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The role of attributional style, dysfunctional attitudes, and negative life events on depression in college students

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negative life events on depression in college students**

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University of Nevada, Las Vegas, 1994

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The Role of Attributional Style, Dysfunctional
Attitudes, and Negative Life Events on Depression in
College Students

by

Linda V. Frantom

A thesis submitted in partial fulfillment
of the requirements for the degree of

Master of Arts

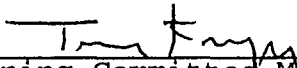
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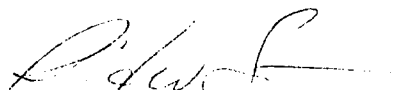
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ABSTRACT

Two major cognitive theories, Beck's cognitive theory (1967) and Seligman's reformulated learned helplessness theory (1978), have dominated depression research over the last fifteen years. Both of these theories propose a diathesis-stress model in which significant life events are impacted by specific cognitive styles.

This study incorporated the major tenets of both theories to examine the role of dysfunctional attitudes, attributional style, and negative life events on Beck Depression Inventory scores in college students. It was hypothesized that the latter two components would interact with negative life events to predict initial and future depression scores.

Ninety-eight introductory psychology students completed a series of questionnaires at four separate time periods. Trends were obtained for both attributional style and dysfunctional attitudes to interact with negative events to predict initial depression scores. Significant interactions were obtained in all three prospective time periods. The findings of this investigation lend support to both Beck's cognitive theory and Seligman's reformulated learned helplessness theory.

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CHAPTER 1

INTRODUCTION

The fact that depression continues to be one of the foremost mental health problems in our society, ranking second in prevalence only after anxiety, helps to explain the large amount of depression research over the last two decades. Epidemiological studies estimate that approximately one out of eight individuals in North America will seek psychiatric intervention for depression in their lifetime (Secunda, Katz, Friedman, & Schuyler, 1973). More recent epidemiological studies, as cited by Hammen (1991), report that clinical depression occurs in 4-8% of the adult population. Furthermore, depression is considered to be the leading psychiatric disorder on college campuses (Beck & Young, 1978) with estimates of 17-23% of students experiencing depression at any given time (Bumberry, Oliver, & McClure, 1978). Given the strong link between depression and suicide, as well as the other serious psychosocial effects of depression including hospitalizations and loss of productive lifestyle, depression research will undoubtedly continue to be of paramount interest to investigators.

Prior to the 1970's, very little research was devoted to the study of depression. Since this time,

however, there have been major contributions to the depression literature from the fields of social and clinical psychology as well as cognitive psychology. In particular, the study of cognitive processes in the etiology and development of depression began to emerge. Given what some researchers claim as a general disenchantment with psychoanalytic theory and pure behavioral approaches, cognitive theories began to play a significant role in the field of depression research (Dykman & Abramson, 1990). The two major cognitive theories that have dominated research efforts over the last 25 years have been Seligman's reformulated learned helplessness theory (1978) and Beck's cognitive theory (1967, 1976). The former has been further refined and is now termed hopelessness theory (Abramson, Metalsky, & Alloy, 1989). These theories have been embraced in part because of the efficacy of cognitive therapy in the treatment of depression as well as the relative ease of testing each theory. Furthermore, the cognitive theories of depression have contributed significantly to basic theory and research of psychology as a whole (Dykman & Abramson, 1990).

Both the hopelessness theory and Beck's cognitive theory propose theoretical cognitive structures as playing a causal role in the etiology, course, and

maintenance of depression. As cognitive theories, both are focused on the changes that occur in the content and/or processes of thought during depression. Each theory also highlights the significance of stressful life events as precipitators in the development of depression. Although these two theories have some basic theoretical differences, both can be conceptualized as cognitive "diathesis-stress" models. By definition, these diathesis-stress models postulate that individuals inherently possess distinct cognitive predispositions or tendencies (diatheses) which, when coupled with stressful life events, can increase the likelihood of developing depression. On the other hand, when predisposed individuals are not exposed to significant life stressors, they are no more likely to develop depressive symptoms than those who do not exhibit these cognitive biases.

Both theories, the hopelessness theory and Beck's cognitive theory, utilize a theory-based approach to depression whereby they propose specific etiological events or conditions leading to the occurrence of depression. This approach is in direct contrast to the traditional symptom-based approach used in the current psychiatric diagnostic system (Diagnostic and Statistical Manual III-Revised) that identifies

criteria or symptoms of depression rather than causes or etiology. Although both models specify certain predisposing factors and causal pathways to the development of depression, they both acknowledge that individuals can become depressed for a variety of reasons, exclusive of those specifically implied by the theories. This assumption is crucial when one considers the psychiatric literature outlining the heterogeