*\* Correlation significant at .01 level (2-tailed)**

Table 18:

**Correlations Between Observer Ratings of Elicitor's Warmth and Hostility and  
Individual Elicitation Strategies**

<b>Elicitation Strategies</b>	<b>Elicitor's Warmth</b>	<b>Elicitor's Hostility</b>
<b><i>Describes Situation:</i></b>		
<b>Describes Consequences of No Support</b>	<b>-.14</b>	<b>.06</b>
<b>Describes Situation</b>	<b>.04</b>	<b>-.02</b>
<b>Opinion</b>	<b>-.33</b>	<b>.31</b>
<b>Verbal Description of Emotions</b>	<b>.17</b>	<b>-.40*</b>
<b><i>Evaluation of Support:</i></b>		
<b>Expresses Doubt</b>	<b>-.13</b>	<b>.11</b>
<b>Negative Response</b>	<b>-.16</b>	<b>.02</b>
<b>Positive Response</b>	<b>-.12</b>	<b>.15</b>



Table 18 (continued):

Elicitation Strategies	Elicitor's Warmth	Elicitor's Hostility
<i><b>Guilt Induction:</b></i>		
Appeals to Qualifications of Supporter	-.14	.31
Confronts Supporter for Lack of Support	-.05	.32
<i><b>Appeals for Support:</b></i>		
Appeals to Relationship with Supporter	.15	.31
Requests Tangible Assistance	.08	.18
<i><b>Problem Solving:</b></i>		
Attempt to Solve Problem	.45*	.13
Concrete Plans	.15	-.05
Requests Advice and Information	.01	.18
<i><b>Distress:</b></i>		
Complains about Stressful Situation	-.05	-.18
Nonverbal Emotional Display	-.02	.10
<i><b>Self-Evaluation:</b></i>		
Expresses Confidence	-.01	.10
Self-Denigration	.34	.06
<i><b>Positive Tone:</b></i>		
Concern for Supporter	.69**	-.20
Humor	.26	.30

Note. N=66

\* Correlation significant at .05 level (2-tailed)

\*\* Correlation significant at .01 level (2-tailed)

Only the elicitation factor Positive Tone, comprised of the behaviors Concern for Supporter and Humor was significantly positively correlated with observer ratings of the elicitor's warmth. The individual elicitation strategy of concern for supporter accounted for this relationship, being significantly positively correlated with elicitor's warmth. No elicitation factors were significantly correlated with observer ratings of elicitor's hostility.

Hypothesis 5 proposed that direct elicitation strategies would evoke positive behavior from the spouse (in the role of support provider). It was hypothesized that indirect elicitation strategies would evoke less positive behavior from the spouse (in the role of support provider). A number of associations were tested. First, the number of direct and indirect elicitation strategies used were tested for their association with observer ratings of the spouse's overall warmth, hostility, responsiveness and negative behavior. These ratings were derived from the IFIRS scales and are described in the Methods section. The results can be found in Table 19.

**Table 19:**

**Correlations Between Direct and Indirect Elicitation Strategies and Observer Ratings of the Spouse's Overall Warmth, Hostility, and Responsiveness.**

<b>Elicitation Strategy</b>	<b>Observer Ratings of Supporter's Warmth</b>	<b>Observer Ratings of Supporter's Hostility</b>	<b>Observer Ratings of Supporter's Listener Responsiveness</b>	<b>Observer Ratings of Supporter's Negative Behavior</b>
<b>Direct</b>	<b>-.29*</b>	<b>.24</b>	<b>-.16</b>	<b>.19</b>
<b>Indirect</b>	<b>.29*</b>	<b>.09</b>	<b>.30*</b>	<b>.34**</b>

**Note.** N=66

**\* Correlation is significant at the .05 level (2-tailed)**

**\*\* Correlation is significant at the .01 level (2-tailed)**

The results did not support the hypotheses. Direct elicitation strategies were only significantly correlated with the supporter's warmth, and that was a negative association. The more direct strategies were used by the elicitor, the less warmly the supporter behaved. Number of direct strategies used was not significantly related to the

supporter's hostility, responsiveness, or negative behaviors. On the other hand, number of indirect elicitation strategies used was significantly correlated in a positive direction with warmth and listener responsiveness. The more the elicitor used indirect strategies to get support, the more the support provider attended to, showed interest in, and validated the elicitor's words. Number of indirect strategies used was not correlated with hostility, but there was a strong positive correlation between indirect elicitation strategies and negative behavior. The more the elicitor used indirect strategies, the more negatively the supporter behaved. Overall, it seems that indirect strategies have a polarizing effect on the supporter: Indirect strategies were associated with both warm responsive and negative behavior by the supporter.

The second association that was tested was the relationship between elicitation type and total support provided by the spouse in the role of support provider. It was hypothesized that direct elicitation strategies would be associated with more total support behaviors provided by the spouse and that indirect elicitation strategies would be associated with fewer total support behaviors provided by the spouse. However, this was not the case, as can be seen in Table 20. There was no significant relationship between elicitation strategy and the total number of amount of support behaviors provided by the spouse. Table 21 shows the results of the same hypothesis using the eight Elicitation Factors; Table 22 shows the results using the individual elicitation strategies.

Table 20:

**Correlations Between Direct and Indirect Elicitation Strategies and the Total Amount of Support from Support Provider (Rated by Observer)**

<b>Elicitation Strategy</b>	<b>Total Number of Support Behaviors</b>
<b>Direct Elicitation</b>	<b>.19</b>
<b>Indirect Elicitation</b>	<b>.20</b>

**Note.** N=66

Table 21:

**Correlations Between Elicitation Factors and the Total Amount of Support from Support Provider (Rated by Observer)**

<b>Elicitation Factor</b>	<b>Total Number of Support Behaviors</b>
<b>Describes Situation</b>	<b>.09</b>
<b>Evaluation of Support</b>	<b>.39**</b>
<b>Guilt Induction</b>	<b>-.11</b>
<b>Appeals for Support</b>	<b>.10</b>
<b>Problem Solving</b>	<b>.18</b>
<b>Distress</b>	<b>.18</b>
<b>Self-Evaluation</b>	<b>-.02</b>
<b>Positive Tone</b>	<b>-.14</b>

**Note.** N=66

**\*\*** Correlation is significant at .01 level (2-tailed)

**Table 22:**

**Correlations Between Individual Elicitation Behaviors and the Total Amount of Support  
from Support Provider (Rated by Observer)**

<b>Elicitation Behaviors</b>	<b>Total Number of Support Behaviors</b>
<i><b>Describes Situation:</b></i>	
Describes Situation	.07
Describes Consequences of No Support	-.05
Opinion	.29*
Verbal Description of Emotions	-.07
<i><b>Evaluation of Support:</b></i>	
Negative Response	-.06
Positive Response	.43**
Expresses Doubt	.21
<i><b>Guilt Induction:</b></i>	
Appeals to Qualifications of Supporter	-.10
Confronts Supporter for Lack of Support	-.10
<i><b>Appeals for Support:</b></i>	
Appeals to Relationship with Supporter	.21
Requests Tangible Assistance	.03
<i><b>Problem Solving:</b></i>	
Attempt to Solve Problem	-.02
Concrete Plans	.21
Requests Advice and Information	.20
<i><b>Distress:</b></i>	
Complains about Stressful Situation	.16
Nonverbal Emotional Display	.31*
<i><b>Self-Evaluation:</b></i>	
Expresses Confidence	-.07
Self-Denigration	.09
<i><b>Positive Tone:</b></i>	
Concern for Supporter	-.19
Humor	.21

**Note.** N=66

I performed an exploratory analysis to determine whether direct and indirect elicitation strategies evoke different specific types of social support from the support provider, as measured by the frequency of use of four types of support over the ten minute interaction. The results are found in Table 23.

Table 23:

**Correlations Between Direct and Indirect Elicitation Strategies and Four Measures of Social Support (Rated by Observer)**

Elicitation Strategy	Emotional Support	Esteem Support	Informational Support	Tangible Support
Direct Elicitation	-.23	-.18	.35**	.31**
Indirect Elicitation	.09	.25	.15	-.04

Note. N=66

\*\* Correlation significant at the .01 level (2-tailed)

The results for direct elicitation strategies were very interesting. As expected, direct elicitation strategies were significantly correlated with both informational support and tangible support in a positive direction; the more direct the elicitor was in making his or her needs known, the more informational and tangible types of social support the support provider offered. However, the more direct strategies were used, the less emotional and esteem support were provided, although this trend did not attain statistical significance. Indirect Elicitation behaviors were not significantly correlated with the provision of any of the four specific support behaviors.

Exploratory analyses were conducted to determine which elicitation factors and individual strategies predicted each of the following variables: spouse's warmth,

hostility, and responsiveness; total number of support behaviors provided; and total number of each of four specific types of support. The results of the correlations between support variables and elicitation factors can be found in Table 24. The results of the correlations between support variables and individual elicitation behaviors can be found in Table 25.

Table 24:

**Correlations Between Observer Ratings of Support Variables and Elicitation Factors**

<b>Elicitation Factors</b>	<b>Supporter's Warmth</b>	<b>Supporter's Hostility</b>	<b>Supporter's Responsiveness</b>	<b>Total Support</b>
<b>Describes Situation</b>	<b>.28*</b>	<b>.05</b>	<b>.30*</b>	<b>.08</b>
<b>Evaluation of Support</b>	<b>.19</b>	<b>-.04</b>	<b>.33*</b>	<b>.38**</b>
<b>Guilt Induction</b>	<b>-.08</b>	<b>.55**</b>	<b>-.24</b>	<b>-.11</b>
<b>Appeals for Support</b>	<b>.02</b>	<b>.12</b>	<b>-.01</b>	<b>.09</b>
<b>Problem Solving</b>	<b>-.19</b>	<b>.24</b>	<b>-.06</b>	<b>.17</b>
<b>Distress</b>	<b>-.01</b>	<b>.14</b>	<b>-.30*</b>	<b>.17</b>
<b>Self-Evaluation</b>	<b>.39**</b>	<b>-.13</b>	<b>.26*</b>	<b>-.01</b>
<b>Positive Tone</b>	<b>-.06</b>	<b>.05</b>	<b>-.04</b>	<b>-.13</b>

**Note.** N=66

**\*** Correlation significant at .05 level (2-tailed)

**\*\*** Correlation significant at .01 level (2-tailed)

hostility, and responsiveness; total number of support behaviors provided; and total number of each of four specific types of support. The results of the correlations between support variables and elicitation factors can be found in Table 24. The results of the correlations between support variables and individual elicitation behaviors can be found in Table 25.

Table 24:

**Correlations Between Observer Ratings of Support Variables and Elicitation Factors**

<b>Elicitation Factors</b>	<b>Supporter's Warmth</b>	<b>Supporter's Hostility</b>	<b>Supporter's Responsiveness</b>	<b>Total Support</b>
<b>Describes Situation</b>	<b>.28*</b>	<b>.05</b>	<b>.30*</b>	<b>.08</b>
<b>Evaluation of Support</b>	<b>.19</b>	<b>-.04</b>	<b>.33*</b>	<b>.38**</b>
<b>Guilt Induction</b>	<b>-.08</b>	<b>.55**</b>	<b>-.24</b>	<b>-.11</b>
<b>Appeals for Support</b>	<b>.02</b>	<b>.12</b>	<b>-.01</b>	<b>.09</b>
<b>Problem Solving</b>	<b>-.19</b>	<b>.24</b>	<b>-.06</b>	<b>.17</b>
<b>Distress</b>	<b>-.01</b>	<b>.14</b>	<b>-.30*</b>	<b>.17</b>
<b>Self-Evaluation</b>	<b>.39**</b>	<b>-.13</b>	<b>.26*</b>	<b>-.01</b>
<b>Positive Tone</b>	<b>-.06</b>	<b>.05</b>	<b>-.04</b>	<b>-.13</b>

**Note.** N=66

\* Correlation significant at .05 level (2-tailed)

\*\* Correlation significant at .01 level (2-tailed)



Table 25 (continued):

Elicitation Behaviors	Supporter's Warmth	Supporter's Hostility	Supporter's Responsiveness	Total Amount of Support
<i>Evaluation of Support:</i>				
Expresses Doubt	.32**	.14	.11	-.16
Negative Response	.14	-.07	-.09	-.18
Positive Response	.42**	.29*	.32**	-.14
<i>Guilt Induction:</i>				
Appeals to Qualifications of Supporter	-.15	-.06	-.06	.10
Confronts Supporter for Lack of Support	-.14	-.00	-.09	.13
<i>Appeals for Support:</i>				
Appeals to Relationship with Supporter	-.11	.00	.26*	.36**
Requests Tangible Assistance	-.21	-.04	.03	.67**
<i>Problem Solving:</i>				
Attempt to Solve Problem	-.27*	-.14	.09	.30*
Concrete Plans	-.05	.01	.26*	.16
Requests Advice and Information	-.20	-.19	.37**	.18
<i>Distress:</i>				
Complains about Stressful Situation	-.08	.20	.17	.02
Nonverbal Emotional Display	.42**	.55**	.05	.03
<i>Self-Evaluation:</i>				
Expresses Confidence	.27*	.01	-.19	-.10
Self-Denigration	.32**	.26*	-.10	.01
<i>Positive Tone:</i>				
Concern for Supporter	-.10	-.12	-.15	.00
Humor	-.06	-.04	-.06	-.15

Note. N=66

\* Correlation significant at .05 level (2-tailed)

\*\* Correlation significant at .01 level (2-tailed)

**Supporter's Warmth.** The elicitation factor, Describes Situation, was significantly correlated with observer ratings of the support provider's warmth. The individual elicitation behaviors in this factor of Opinion and Verbal Description of Emotions were both significantly correlated with support provider's warmth. Self-Evaluation was significantly positively correlated with supporter's warmth. Both the individual elicitation behaviors comprising Self-Evaluation, expresses confidence and self-denigration, were positively correlated with warmth. Apparently, describing one's own experience with the stressor and forming ideas about the stressor, leads to increased levels of warmth.

**Supporter's Responsiveness.** The elicitation factors, Describes Situation and Evaluation of Support, were significantly correlated with observer ratings of the support provider's responsiveness. The individual behavior of positive response accounted for the correlation with support provider responsiveness. On the other hand, the elicitation factor, Distress, was significantly negatively correlated with supporters' responsiveness. Apparently, an elicitor will have a more responsive supporter when he or she talks about the situation and expresses an opinion or reinforces the supporter, but will have a less responsive supporter when he or she complains or becomes emotional about the stressor.

**Supporter's Hostility.** Not surprisingly, Guilt Induction was positively correlated with the supporter's hostility. If the elicitor induced guilt in the supporter, he or she responded with anger. As will be seen in the time series analysis, however, the supporter's hostility generally dissipated by the second minute after the use of Guilt Induction.

**Amount of support received.** The only factor that predicted amount of support received was Evaluation of Support; and within that factor, only positive response. If you praise and reinforce another person's support, he or she gives more.

Turning next to the specific support behaviors of emotional, esteem, informational, and tangible support, several interesting trends were found.

**Emotional support.** Emotional support was significantly correlated in a positive direction with the elicitation factors of Evaluation of Support and Self-Evaluation. Under the factor, Evaluation of Support, the individual behaviors of expresses doubt and positive response were both highly positively correlated with emotional support. Within the factor Self-Evaluation, both of the individual behaviors of expresses confidence and self-denigration were highly significantly correlated with emotional support. It appears that having a positive response to the supporter's words, being vulnerable regarding one's own ability to handle the stress, or on the other hand, having some confidence in one's ability to cope with the stress will result in increased levels of emotional support from the support provider. Overall, it appears that the elicitor's discussion regarding the stressful situation is related to increased levels of emotional support from the support provider.

The elicitation factor of Problem Solving was negatively associated with emotional support. The largest individual contributor to this relationship was the elicitation behavior of Attempt to Solve Problem, which was significantly negatively correlated with emotional support. It may be that the supporter feels that if the elicitor is making attempts to solve the problem on his or her own, it is not necessary to provide emotional support. While it appears that the elicitor's discussion regarding the stressful

situation may be associated with higher levels of emotional support, the elicitor's problem-solving behavior signals less need for emotional support.

**Esteem support.** Esteem support was only significantly correlated with the elicitation factor, Evaluation of Support. Only the elicitation behavior positive response was significantly correlated with esteem support. It is interesting to note, however, a number of other individual elicitation behaviors that were correlated with esteem support. These included self-denigration, nonverbal emotional display, and opinion. It would appear that expressing the feeling of being incapable of coping with the stressor, being emotional, or expressing beliefs about the situation would educe esteem support from the spouse.

**Informational Support.** Only the elicitation factor, Problem Solving, was significantly correlated with informational support. The individual behaviors, concrete plans and requests advice and information, were significantly positively correlated with informational support. One could surmise that a support provider is a collaborative partner in the elicitor's attempts to resolve the stressful situation and offers whatever information is necessary to meet that goal.

### **Time Series Analysis**

Thus far, analyses have examined associations between the total number of elicitation strategies used during the ten-minute interaction and various outcome variables, also represented as totals across the ten-minute interaction. Finer-grained time series analyses were also conducted to determine whether the use of direct or indirect elicitation strategies influenced the receipt of specific social support behaviors in the same minute and one and two minutes later. Exploratory analyses also tested whether

any of the eight elicitation factors and their components predicted the receipt of social support behaviors in the same minute and one and two minutes later. When predicting the receipt of support behaviors one and two minutes later, level of the support behavior in the initial minute was statistically controlled. This tested the degree to which an elicitation behavior predicted change in the amount of the support behavior received.

The data were restructured to conduct the time series analyses. For each participant, a separate line of data was generated for each minute of the interaction. On each line was written the number of times each elicitation strategy was used during that minute, one minute later (lag 1) and two minutes later (lag 2). In addition, on each line was written the number of social support behaviors (emotional, esteem, tangible, and information) provided in the same minute, one minute later, and two minutes later. A line of data was generated for each of the first eight minutes of the interaction for each participant. Thus the functional number of cases for these analyses was 528. We did not include minutes 9 or 10 because we could not predict support behaviors one or two minutes later from elicitation behaviors because the interaction had ended.

In conducting the analyses, it was necessary to control for autocorrelation, or correlations among data points generated by the same person. Thus, a set of "subject vectors" was created. For 65 of the 66 participants, a variable was created that was scored "1" for that person and "0" for all other participants. The full set of 65 subject vectors was entered as a block as the first step in each analysis. The subject vectors controlled for correlations among data points generated by the same subject.

Tables 26-29 show the results of this time series analysis. Each table shows three equations. In every equation, subject vectors were entered first, followed by elicitation

strategy, and lastly, social support provided in the previous minute or minutes was entered. The first equation predicted support in the same minute; the second equation predicted support in the minute following the elicitation strategy and controlled for support provided in the same minute. The third equation predicted support two minutes after the elicitation strategy and controlled for support in the same minute and one minute following the elicitation. Table 26 shows prediction of emotional support after direct and indirect strategies. Table 27 shows esteem support; Table 28 shows informational support; Table 29 shows tangible support. Indirect elicitation strategies predicted esteem support provision during the same minute of interaction. It also predicted informational support provision in the second minute after its use. Direct elicitation strategies did not predict provision of social support over time.

Table 26:

**Multiple Regression Predicting Emotional Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes Following the Display of the Direct or Indirect Elicitation Strategy.**

Support Type, Elicitation Factor	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
Predictors:									
Direct	-.00	.03	-.02	.01	.03	.01	.00	.03	.02
Indirect	.00	.01	.06	.00	.01	.09	-.01	.01	-.03
Emotional Support,									
Same minute as elicitation				-.19	.05	-.18**	-.01	.05	-.09
One minute after elicitation							-.11	.04	-.12**

**Note.**  $R^2$  total in the prediction of support in the same minute was .35. In this equation,  $R^2$  change after entry of the elicitation strategies was .26\*\*\*.  $R^2$  total in the prediction of support one minute later was .34. In this equation,  $R^2$  change after entry of the elicitation strategies was .25\*\*\*.  $R^2$  total in the prediction of support two minutes later was .33. In this equation,  $R^2$  change after entry of the elicitation strategies was .23\*\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 27:

**Multiple Regression Predicting Esteem Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes Following the Display of the Direct or Indirect Elicitation Strategy.**

Support Type, Elicitation Factor	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
Predictors:									
Direct	.01	.03	.01	-.00	.03	-.03	-.01	.03	-.00
Indirect	.02	.01	.15**	.00	.01	.01	.00	.01	-.02
Esteem Support, Same minute as elicitation				.00	.05	.01	-.00	.05	-.05
One minute after elicitation							-.01	.05	.01

**Note.**  $R^2$  total in the prediction of support in the same minute was .21. In this equation,  $R^2$  change after entry of the elicitation strategies was .09\*\*\*.  $R^2$  total in the prediction of support one minute later was .22. In this equation,  $R^2$  change after entry of the elicitation strategies was .10\*\*\*.  $R^2$  total in the prediction of support two minutes later was .28. In this equation,  $R^2$  change after entry of the elicitation strategies was .17\*\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .



Table 28:

**Multiple Regression Predicting Informational Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes Following the Display of the Direct or Indirect Elicitation Strategy.**

Support Type, Elicitation Factor	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
Predictors:									
Direct	.01	.08	.06	-.01	.07	-.05	.12	.07	.07
Indirect	.00	.03	.04	-.01	.03	-.01	.01	.03	.14*
Informational Support,									
Same minute as elicitation				-.01	.05	-.08	-.01	.04	-.10*
One minute after elicitation							-.01	.05	-.09*

**Note.**  $R^2$  total in the prediction of support in the same minute was .28. In this equation,  $R^2$  change after entry of the elicitation strategies was .17\*\*\*.  $R^2$  total in the prediction of support one minute later was .34. In this equation,  $R^2$  change after entry of the elicitation strategies was .24\*\*\*.  $R^2$  total in the prediction of support two minutes later was .36. In this equation,  $R^2$  change after entry of the elicitation strategies was .26\*\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 29:

**Multiple Regression Predicting Tangible Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes Following the Display of the Direct or Indirect Elicitation Strategy.**

Support Type, Elicitation Factor	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
Predictors:									
Direct	.00	.02	.09	.00	.02	.04	-.00	.02	-.03
Indirect	.01	.00	.06	.00	.00	-.01	.01	.00	.06
Tangible Support,									
Same minute as elicitation				-.12	.05	-.11*	-.01	.05	-.06
One minute after elicitation							-.13	.05	-.12**

**Note.**  $R^2$  total in the prediction of support in the same minute was .18. In this equation,  $R^2$  change after entry of the elicitation strategies was .06\*\*.  $R^2$  total in the prediction of support one minute later was .17. In this equation,  $R^2$  change after entry of the elicitation strategies was .06\*.  $R^2$  total in the prediction of support two minutes later was .21. In this equation,  $R^2$  change after entry of the elicitation strategies was .10\*\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Exploratory time series analyses were also conducted using the same method described above to investigate whether the use of a particular type of elicitation factor or elicitation strategy influenced the receipt of specific social support behaviors in the same minute and one and two minutes later. The results of the time series analyses using elicitation factors can be found in Tables 30-33, with elicitation factors predicting each of the four support types per table. The results of the time series analyses using individual elicitation strategies can be found in Tables 34-37.

These analyses provided very interesting results. Overall, it should be noted that elicitation predicted social support most often in the same minute in which the elicitation occurred, or two minutes following the elicitation.

The elicitation factor Self-Evaluation was significantly correlated with increased the amount of emotional support in the same minute of interaction. Two minutes after the elicitation factor occurred, Self-Evaluation was significantly positively correlated with esteem support. This relationship was mostly accounted for by the individual elicitation behavior of self-denigration. Two minutes after the elicitor used the strategy self-denigration, he or she received more esteem support from spouse.

The elicitation factor Evaluation of Support was significantly positively correlated with both esteem and informational support in the same minute of interaction. This relationship was made significant by the contribution of the individual behavior of positive response. Apparently, when spouses are positively reinforced, they provide more esteem and informational support. Additionally, elicitors received higher amounts of emotional support two minutes after using Evaluation of Support.

Table 30.

**Multiple Regression Predicting Emotional Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes Following the Display of the Elicitation Factor**

Support Type, Elicitation Factor	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
<b>Predictors:</b>									
Describes Situation	.00	.01	.05	-.00	.02	-.04	-.01	.04	-.13*
Evaluation of Support	.00	.03	.08	.01	.03	.00	.26	.06	.20**
Guilty Feelings	.24	.23	.05	.01	.25	.01	-.00	.55	-.00
Appeals For Support	.00	.10	.02	.01	.11	-.03	-.17	.24	-.03
Problem Solving	-.00	.03	-.03	-.00	.03	-.00	.01	.07	.06
Distress	.00	.06	.00	-.00	.07	-.03	-.00	.15	-.02
Self-Evaluation	.46	.10	.18**	-.12	.11	-.05	-.10	.24	-.02
Positive Tone	.00	.07	.03	.01	.08	.03	.00	.18	.00
<b>Emotional Support,</b>									
Same minute as elicitation				-.11	.05	-.10*	-.11	.05	.11*
One minute after elicitation							-.12	.05	-.12*

**Note.**  $R^2$  total in the prediction of support in the same minute was .38. In this equation,  $R^2$  change after entry of the elicitation strategies was .28\*\*\*.  $R^2$  total in the prediction of support one minute later was .34. In this equation,  $R^2$  change after entry of the elicitation strategies was .23\*\*\*.  $R^2$  total in the prediction of support two minutes later was .33. In this equation,  $R^2$  change after entry of the elicitation strategies was .21\*\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 31:

**Multiple Regression Predicting Esteem Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes****Following the Display of the Elicitation Factor.**

Support Type, Elicitation Factor	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
<b>Predictors:</b>									
Describes Situation	.00	.01	.00	.01	.01	.02	.01	.01	.04
Evaluation of Support	.00	.02	.11*	.01	.02	-.02	.01	.02	-.07
Guilty Feelings	-.12	.21	-.04	.37	.21	.08	-.11	.21	-.02
Appeals For Support	-.00	.10	-.02	-.01	.09	-.00	.01	.09	.03
Problem Solving	.00	.03	.03	-.00	.03	-.04	-.01	.03	-.01
Distress	.01	.06	.06	-.01	.06	-.04	.00	.06	.03
Self-Evaluation	.01	.10	.04	-.01	.10	-.05	.47	.09	.22**
Positive Tone	.01	.07	.04	.01	.07	.05	.01	.07	.00
<b>Esteem Support,</b>									
Same minute as elicitation				.00	.05	.02	-.01	.05	-.06
One minute after elicitation							.01	.05	.02

**Note.**  $R^2$  total in the prediction of support in the same minute was .21. In this equation,  $R^2$  change after entry of the elicitation strategies was .02\*\*\*.  $R^2$  total in the prediction of support one minute later was .23. In this equation,  $R^2$  change after entry of the elicitation strategies was .11\*\*\*.  $R^2$  total in the prediction of support two minutes later was .32. In this equation,  $R^2$  change after entry of the elicitation strategies was .21\*\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 32

**Multiple Regression Predicting Informational Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes Following the Display of the Elicitation Factor**

Support Type, Elicitation Factor	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
Predictors:									
Describes Situation	-.01	.04	-.13*	.00	.04	.04	.01	.04	.10
Evaluation of Support	.26	.06	.20**	.11	.06	.08	.13	.06	.10**
Guilty Feelings	-.00	.55	-.00	-.00	.54	-.10*	-.76	.53	-.06
Appeals For Support	-.17	.24	-.03	-.43	.23	-.08	-.00	.23	-.00
Problem Solving	.01	.07	.06	.00	.07	.01	.17	.07	.11*
Distress	-.00	.15	-.02	-.00	.15	-.00	.01	.14	.03
Self-Evaluation	-.10	.24	-.02	.20	.24	.03	-.12	.23	-.02
Positive Tone	.00	.18	.00	-.20	.17	-.05	-.00	.17	-.00
Informational Support, Same minute as elicitation				-.11	.05	-.10*	-.11	.05	-.11*
One minute after elicitation							-.12	.05	-.12*

**Note.**  $R^2$  total in the prediction of support in the same minute was .32. In this equation,  $R^2$  change after entry of the elicitation strategies was .07\*\*\*.  $R^2$  total in the prediction of support one minute later was .37. In this equation,  $R^2$  change after entry of the elicitation strategies was .26\*\*\*.  $R^2$  total in the prediction of support two minutes later was .35. In this equation,  $R^2$  change after entry of the elicitation strategies was .26\*\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 33:

**Multiple Regression Predicting Tangible Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes Following the Display of the Elicitation Factor**

Support Type, Elicitation Factor	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
Predictors:									
Describes Situation	.00	.00	.02	.00	.01	.02	.00	.01	.01
Evaluation of Support	.00	.01	.02	.01	.01	.02	-.00	.01	-.05
Guilty Feelings	-.11	.11	-.05	.14	.12	.06	.37	.11	.16**
Appeals For Support	.23	.05	.24**	.01	.05	.09	.01	.05	.07
Problem Solving	.00	.01	.01	-.00	.02	-.01	.00	.02	.01
Distress	.00	.03	.02	-.00	.03	-.02	.00	.03	.04
Self-Evaluation	-.00	.05	-.04	-.00	.05	-.03	.00	.05	.02
Positive Tone	.00	.03	.08	-.01	.04	-.01	-.01	.04	-.01
Tangible Support, Same minute as elicitation				-.12	.05	-.11*	-.01	.05	-.08
One minute after elicitation							-.14	.05	-.13**

**Note.**  $R^2$  total in the prediction of support in the same minute was .23. In this equation,  $R^2$  change after entry of the elicitation strategies was .10\*\*\*.  $R^2$  total in the prediction of support one minute later was .20. In this equation,  $R^2$  change after entry of the elicitation strategies was .07\*\*.  $R^2$  total in the prediction of support two minutes later was .22. In this equation,  $R^2$  change after entry of the elicitation strategies was .09\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 34:

**Multiple Regression Predicting Emotional Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes Following the Display of the Individual Elicitation Behavior**

Support Type, Elicitation Factor, Elicitation Behavior	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
<b>Predictors</b>									
<i>Describes Situation</i>									
Describes Consequences of No Support	.28	.30	.04	.00	.29	.00	.23	.29	.03
Describes Situation	.01	.02	.03	.00	.02	.05	-.00	.02	-.01
Opinion	-.01	.08	-.03	.00	.08	.01	-.01	.08	-.05
Verbal Description of Emotions	-.00	.07	-.00	.00	.07	.00	.11	.06	.08
<i>Evaluation of Support</i>									
Expresses Doubt	.01	.07	.04	.00	.07	.00	.17	.07	.08
Negative Response	-.23	.10	-.10*	-.01	.10	-.04	-.12	-.10	-.05
Positive Response	.01	.03	.11*	-.01	.03	-.01	-.00	.03	-.02
<i>Guilty Feelings</i>									
Appeals to Qualifications of Supporter	.11	.47	.01	-.00	.46	-.00	-.00	.45	-.00
Confronts Supporter for Lack of Support	.28	.24	.05	.01	.24	.01	-.00	.23	-.01
<i>Appeals for Support</i>									
Requests Tangible Assistance	.00	.12	.01	-.00	.12	-.02	.00	.11	.00
Appeals to Relationship with Supporter	.00	.20	.00	.00	.19	.00	-.00	.18	-.01



Table 34 (continued)

Support Type, Elicitation Factor, Elicitation Behavior	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
<b>Predictors</b>									
Attempt to Solve Problem	-.01	.07	-.03	.01	.07	.00	.00	.07	.00
<i>Distress</i>									
Complains about Stressful Situation	.01	.06	.04	.01	.06	.01	-.01	.06	-.01
Nonverbal Emotional Display	.31	.46	.03	-1.19	.46	-.10**	-.00	.45	-.14**
<i>Self-Evaluation</i>									
Expresses Confidence	-.66	.12	-.02	.79	.12	.27**	.00	.12	.02
Self-Denigration	.22	.21	.05	-.14	.20	-.03	.00	.20	.01
<i>Positive Tone</i>									
Concern for Supporter	-.13	.18	-.03	.28	.17	.06	-.13	.17	-.03
Humor	-.00	.09	-.01	.13	.09	.07	-.00	.08	.00
<b>Emotional Support</b>									
Same minute as elicitation				-.17	.05	-.17**	-.13	.05	.15**
One minute after elicitation							-.11	.05	-.12**

**Note.**  $R^2$  total in the prediction of support in the same minute was .38. In this equation,  $R^2$  change after entry of the elicitation strategies was .26\*\*\*.  $R^2$  total in the prediction of support one minute later was .42. In this equation,  $R^2$  change after entry of the elicitation strategies was .31\*\*\*.  $R^2$  total in the prediction of support two minutes later was .37. In this equation,  $R^2$  change after entry of the elicitation strategies was .24\*\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$

Table 35:

**Multiple Regression Predicting Esteem Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes**

**Following the Display of the Individual Elicitation Behavior**

Support Type, Elicitation Factor, Elicitation Behavior	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
<b>Predictors</b>									
<i>Describes Situation</i>									
Describes Consequences of No Support	-.21	.26	-.04	.81	.26	.14**	-.01	.26	-.01
Describes Situation	.00	.01	.06	.01	.01	.03	.00	.01	.02
Opinion	.00	.07	.03	-.00	.07	-.01	-.00	.07	-.01
Verbal Description of Emotions	-.00	.06	-.01	.01	.06	.07	-.00	-.06	-.04
<i>Evaluation of Support</i>									
Expresses Doubt	.01	.06	.07	-.00	.06	-.03	.01	.06	.06
Negative Response	-.00	.09	-.03	.00	.09	.02	.01	.09	.04
Positive Response	.01	.03	.11*	-.00	.03	-.02	-.01	.03	-.12
<i>Guilty Feelings</i>									
Appeals to Qualifications of Supporter	-.17	.40	-.02	-.01	.40	-.01	-.20	.41	-.02
Confronts Supporter for Lack of Support	-.17	.21	-.04	-.00	.21	.09	-.14	.21	-.03
<i>Appeals for Support</i>									
Requests Tangible Assistance	-.17	.10	-.05	.00	.10	.01	.01	.10	.04
Appeals to Relationship with Supporter	.15	.16	.04	-.00	.16	-.01	-.00	.17	.01

Table 35.(continued)

Support Type, Elicitation Factor, Elicitation Behavior	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
<b>Predictors</b>									
<i>Problem Solving</i>									
Concrete Plans	-.16	.15	-.05	-.00	.15	-.01	-.00	.15	-.00
Requests Advice and Information	.00	.03	.04	-.00	.03	-.02	-.00	.03	-.02
Attempt to Solve Problem	.00	.06	.04	-.00	.06	-.01	-.01	.06	.00
<i>Distress</i>									
Complains about Stressful Situation	.01	.05	.07	.01	.05	.06	.00	.06	.03
Nonverbal Emotional Display	-.00	.40	-.12**	-.00	.40	-.13**	-.64	.41	-.07
<i>Self-Evaluation</i>									
Expresses Confidence	.00	.10	.02	-.20	.10	-.09	.00	.11	.02
Self-Denigration	.56	.18	.14**	-.20	.10	-.08	.68	.18	.17**
<i>Positive Tone</i>									
Concern for Supporter	-.00	.15	-.01	-.01	.15	-.03	.00	.16	.01
Humor	.00	.07	.06	.00	.07	.03	.12	.08	.08
<i>Esteem Support</i>									
Same minute as elicitation				.00	.05	.02	-.01	.05	-.09
One minute after elicitation							.01	.05	.02

**Note.**  $R^2$  total in the prediction of support in the same minute was .26. In this equation,  $R^2$  change after entry of the elicitation strategies was .11\*\*\*.  $R^2$  total in the prediction of support one minute later was .29. In this equation,  $R^2$  change after entry of the elicitation strategies was .14\*\*\*.  $R^2$  total in the prediction of support two minutes later was .32. In this equation,  $R^2$  change after entry of the elicitation strategies was .19\*\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$

Table 36:

**Multiple Regression Predicting Informational Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes Following the Display of the Individual Elicitation Behavior**

Support Type, Elicitation Factor, Elicitation Behavior	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
<b>Predictors</b>									
<i>Describes Situation</i>									
Describes Consequences of No Support	-.41	.70	-.03	-.18	.68	-.01	.97	.65	.06
Describes Situation Opinion	-.00	.04	-.08	-.00	.04	-.06	.01	.04	.10*
Verbal Description of Emotions	-.15	.19	-.04	-.17	.18	-.04	.39	.17	.09*
	-.01	.16	-.02	-.01	.15	-.03	.16	.15	.05
<i>Evaluation of Support</i>									
Expresses Doubt	.00	.16	.01	.37	.16	.10*	.32	.15	.09*
Negative Response	.39	.24	.07	.17	.24	.03	-.22	.23	-.04
Positive Response	.31	.08	.20**	.00	.07	.02	.10	.07	.07
<i>Guilty Feelings</i>									
Appeals to Qualifications of Supporter	-.00	1.09	-.05	-.00	1.07	-.07	-.00	1.03	-.04
Confronts Supporter for Lack of Support	.11	.57	.01	-.00	.55	-.09*	-.63	.54	-.50
<i>Appeals for Support</i>									
Requests Tangible Assistance	-.10	.27	-.02	-.49	.27	-.08	-.16	.26	-.07
Appeals to Relationship with Supporter	-.31	.45	-.03	-.26	.43	-.03	.31	.42	.03

Table 36 (continued)

Support Type, Elicitation Factor, Elicitation Behavior	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
<b>Predictors</b>									
<i>Problem Solving</i>									
Concrete Plans	.20	.40	.02	.30	.39	.03	.00	.38	.00
Requests Advice and Information	.13	.08	.08	-.00	.08	-.02	.17	.08	.10*
Attempt to Solve Problem	-.00	.16	-.00	.12	.15	.03	.15	.15	.04
<i>Distress</i>									
Complains about Stressful Situation	.11	.15	.04	-.01	.14	-.02	-.01	.14	-.03
Nonverbal Emotional Display	-.64	.08	-.03	.76	.06	.03	.54	.01	.02
<i>Self-Evaluation</i>									
Expresses Confidence	.00	.28	.00	.37	.27	.06	.20	.26	.03
Self-Denigration	-.56	.48	-.05	.35	.47	.03	-.79	.45	-.07
<i>Positive Tone</i>									
Concern for Supporter	-.35	.41	-.04	.01	.40	.01	-.32	.39	-.03
Humor	-.20	.20	-.05	.01	.20	.02	-.18	.19	-.05
<i>Informational Support</i>									
Same minute as elicitation				-.10	.05	-.10*	-.11	.05	-.11*
One minute after elicitation							-.10	.05	-.10*

**Note.**  $R^2$  total in the prediction of support in the same minute was .32. In this equation,  $R^2$  change after entry of the elicitation strategies was .19\*\*\*.  $R^2$  total in the prediction of support one minute later was .38. In this equation,  $R^2$  change after entry of the elicitation strategies was .25\*\*\*.  $R^2$  total in the prediction of support two minutes later was .39. In this equation,  $R^2$  change after entry of the elicitation strategies was .28\*\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 37:

**Multiple Regression Predicting Tangible Support Behaviors Provided by the Spouse in the Same Minute, and One and Two Minutes Following the Display of the Individual Elicitation Behavior**

Support Type, Elicitation Factor, Elicitation Behavior	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
<b>Predictors</b>									
<i>Describes Situation</i>									
Describes Consequences of No Support	.23	.13	.08	-.00	.14	-.00	-.11	.15	-.04
Describes Situation	.01	.01	.06	.00	.01	.03	.01	.01	.05
Opinion	.01	.04	.01	.00	.04	.03	-.01	.04	-.06
Verbal Description of Emotions	-.00	.03	-.02	-.00	.30	-.06	-.00	.03	-.02
<i>Evaluation of Support</i>									
Expresses Doubt	.00	.03	.03	-.01	.03	-.01	.00	.03	.01
Negative Response	.00	.05	.05	-.00	.05	-.02	.00	.05	.02
Positive Response	-.01	.01	-.03	-.00	.02	-.05	.00	.02	.01
<i>Guilty Feelings</i>									
Appeals to Qualifications of Supporter	-.12	.21	-.03	.99	.22	.21**	.00	.24	-.01
Confronts Supporter for Lack of Support	-.01	.11	-.03	.19	.11	.08	.14	.12	.05
<i>Appeals for Support</i>									
Requests Tangible Assistance	.34	.05	.30**	.14	.06	.12*	.11	.06	.09
Appeals to Relationship with Supporter	-.01	.09	-.04	-.13	.09	-.07	.00	.10	.01

Table 37 (continued)

Support Type, Elicitation Factor, Elicitation Behavior	Same Minute			1 minute lag			2 minute lag		
	B	St. error	$\beta$	B	St. error	$\beta$	B	St. error	$\beta$
<i>Problem Solving</i>									
Concrete Plans	.00	.08	.00	-.12	.08	-.07	-.10	.09	-.06
Requests Advice and Information	-.00	.02	-.01	-.01	.02	.00	-.00	.02	-.05
Attempt to Solve Problem	.01	.03	.01	.01	.03	.01	.01	.03	.10*
<i>Distress</i>									
Complains about Stressful Situation	-.00	.03	-.04	-.00	.03	-.00	.00	.03	.03
Nonverbal Emotional Display	-.16	.21	-.03	-.01	.22	-.02	-.16	.23	-.03
<i>Self-Evaluation</i>									
Expresses Confidence	.00	.05	.03	-.00	.06	-.02	.00	.06	.03
Self-Denigration	-.00	.09	-.02	.01	.10	.03	-.11	.10	-.05
<i>Positive Tone</i>									
Concern for Supporter	.22	.08	.13**	.01	.08	.00	.00	.09	.01
Humor	.01	.04	.01	-.00	.04	-.03	-.00	.04	-.00
<i>Tangible Support,</i>									
Same minute as elicitation				-.14	.05	-.14**	-.10	.05	-.09
One minute after elicitation							-.14	.05	-.13**

**Note.**  $R^2$  total in the prediction of support in the same minute was .28. In this equation,  $R^2$  change after entry of the elicitation strategies was .14\*\*.  $R^2$  total in the prediction of support one minute later was .24. In this equation,  $R^2$  change after entry of the elicitation strategies was .09\*\*\*.  $R^2$  total in the prediction of support two minutes later was .24. In this equation,  $R^2$  change after entry of the elicitation strategies was .09\*\*\*. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$

In the same minute as the elicitation factor Describes Situation was used, elicitors received significantly less informational support. Although all of the individual behaviors that comprise Describes Situation had a negative relationship with informational support, none were significant. Two minutes following the use of Describes Situation, elicitors received significantly less emotional support from spouse.

Not surprisingly, the factor Appeals for Support was significantly positively correlated with tangible support in the same minute, due mostly to the strong positive correlation with requests tangible assistance. The message is clear: if someone asks for tangible assistance, he or she receives it.

Sometimes, support seems to be given begrudgingly. Consider the relationship between the factor Guilt Induction and support behaviors. If the elicitor uses Guilt Induction there is no significant relationship with the support provided in the same minute. However, in the minute following the use of the factor Guilt Induction, the supporter responds by providing significantly less informational support. The biggest contributor to this relationship is provided by the individual elicitation behavior confronts supporter for lack of supportiveness. By the second minute after Guilt Induction is used, the supporter responds with significantly higher levels of tangible support. Apparently, people are willing to help in response to the induction of guilt. However, it seems that they may become hostile when made to feel guilty for not being supportive enough and respond by decreasing the amount of informational support they provide.

When individuals used the elicitation factor Problem Solving, they received significantly higher amounts of informational support two minutes later. The individual elicitation behavior, requests advice and information, was significantly positively



correlated with informational support, which explains this relationship. Again, when people ask for something, they generally receive it.

### Gender Differences in Elicitation Strategies

Although no specific gender-based hypotheses were made, I compared the frequencies with which males versus females used direct and indirect strategies, each elicitation factor and each individual elicitation strategy. Cutrona & Suhr, 1992 found no gender difference in an earlier observational study of the types of social support provided by men versus women to their spouse. As can be seen in Table 39, there was no significant difference in the frequency with which males versus females used direct or indirect elicitation strategies. The same analysis was conducted to investigate the frequency of use by each gender of the eight elicitation factors, and individual elicitation strategies, which can be found in Tables 40 and 41. Several significant gender differences emerged. Men used the elicitation factor, Self-Evaluation, and its individual strategy of expresses confidence more frequently than women did. Women tended to use the elicitation strategies self-denigration, concrete plans, and appeals to the relationship with the supporter more frequently than men did. It is interesting that in discussing a stressful situation, men tend to express more self-assurance in order to attain social support, but women elicit support from their husbands by appealing to the relationship with their spouse, by expressing doubt about their ability to cope, and by developing a course of action to be taken.

Table 38:

**Frequency with Which Males Versus Females Used Direct and Indirect Elicitation Strategies<sup>1</sup>**

Direct and Indirect Elicitation	Mean	Standard Deviation	t
<b>Direct Elicitation</b>			
Females	5.97	5.13	
Males	4.63	4.69	1.11
<b>Indirect Elicitation</b>			
Females	42.23	18.31	
Males	45.26	19.00	-.66

<sup>1</sup> Equal variances assumed.

<sup>2</sup> n of females = 31; n of males = 35

Table 39:

**Frequency with Which Males Versus Females Used the Eight Elicitation Factors<sup>1</sup>**

Elicitation Factors	Mean	Standard Deviation	t
<b>Describes Situation</b>			
Females <sup>2</sup>	30.39	15.78	
Males	32.89	14.35	-.67
<b>Evaluation of Support</b>			
Females	7.13	6.12	
Males	10.17	7.45	-1.91
<b>Guilt Induction</b>			
Females	6.45	.25	
Males	.17	.71	-.80
<b>Appeals for Support</b>			
Females	.83	1.85	
Males	.20	.72	1.89
<b>Problem Solving</b>			
Females	7.39	5.33	
Males	6.77	6.30	.42

Table 39 (continued)

Elicitation Factors	Mean	Standard Deviation	t
<b>Self-Evaluation</b>			
Females	.23	.43	
Males	.91	1.27	-2.88**
<b>Positive Tone</b>			
Females	1.74	3.02	1.51
Males	.91	1.12	

<sup>1</sup> Equal variances assumed.<sup>2</sup>  $\bar{n}$  of females = 31;  $\bar{n}$  of males = 35

Table 40:

Frequency with Which Males Versus Females Used Individual Elicitation Strategies

Individual Elicitation Strategies	Mean	Standard Deviation	t
<i>Describes Situation:</i>			
Describes Consequences of No Support			
Females	9.68	.40	
Males	.00	.00	1.45
Describes Situation			
Females	27.48	14.03	
Males	30.20	13.52	-.80
Opinion			
Females	1.00	1.34	
Males	1.20	1.71	-.52
Verbal Description of Emotions			
Females	1.81	2.20	
Males	1.49	2.11	.61
<i>Evaluation of Support:</i>			
Expresses Doubt			
Females	1.16	1.49	
Males	1.63	1.33	-1.35
Negative Response			
Females	.48	1.09	
Males	1.11	1.71	-1.76

Table 40 (continued)

Elicitation Factors	Mean	Standard Deviation	t
<i>Guilt Induction:</i>			
Appeals to Qualifications of Supporter			
Females	3.23	.18	
Males	2.86	.17	.08
Confronts Supporter for Lack of Support			
Females	3.23	.18	
Males	.14	.55	-1.07
<i>Appeals for Support:</i>			
Appeals to Relationship with Supporter			
Females	.26	.77	
Males	.00	.00	1.98*
Requests Tangible Assistance			
Females	.58	1.39	
Males	.20	.72	1.42
<i>Problem Solving:</i>			
Attempt to Solve Problem			
Females	1.97	1.94	
Males	1.91	2.01	.11
Concrete Plans			
Females	3.23	.18	
Males	.43	.98	-2.22*
Requests Advice and Information			
Females	5.39	4.57	
Males	4.43	4.58	.85
<i>Distress:</i>			
Complains about Stressful Situation			
Females	1.87	4.57	
Males	.40	.88	1.87
Nonverbal Emotional Display			
Females	6.45	.36	.10
Males	5.71	.24	
<i>Self-Evaluation:</i>			
Expresses Confidence			
Females	.19	1.49	-2.20*
Males	.63	1.33	
Self-Denigration			
Females	3.23	.18	
Males	.29	.57	-2.36*

Table 40 (continued)

Elicitation Factors	Mean	Standard Deviation	t
<i>Positive Tone:</i>			
Concern for Supporter			
Females	.29	.69	1.35
Males	.11	.32	
Humor			
Females	1.45	2.85	1.27
Males	.80	1.02	

<sup>1</sup> Equal variances assumed.<sup>2</sup>  $n$  of females = 31;  $n$  of males = 35

In addition to gender differences in social support elicitation, there may be differences in elicitation strategies depending on the number of years a couple is married. It seems likely that as a couple matures in their communication with one another, their elicitation strategies may change from those they used in their early days together. An exploratory analysis was conducted to examine this. As can be seen in Table 42, there were no significant correlations between the number of years a couple had been married and the frequency with which they used different strategies.

Table 41:

Correlation Between Number of Years Married and Frequency of Use of Elicitation Strategies.

Elicitation Strategy	Number of Years Married
Direct Elicitation	-.11
Indirect Elicitation	-.07
<i>Factors:</i>	
Describes Situation	-.06
Evaluation of Support	-.12
Guilt Induction	.04
Appeals for Support	-.09
Problem Solving	-.06

Table 42 (continued)

<i>Factors, continued:</i>	-.17
Distress	
Self-Evaluation	.01
Positive Tone	.17
<i>Individual Elicitation Strategies:</i>	
Describes Situation:	
Describes Consequences of No Support	-.08
Describes Situation	-.02
Opinion	-.16
Verbal Description of Emotions	-.14
Evaluation of Support:	
Expresses Doubt	-.16
Negative Response	-.07
Positive Response	-.09
Guilt Induction:	
Appeals to the Relationship with Supporter	-.04
Confronts Supporter for Lack of Supportiveness	.05
Appeals for Support:	
Appeals to the Relationship with Supporter	-.04
Requests Tangible Assistance	-.10
Problem Solving:	
Attempt to Solve Problem	.06
Concrete Plans	-.04
Requests Advice and Information	-.10
Distress:	
Complains about Stressful Situation	-.18
Nonverbal Emotional Display	.01
Self-Evaluation:	
Expresses Confidence	.02
Self-Denigration	-.02
Positive Tone:	
Concern for Supporter	-.10
Humor	.21

N = 66

## DISCUSSION

Barbee's Social Support Activation Model (Barbee, et al., 1992) categorized the seeking of social support along two dimensions: direct vs. indirect, and verbal vs. nonverbal. In this study the direct vs. indirect dichotomy was the basis on which the Revised Elicitation Behavior Code was evaluated as a means of predicting observer ratings of elicitor and supporter behaviors and the provision of social support behavior by the supporter. In addition, I conducted an exploratory factor analysis as a second way of grouping elicitation strategies into meaningful categories. These elicitation factors were also used to predict evaluations of elicitor and supporter behavior and the provision of social support behaviors by the supporter. The purpose of the study was to determine which kinds of elicitation strategies are most effective in the context of spousal interactions. Several interesting trends were evident.

Relationship Quality. Relationship quality was measured by the participant's subjective evaluation of marital adjustment and relationship supportiveness. Direct requests for advice and the elicitation factor, Problem Solving, were related to marital adjustment, but indirect strategies were not related to marital adjustment or support. It may be that in marriages where there is a high degree of solidarity in the union and where partners feel that their needs are met, they feel free to ask directly for the help they need, especially advice. In these relationships, it makes sense that partners feel that they have a forum in which to attempt to solve the problems they face. It also makes sense that the more direct the elicitor is in asking for assistance, the more likely the partner is to provide the help more direct the elicitor is in asking for assistance, the more likely the partner is

to provide the help that is requested, although this pattern was only found for informational support requests.

**Warmth, Hostility, and Listener Responsiveness.** There was no relationship between direct or indirect elicitation strategies and observer ratings of the elicitor's warmth or hostility. Ratings of the degree of warmth or hostility of the elicitor during the interaction were not influenced by the directness of the elicitation strategies that he or she used. On the other hand, the results showed that directness of elicitation style had an effect on observer ratings of the supporter's warmth, hostility and listener responsiveness. When the elicitor used more direct elicitation strategies, the supporter was less warm. The fact that direct elicitation strategies were negatively correlated with the supporter's warmth suggests that while the supporter was willing to provide the help that was requested, he or she also exhibited a less favorable reaction to the elicitor. When the elicitor used an indirect elicitation strategy, the supporter was more warm and responsive.

The elicitation factor, Describes Situation, was positively correlated with the supporter's warmth. The individual strategy, opinion, accounted for this correlation. Self-Evaluation was also correlated with the supporter's warmth, due to the individual strategies of both expresses confidence and self-denigration. The gender difference analysis pointed out that women more frequently used the self- evaluative behavior of self-denigration than men, but men more frequently used the self-evaluative behavior of expresses confidence than women. It is unclear what processes may be at work, but it could be that individuals become socialized and reinforced for gender-appropriate methods of eliciting support. Over time, then, men may have learned that their spouses will respond better when they (the men) feel confident about their own ability to solve the



problem. Women may have learned that by expressing negative feelings about their own ability to cope, their spouses respond by being warmer to them.

The elicitation factors, Describes Situation and Self-Evaluation positively correlated with spouse's responsiveness. Once again, positive response significantly predicted support from the spouse: it was positively correlated with spouse's responsiveness. However, the elicitation factor, Distress, was negatively correlated with spouse's responsiveness. When the elicitor talks about the implications of the stressful event and reinforces the spouse for his or her support, he or she will be rewarded with a support provider who is responsive in the interaction. However, if the elicitor complains about the stressful situation or shows emotion, the provider will be less responsive.

Emotional, Esteem, Informational, and Tangible support. There were several interesting patterns of results regarding the connection between elicitation strategies and receiving these four specific types of support from one's spouse. Direct types of elicitation were positively correlated with informational and tangible support. When the elicitor asked directly for what he or she needed, the partner was very likely to respond by telling the elicitor what he or she needed to know, or by offering some sort of hands-on assistance to deal with the problem. This is congruent with the conclusions of Jordon and Roloff's (1990) study on acquiring assistance. They found that direct forms of communication were the most effective in getting needs met. Kemper and Thissen (1981) found that direct requests were more effective when the request was for information rather than for a tangible resource. However, in this study both informational support and tangible support were approximately equally correlated with

direct elicitation. I was not able to test the effectiveness of direct requests for emotional support because no participant used this strategy.

Indirect elicitation was not significantly correlated with any of the four types of support behaviors. It seems likely that supporters were unsure of what they should do for their mate when the mate did not directly state what he or she needed. So, while supporters acted more warm and responsive to indirect requests, they were also unlikely to provide any specific type of support. Interestingly, neither direct nor indirect elicitation requests in one minute predicted help from the supporter in that minute or the next minute. It should be noted that a wide range of behaviors were included within the indirect category. Thus, different types of indirect strategies may have correlated in opposite directions with outcome variables, canceling out any overall effect of indirect support.

Emotional support was the support type most often correlated with elicitation factors and individual elicitation behaviors. Evaluation of Support, comprised of positive response, negative response, and expresses doubt was positively correlated with emotional support. However, within the Evaluation of Support factor, only expresses doubt and positive response correlated significantly in a positive direction with emotional support. It appears that the interaction of the elicitor and supporter makes a difference in receipt of social support, since positive response is an elicitation behavior that occurs in response to the supporter's words. It is notable that positive response predicts supporter warmth, responsiveness, emotional support, esteem support, and informational support. This may be a simple case of reinforcement. Spouses responded favorably when the elicitor provided positive reinforcement for the suggestion he or she provided (e.g.

**“That’s a wonderful idea!”)** Clearly, positive response is the single most effective elicitation strategy. Barbee (1991) examined the role of supporter’s mood in provision of social support, and she examined the effect of the supporter’s words on the elicitor’s mood, but she did not evaluate the extent to which the elicitor’s reactions to the supporter’s words affected the supporter’s subsequent helping behaviors. It seems obvious that the supporter would react to the elicitor’s words by being more supportive when the elicitor is being “nice,” and being less supportive when the elicitor is reacting more negatively, but this relationship could be examined further.

Self-Evaluation was also positively correlated with emotional support. Both of the individual strategies of self-denigration and expresses confidence were correlated with emotional support. As noted above, there was a significant gender difference in this as well. Women used the elicitation behavior self-denigration more frequently during the interaction and men used expresses confidence more frequently.

When the elicitor expressed confidence in his or her ability to cope with the stressful situation, he or she received higher levels of emotional support. This is especially true of men, who used this strategy to elicit support significantly more frequently than women did. Elicitors who used the elicitation strategy self-denigration received higher levels of emotional support and esteem support. This was especially true for women, who used this strategy significantly more frequently than men did. In both of these cases, when the elicitor was personalizing the stressful situation, the partners responded by communicating caring, sympathy, concern and understanding. However, when the elicitor expressed the feeling that he or she was not capable of managing the situation due to personal flaws, the supporter additionally communicated to the elicitor

that he or she was valued and respected and confirmed the belief in the elicitor's ability to cope.

The elicitation factor of Problem Solving, comprised of the elicitation strategies concrete plans, requests advice and information, and attempt to solve the problem, was negatively correlated with emotional support. Apparently, if the elicitor appears to be making progress in solving the problem, the supporter refrains from offering emotional support. It could be, at that time, other types of support would be more valuable to the recipient. Cutrona's (1990) theory of optimal matching of support type to the type of stressful event would help explain this relationship. If the elicitor found that the stressful event was uncontrollable, emotional types of support, which would include expressions of caring and concern, would best serve him or her. However, by the fact that the elicitor is making progress toward solving the problem, he or she would be optimally helped by informational or esteem support that could assist the elicitor in his or her attempts to solve the problem. While feeling control over the problem may lead the supporter to offer informational or esteem support, there was no significant correlation between Problem Solving and informational or esteem support. In a study by Jensen (1998), it was found that as the elicitor was perceived as having control over the stressful event, all types of social support diminished. Specifically, there was no significant relationship between the elicitor's control over the consequences of the stressful situation and the amount or type of social support he or she received from the spouse.

Time Series Analysis. Relationships among elicitation strategies, and support types were made clearer with the use of the time series analysis. Describes Situation, as mentioned above, was not positively correlated with any of the four specific types of

social support. When this factor was examined over time, it became evident that using the elicitation factor, Describes Situation, predicted significantly less informational support within the same minute of interaction, and significantly less emotional support two minutes following the use of this factor.

Evaluation of Support was shown to be positively correlated overall with emotional as well as informational types of support. The time series analysis showed that Evaluation of Support predicted significantly more informational support and esteem support during the same minute of the interaction, and significantly more emotional support two minutes later.

Guilt Induction did not significantly predict any specific type of social support provision. However, it had an effect on support provision over time. Guilt Induction predicted provision of significantly less informational support one minute after the use of this factor, but it predicted significantly more tangible support in the second minute. Inducing guilt apparently makes the supporter angry, but then he or she appears to get over it soon. Or, it could be that the supporter feels guilty about being angry and so attempts to make up for it by offering more tangible support.

Appeal for Support was positively correlated with provision of tangible support. It was provided significantly more frequently during the same minute that the elicitor was asking for support. As noted above, when an individual asks for help, he or she usually receives it.

Although the factor, Problem Solving was positively correlated with informational and tangible support, the time series analysis showed that this factor only predicted informational support two minutes after the factor was utilized. It has been

suggested by other results of this study that support providers may feel that if the elicitor is making progress in resolving the stressful situation, the best thing he or she can do is to step aside and await an opportunity to be helpful. If this is the case, then the fact that Problem Solving predicted informational support two minutes later shows that perhaps the spouse waited until it appeared that the elicitor required assistance, and then stepped in to provide information that may assist in problem resolution.

Self-Evaluation predicted increased provision of emotional support during the interaction. It also predicted provision of emotional support during the same minute of interaction in the time series analysis. However, it also predicted increased amounts of esteem support two minutes later. Since both of these significant results were due to the contribution of the individual elicitation strategy of self-denigration, it may be that this behavior requires provision of different types of support at different times. Perhaps emotional support is most effective for relief of immediate negative feelings about self, but esteem support may be needed for residual negative feelings.

Several questions come to mind. If an elicitation factor elicits social support in the same minute it is used, why does this relationship end after that minute in the interaction? It could be that as the conversation continues, other needs arise and push aside one social support behavior for another. It could also be, as noted above, that the same elicitation behavior stimulates different types of support at different stages in the problem-solving process. But that would not explain why some social support behaviors are not provided until two minutes after the elicitation behavior. Considered as a whole, the results of this study provide both theoretical and practical insight into the process of eliciting social support in a marriage. First, it is somewhat surprising that there were very

few correlations between marital quality and the type of elicitation used. Interestingly, in those relationships of high quality, direct elicitation strategies were used more, but then, when the elicitor used a direct strategy, the supporter was less warm and responsive to him or her. Schwartz (1977) reported evidence that among individuals who are inclined to help, increasing pressure reduces compliance. Therefore, elicitors need to be direct with their needs but not be so overbearing that supporters are disinclined to help.

On the other hand, indirect strategies were not related to marital quality, and were not correlated with any specific types of social support. However, indirect strategies used by the elicitor resulted in greater warmth and responsiveness by the support provider. When the data were analyzed from the perspective of elicitation factors, and especially when they were analyzed over time, we can glimpse the nature of the elicitation and support relationship. Some types of elicitation were related to specific types and amounts of support. Some increased the likelihood of support, some decreased it. Some types of support are provided in the same minute as the elicitation, some not until minutes after the use of the elicitation. The results of this study are preliminary and point to many needed areas of further scholarly inquiry all under this rubric: How does one balance the type and amount of elicitation behavior to attain the most warmth, responsiveness, and most of all, social support, from the spouse?

## LIMITATIONS OF THE STUDY AND FUTURE DIRECTIONS

### Limitations of the Study

**Nature of the Sample.** There were several limitations of this study. The first set of limitations concerns the sample itself. The sample used in this study was quite homogeneous, in that it was comprised primarily of Caucasian university students aged 18 to 25, who had been married 3 to 5 years. Thus, results may not generalize to older, less affluent, or less educated populations. It was additionally homogenous in the participant's self-reports of marital satisfaction. With little exception, the participants were happy and well-adjusted in their marriages. Results may also be affected by other characteristics of the sample not considered here; these may include personality variables, number and ages of children, religious influences, and ethnicity.

**Nature of the Study.** To this date, there has been no published research in the area of social support elicitation. Therefore, this study is preliminary and not based upon sound theoretical or practical groundwork in the area of social support elicitation. Some of the assumptions that were made in an effort to conceptualize social support elicitation within the framework of social support provision may have overlooked important variables. There may be a whole host of variables that predict elicitation of social support and optimize the provision of social support that, by necessity, were not considered here. These may include characteristics of the stressful event and attributions made about the cause or consequences of the stressful event, and personality characteristics of the individuals involved in the interaction. For instance, it seems likely that elicitation for social support may change depending on one's own culpability in the stressful event. If the husband drove recklessly and caused a car accident, his elicitation



for his wife's assistance may be markedly different than that of the husband who was hit from behind while stopped at a traffic light.

**Preliminary Development of a Complex Code.** The Social Support Elicitation Behavior Code is in its infancy. Based upon previous work by Cutrona, et al. (1990), the SSEBC was revised and expanded after careful observation of videotaped interactions between couples. However, as noted above, the sample was quite homogeneous. There may be a significantly wider range of elicitation behaviors that would be tapped by coding a broader sampling of couples. Results of coding were variable depending on the coder. More work needs to be done refining the code so that future coders can be trained to code reliably. Additionally, because the SSEBC is in its infancy, there were no established data or other elicitation coding schemes with which to calculate reliability and validity scores for this measure.

**Limitations Regarding Measures Used.** There are limitations regarding two of the measures used in this study. The first concerns criticism of the Dyadic Adjustment Scale (Spanier, 1976.) This measure was noted by several researchers (e.g., Bradbury & Fincham, 1987; Fincham & Bradbury, 1987; Huston, McHale, & Crouter, 1986; Norton, 1983) to include a heterogeneous mixture of behavioral report and global evaluation of marriage.

**Data and Analysis Limitations.** There are also several limitations regarding the data and the methods used to analyze them. First, the data were badly skewed. Some behaviors occurred in every interaction. Some behaviors occurred only once or twice. Direct behaviors occurred very infrequently. Badly skewed numbers and low base rates could affect results of the factor analysis (contributing to poor alpha scores), which may

have been the reason that many of the results of this study were counter-intuitive. Cluster analysis may be a better analytic method for discovering commonalities among strategies. Additionally, with the number of analyses that were conducted in this study, there is the strong chance of a Type I error. Some of the significant relationships found in the study could have been due to chance.

### **Future Directions**

**Refine the SSEBC.** There are several areas of investigation for future research in the area of social support elicitation. First, as mentioned above, the SSEBC should be refined by establishing its validity and reliability and by sampling a wider range of interaction scenarios. The social support provision literature has been investigated extensively and we know a great deal about how, why, when and where social support is given to another person. We know about personality variables and life variables that determine likelihood of social support provision. We are also getting a better understanding of how characteristics of the stressful event affect support provision. This research should also be carried out with social support elicitation.

**Refine the Use of Statistical Methodology.** Lastly, the time series approach to analyzing social support elicitation and provision should be investigated further. As noted above, although the time series analysis done in this study yielded some interesting results, it created more questions than it answered. Future research should look more closely at the temporal relationship between social support elicitation and its provision. There may be an “optimal match” between elicitation of social support and its provision, and that optimal match may have a time component to it as well.

APPENDIX A

CUTRONA, SUHR, & MCFARLANE ELICITATION BEHAVIOR CODE

- |  |   |  |
|--|---|--|
| • Describes Facts                      | • Complains about Stressful Situation                 | • Verbal Description of Emotions         |
| • Nonverbal Emotional Display          | • Expresses Doubt over Coping Ability                 | • Expresses Confidence in Coping Ability |
| • Denigrates Self                      | • Requests Tangible Assistance                        | • Requests Advice and Information        |
| • Requests Comfort or Affection        | • Appeals to Relationship with Supporter              | • Appeals to Qualifications of Supporter |
| • Describes Consequences of No Support | • Confronts Supporter for Lack of Supportiveness      | • Does Nothing—Expects Automatic Support |
| • Does Nothing—Prefers to Cope Alone   | • Does Nothing—Believes that Support is Not Available |  |

## APPENDIX B

## SOCIAL SUPPORT ELICITATION BEHAVIOR CODE (SSEBC)

Description of codesDirect Elicitation Strategies

1. Request for tangible assistance<sup>1</sup>: Elicitor asks provider for material, resources, or assistance to perform a task.

*"Will you take care of the children tonight so I can study?"*

2. Request for comfort and affection<sup>1</sup>: Elicitor asks provider to provide physical or emotional support to help deal with the stressful situation.

*"Will you just give me a hug?"*

3. Request advice or information<sup>1</sup>: Elicitor asks provider for verbal input that could help alleviate the stressful situation.

*"What would you do if it were you?"*

Indirect Elicitation Strategies

1. Nonverbal Emotional Display<sup>1</sup>: Shows emotionality over the stressful situation, such as crying, banging fist on table.

2. Describes situation<sup>2</sup>: elicitor talks about the facts of the stressful situation as he or she sees them, without coding for emotionality

*"I think that I'm going to leave the program before I get my master's degree."*

3. Complains about stressful situation<sup>1</sup>: describes the negative impact of stressor on elicitor's life in a tone conveying annoyance and blaming on another. Note: this needs a voice tone component.

*"It's just so hard trying to balance you, school, work, and the kids."*

4. Verbal descriptions of emotions<sup>1</sup>: Reporting the emotions that have been felt over the stressful situation, without coding for actual display of emotion.

*"I have just been so angry and frustrated with my boss since he started slacking off in the department."*

5. Expresses doubt<sup>2</sup>: Elicitor verbally conveys to provider the information that s/he is uncertain about the situation, his or her ability to cope, or the viability of an outcome.

*"I just don't think that I can handle this professor any longer."*

6. Expresses confidence<sup>2</sup>: Elicitor tells provider that s/he feels that the situation, his or her ability to cope with it, or the outcome, will be positive.

*"I'm sure once I get the computer program I need, I will be able to run the statistics."*

7. Self-denigration<sup>1</sup>: Elicitor expresses opinion that s/he is not capable of managing the stressful situation due to personal flaws.

*"Every time this happens I just start crying. I'm such a big crybaby."*

8. Appeals to relationship with supporter<sup>1</sup>: Elicitor tries to get help from the provider by utilizing the obligation assumed in an intimate relationship.

*"You're my wife and wives help their husbands when they need it."*

9. Appeals to the qualifications of supporter<sup>1</sup>: Elicitor tries to get help from the provider by appealing to unique ability of the provider.

*"You've dealt with this program before, so you must know what is going on."*

10. Concern for supporter<sup>3</sup>: Elicitor expresses anxiety that the stressful event will cause the support provider distress.

11. Attempt to solve problem<sup>3</sup>: Elicitor makes suggestions for what could be done or tells provider what he or she has done or will do to alleviate the stressful situation.

12. Positive response to suggestion<sup>3</sup>: Elicitor responds in a positive fashion to suggestions made by the provider to alleviate the distress.

13. Concrete plans<sup>3</sup>: What the elicitor has decided to do to eliminate the problem or part of the problem.

14. Humor<sup>3</sup>: Elicitor attempts to lighten the stressful situation through the use of joking.

15. Describes consequences of no support<sup>1</sup>: Elicitor tells provider what could happen if s/he does not get help to alleviate the stress.

*"If you don't help me figure this out, I'll definitely fail the class."*

16. Confronts supporter for lack of support<sup>1</sup>: Elicitor tells provider that s/he is not receiving the support needed or requested from provider.

*"You said a hundred times that you would be home in time to help me with the kids, but you never make it home until after they're in bed."*

17. Opinion: Elicitor expresses a view, judgment or appraisal about the stressful event.

*"I think that the only reason all of these problems with my research is happening right now is because that professor had it in for me the whole time."*

1. Unchanged from original Cutrona, et al.. code.
2. Changed from original Cutrona, et al.. code.
3. New category of elicitation strategy

**Note:** Three categories from the original Cutrona, et al. code were not used in this study because they require understanding the elicitor's motivation and were not observable behaviors. These categories are: Does nothing--expects automatic support; Does nothing--prefers to cope alone; and Does nothing--believes that support is not available.

**APPENDIX B, continued: Social Support Elicitation Behavior Code**

**Frequencies of Elicitation Behaviors During 10-Minute Interaction**

<b><u>Code</u></b>	<b><u>Frequency</u></b>
<b>Describes Situation</b>	<b>130</b>
<b>Complains about Stressful Situation</b>	<b>37</b>
<b>Verbal Description of Emotions</b>	<b>52</b>
<b>Nonverbal Emotional Display</b>	<b>3</b>
<b>Expresses Doubt</b>	<b>4</b>
<b>Expresses Confidence</b>	<b>9</b>
<b>Self-Denigration</b>	<b>0</b>
<b>Requests Tangible Assistance</b>	<b>6</b>
<b>Requests Advice and Information</b>	<b>21</b>
<b>Requests Comfort and Affection</b>	<b>0</b>
<b>Appeals to Relationship with Supporter</b>	<b>1</b>
<b>Appeals to Qualifications of Supporter</b>	<b>1</b>
<b>Describes Consequences of No Support</b>	<b>0</b>
<b>Confronts Supporter for Lack of Support</b>	<b>4</b>
<b>Concern for Supporter</b>	<b>5</b>
<b>Attempt to Solve Problem</b>	<b>37</b>
<b>Positive Response to Supporters' Words</b>	<b>21</b>
<b>Describes Best Solution</b>	<b>6</b>
<b>Concrete Plans</b>	<b>2</b>
<b>Humor</b>	<b>11</b>

## APPENDIX C

DESCRIPTION OF SELECTED SUBSCALES FROM THE  
IOWA FAMILY INTERACTION RATING SCALESupportiveness ScalesWarmth/Support

General description. This scale measures the degree to which one person has a favorable reaction to the other person, takes an interest in the other person, and enjoys being with the other person. Take into account combinations of four types of behavior: NONVERBAL COMMUNICATION, such as physical gestures (touching, kissing), body posture (relaxed, sitting close), and eye contact; EMOTIONAL EXPRESSION, such as smiling, laughing (seeming happy), good humored; SUPPORTIVENESS, such as showing concern for the other's welfare, offering encouragement and praise; RESPONSIVENESS, such as asking questions to show interest in the other, using follow up questions; and the CONTENT of the statements themselves.

In general, rate how much the person expresses caring about or shows interest in and is supportive to the other. In scoring Warmth/Support, look for combinations of behaviors and weigh affect or nonverbal behaviors more heavily than content of statements.

1 - Not at all characteristic: The person displays virtually no examples of warmth or support toward the other. The person does not go out of his/her way to be warm/supportive (interested in and affirming) of the other at any time.

3 - Mainly uncharacteristic: The person exhibits some evidence of low-intensity behaviors that demonstrate warm/supportive caring, concern, encouragement, and responsiveness toward the other, but these behaviors quickly disappear. Examples of low intensity warmth/support are: a few head nods, encouraging comments or interested questions, or a look with a smile, etc., that are genuinely warm/supportive. Simply attending does not warrant a '2' or '3' unless accompanied by warmth such as a smile or an empathic expression. Just looking at another person is not enough for a '2' or '3' in this scale; there must be some indication of warmth/support.



**5 – Somewhat characteristic:** There are several times when the person expresses a moderate degree of concern, warmth, involvement, support, encouragement, praise, or affection or attempts to draw the other person out in a warm/supportive manner. There is some clear evidence that the person occasionally is trying, for example, to praise, affirm, empathize with, or in some other manner demonstrate warmth/support to the other.

**7 – Moderately characteristic:** The person fairly often shows warmth and support or demonstrates more intense warmth and support. The person may express interest in and attend to the others' comments in a warm/supportive manner. The person shows positive nonverbal gestures, such as warm smiles, frequent positive eye contact, and/or occasional affectionate touching. The focal fairly often attempts, for example, to praise, affirm, empathize with, or in some other manner demonstrate warmth/support to the other.

**9 – Mainly characteristic:** The person is characterized as being highly warm and/or supportive. The person frequently may show high warmth and support by offering a high degree of encouragement and praise, and/or the person may display high degree of affectionate touching, warm smiling, positive eye contact and/or supportive laughing. He/she may actively elicit information about the other's concerns in a warm/supportive, interested manner. The person displays genuine interest in and affirmation of the other.

### **Hostility**

**General description.** This scale measures the degree to which the person displays hostile, angry, critical, disapproving and/or rejecting behavior toward another interactor's behavior (actions), appearance or state. Take the following behaviors into account: **NONVERBAL COMMUNICATION**, such as angry or contemptuous facial expressions and menacing/threatening body posture; **EMOTIONAL EXPRESSION**, such as irritable, sarcastic, or curt tones of voice or shouting; rejection such as actively ignoring the other, showing contempt or disgust for the other or the other's behavior, denying the other's needs; and the **CONTENT** of the statements themselves, such as complaints about the other or denigrating or critical remarks, e.g., "You don't know anything" or "You could never manage that." Bear in mind that just because two people disagree does not necessarily mean that they are being hostile. To be hostile, disagreements must include some element of negative affect such as derogation, disapproval, blame, ridicule, etc.

**1 – Not at all characteristic:** The person displays virtually no examples of hostile, angry, critical, disapproving, sarcastic or rejecting behavior.

**3 – Mainly uncharacteristic:** The person infrequently displays evidence of low-intensity hostility, but it is quickly abated. Examples of low-intensity hostility are: mild criticism with minimal negative affect, an occasional abrupt remark, a scowl or frown, a cynical smile, etc.

**5 – Somewhat characteristic:** The person sometimes displays examples of low-level or moderately intense hostility, such as curt or irritable responses, mild rejection, or some moderately intense criticism or anger. In the absence of these behaviors, score '5' if there is a tense atmosphere. (The intensity of the negative affect helps to distinguish the appropriate score: '3', '3', or '5').

**7 – Moderately characteristic:** The person fairly often shows hostility or demonstrates more intense and prolonged critical comments, such as some shouting, several curt or disruptive remarks. The person may also show more intense rejection or rebuffing of the other person's requests for assistance or affection. The person may also show more denigration or mocking. Note: Even a single instance of hostility may be scored '7' if it is of relatively high intensity.

**9 – Mainly characteristic:** The person frequently displays behaviors that are angry, critical, disapproving, and/or rejecting. There may be a relatively high degree of shouting, angry tones of voice, heavy use of sarcasm to denigrate the other, sharp or frequent criticism or mocking. The person may be highly rejecting. The person can be enraged and inflamed, but does not need to be this extreme in order to be coded '9'. One extremely intense instance of hostility, e.g., a burst of inflamed name-calling, may be scored a '9'.

### **Listener Responsiveness**

**General description.** This scale measures the degree to which the person attends to, shows interest in, acknowledges, and validates the verbalizations of the speaker through the use of behaviors such as nonverbal back channels and verbal assents. A responsive listener is oriented to the speaker and makes the speaker feel that he/she is being listened to rather than feeling like he/she is talking to a blank wall. The listener conveys to the speaker that he/she is interested in what the speaker has to say.

**1 – Not at all characteristic:** The person never or rarely is oriented to the speaker; looking down or away (e.g., looking around the room, looking at one's lap, staring at the wall). Alternatively, any looks that are present do not validate the speaker.

**3 – Mainly uncharacteristic:** The person sometimes is responsive, attentive, and oriented to the speaker. These behaviors are more absent than present.

**5 – Somewhat characteristic: The person intermittently is responsive, attentive, and oriented to the speaker (e.g. about half the time).**

**7 – Moderately characteristic: The person fairly often is responsive, attentive, and oriented to the speaker. However, some evidence of lack of responsiveness exists.**

**9 – Mainly characteristic: The person frequently is responsive, attentive, and oriented to the speaker. A high level of back channels and assents are used.**

## APPENDIX D

## DESCRIPTION OF THE SOCIAL SUPPORT BEHAVIOR CODE SYSTEM

Informational support

Behavior that provides information to the person under stress about the stress itself, about how to deal with the stress, or about how to appraise the situation. ("How to" or "what to do", or "how to think about the situation"). Comprised of:

Suggestions/Advice

A person suggests a course of action, i.e., what to do. This can be in the form of a direct suggestion. Or the suggestion may be indirectly presented through a story. The suggestion may also be disguised as a question, e.g., "could you, can you", etc.

Example: "maybe you could try to talk to him about I" or "my sister had the same problem and this is what she did about it..."

Situation Appraisal

A person provides a different perspective on the situation; suggests a new way to think about or evaluate the stress. A clarifies or reassesses B's problem by explaining the source of stress to B, placing B's situation into perspective, or stressing the positive aspects of the situation. Basically, A redefines the situation for B. It is important to distinguish between appraisals of the situation versus appraisal of the person's ability to handle the situation. Only reappraisal of the situation fits under this code.

Example: "you know, things could have been a lot worse".

Teaching

A person provides information for how to do something (not just what to do), or provides facts and news about the situation. The person can model the behavior for the supportee.

Example: "the first step is to remove the carburetor cap..."

Emotional Support

Emotional support is behavior that communicates caring, concern, sympathy, or understanding. Attempts to comfort or console the stressed person. Comprised of:

Relationship

A person expresses closeness and love to the supportee, stresses importance of his/her relationship with B in solving the problem. Does not specify a particular action directed toward problem solution. Examples: "I love you" "Together we will make it" etc.

**Physical Affection**

Person A touches B affectionately, such as hugs, kisses, holding hands, rubbing back or shoulders, etc.

**Confidentiality**

Person A promises to keep B's problem confidence.

**Sympathy**

Person A expresses sorrow or regret for the distress B feels.

Example: "That's really too bad."

**Understanding/Empathy**

Person A expresses or demonstrates understanding of B's problem and how B feels about it, expressing empathy or providing evidence for an understanding to the problem with a summary statement or a "me too" self disclosure.

Example: "I understand how hard it was for you" or "I felt the same way when it happened to me."

**Reassurance**

Provides nonspecific support. Not a reconceptualization of the situation, but more the equivalent of "there, there" or "don't worry". This is more general reassurance that doesn't involve Compliment or Situation Appraisal.

**Expressing Concern**

Supporter expresses concern over the stressed person's well being; may be in the form of a question.

Example: "Are you okay?"

**Prayer**

Person A prays with person B, offers to pray with B, or invokes religious faith.

Examples: "I'll pray for you" or "just have faith".

**Esteem Support**

Esteem support is behavior that communicates to someone that he/she is highly valued and respected; that he/she is held with favorable regard. Expresses belief in the person's ability or value; confirms the correctness or justifiability of the person's actions; relieves guilt.

**Compliment**

Person A says positive things about B, emphasizes B's abilities, gives positive feedback to B, or expresses the belief that B can handle the situation. This code is for appraisal or reappraisal of the person, not for positive comments about the situation.

Example: "you really handled that well" or "you deserve that raise".

**Validation**

Expresses the validity of the person's beliefs, actions, thoughts, or emotions.

Example: "I think you are right" or "I would have thought he was joking too".

Person A tries to relieve B's feelings of guilt over the situation.

Example: "it's not your fault" or "don't blame yourself".

**Tangible Aid**

Offers to provide tangible resources, services, or assistance to eliminate, solve, or alleviate the problem.

**Loan**

Person A offers to lend B a material object or money.

**Direct Task**

Person A offers to perform a task directly related to the stress for B.

**Indirect Task**

Person A offers to take over one or more of B's other responsibilities while B is under stress.

**Active Participation**

Person A offers to join B in actively reducing the problem causing the stress. A is not directly performing the task alone; A is performing it with B.

**Complies with Request**

The stressed person asks for a specific kind of assistance and the supporter agrees to provide it.

**Willingness**

Person A emphasizes a willingness to help B, but doesn't specify the exact nature of the offered assistance.

**Attentiveness**

**Responsiveness**

Person A demonstrates attentiveness and interest without making a specific statement that has content.

Example: "yes" or "uh-huh".

**Inquiries**

Support-provider asks questions about the problem situation, the person's views on the situation or the person's emotions.

Example: "how did that make you feel?"

### **Negative Behaviors**

#### **Interrupt**

Person A breaks the continuity of the conversation by starting to talk in the middle of B's sentence, or changing the subject abruptly to something entirely unrelated to the topic of concern. A diverts the conversation away from B's problem.

#### **Complain**

Person A talks about negative circumstances he/she is facing rather than the problems A is discussing, or A talks about the situation as if it were A's problems and causes stress for A rather than for B.

#### **Criticism**

Person A makes negative comments about B's ability to handle the situation or blames A for causing the situation. This code also includes negative comments about B personally, such as blaming or name-calling.

#### **Isolation**

Person A says that he/she will not help B in solving the problem or dealing with the problem, or A says that he/she does not want to discuss it. This would also include silence following a direct question, which implies a refusal to answer the question.

#### **Disagree/Disapprove**

Person A expresses a lack of agreement or expresses disapproval with what B says or does. This can be expressed verbally or with head shaking.

## APPENDIX E

## SOCIAL PROVISIONS SCALE

In answering the next set of questions, I want you to think about your current relationship with your husband or wife. Please rate the extent you agree that each statement describes your current relationship with your spouse. For example, if you feel a statement is very true of your current relationship, you would rate 4. If you feel a statement clearly does not describe your relationship, you would rate 1.

<u>STRONGLY DISAGREE</u>	<u>DISAGREE</u>	<u>AGREE</u>	<u>STRONGLY AGREE</u>
1	2	3	4
1. I can depend on my husband/wife to help me if I really need it.			_____
2. I feel that I do not have a close relationship with my husband/wife.			_____
3. I cannot turn to my husband/wife for guidance in times of stress.			_____
4. My husband/wife depends on me for help.			_____
5. My husband/wife enjoys the same social activities I do.			_____
6. My husband/wife does not view me as competent.			_____
7. I feel personally responsible for the well being of my husband/wife.			_____
8. I feel that my husband/wife shares my attitudes and beliefs.			_____
9. I do not think my husband/wife respects my skills and abilities.			_____
10. If something went wrong, my husband/wife would not come to my assistance.			_____
11. I have a close relationship with my husband/wife that provides me with a sense of emotional security and well-being.			_____
12. I can talk to my husband/wife about important decisions in my life.			_____



**STRONGLY DISAGREE****DISAGREE****AGREE****STRONGLY AGREE****1****2****3****4**

13. My husband/wife recognizes my competence and skill. \_\_\_\_\_
14. My husband/wife does not share my interests and concerns. \_\_\_\_\_
15. My husband/wife does not really rely on me for his/her well-being. \_\_\_\_\_
16. My husband/wife is a trustworthy person I can turn to for advice if I were having problems. \_\_\_\_\_
17. I feel a strong emotional bond with my husband/wife. \_\_\_\_\_
18. I cannot depend on my husband/wife for aid when I really need it. \_\_\_\_\_
19. I feel comfortable talking about problems with my husband/wife. \_\_\_\_\_
20. My husband/wife admires my talents and abilities. \_\_\_\_\_
21. I lack a feeling of intimacy with my husband/wife. \_\_\_\_\_
22. My husband/wife does not like to do the things I do. \_\_\_\_\_
23. I can count on my husband/wife in an emergency. \_\_\_\_\_
24. My husband/wife does not need me to care for him/her. \_\_\_\_\_

## APPENDIX F

## THE DYADIC ADJUSTMENT SCALE

ID # \_\_\_\_\_

Most persons have disagreements in their relationships. Please indicate below the approximate extent of agreement between you and your partner for each item on the following list.

	Always Agree	Almost Always Agree	Occasionally Disagree	Frequently Disagree	Almost Always Disagree	Always Disagree
1. Handling Finances	_____	_____	_____	_____	_____	_____
2. Matters of recreation	_____	_____	_____	_____	_____	_____
3. Religion	_____	_____	_____	_____	_____	_____
4. Demonstration of affection	_____	_____	_____	_____	_____	_____
5. Friends	_____	_____	_____	_____	_____	_____
6. Sex Relations	_____	_____	_____	_____	_____	_____
7. Conventionality (correct or proper behavior)	_____	_____	_____	_____	_____	_____
8. Philosophy of life	_____	_____	_____	_____	_____	_____
9. Ways of dealing with parents or family	_____	_____	_____	_____	_____	_____
10. Aims, goals, and things believed important	_____	_____	_____	_____	_____	_____
11. Amount of time spent together	_____	_____	_____	_____	_____	_____
12. Making major decisions	_____	_____	_____	_____	_____	_____
13. Household tasks	_____	_____	_____	_____	_____	_____
14. Leisure time interests and activities	_____	_____	_____	_____	_____	_____

## 15. Career decisions

\_\_\_\_\_

\_\_\_\_\_

**All of  
the time**    **Most of  
the time**    **More often  
than not**    **Occasionally**    **Rarely**    **Never**

---

16. How often do you discuss or have  
you considered terminating your  
relationship?

\_\_\_\_\_

17. How often do you or your  
partner leave the house after  
a fight?

\_\_\_\_\_

18. In general, how often do you  
think that things between you  
and your partner is going well?

\_\_\_\_\_

19. Do you confide in your partner?

\_\_\_\_\_

20. Do you ever regret that you  
live together?

\_\_\_\_\_

21. How often do you and your  
partner quarrel?

\_\_\_\_\_

22. How often do you and your  
partner get on each other's nerves?

\_\_\_\_\_

**Everyday**    **Almost  
Everyday**    **Occasionally**    **Rarely**    **Never**

---

23. Do you kiss your partner?

\_\_\_\_\_

All of Them      Most of Them      Some of Them      Very Few Of Them      None of Them

24. Do you and your partner engage in outside interests together? \_\_\_\_\_

How often would you say the following events occur between you and your partner?

Never      Less Than Once A Month      Once or Twice A Month      Once or Twice A Week      Once a Day      More often

25. Have a stimulating exchange of ideas? \_\_\_\_\_

26. Laugh together? \_\_\_\_\_

27. Calmly discuss something? \_\_\_\_\_

28. Work together on a project? \_\_\_\_\_

These are things about which couples sometimes agree and sometimes disagree. Indicate if either item Below caused differences of opinions or were problems in your relationship during the past few weeks. (Check yes or no).

Yes      No

29. Being too tired for sex? \_\_\_\_\_

30. Not showing love? \_\_\_\_\_

The dots on the following line represent different degrees of happiness in your relationship. The middle point, "happy", represents the degree of happiness of most relationships. Please circle the dot which best describes the degree of happiness, all things considered, of your relationship.

Extremely Unhappy      Fairly Unhappy      A Little Unhappy      Happy      Very Happy      Extremely Happy      Perfect

31. Which of the following statements best describes how you feel about the future of your relationship?

\_\_\_\_\_ I want desperately for my relationship to succeed, and would go to almost any length to see that it does.

\_\_\_\_\_ I want very much for my relationship to succeed, and will do all I can to see that it does.

\_\_\_\_\_ I want very much for my relationship to succeed, and will do my fair share to see that it does.

\_\_\_\_\_ It would be nice if my relationship succeeded, but I can't do much more than I am doing now to

help it succeed.

\_\_\_\_\_ It would be nice if it succeeded, but I refuse to do more than I am doing now to keep the relationship going.

\_\_\_\_\_ My relationship can never succeed, and there is no more that I can do to keep the relationship going.

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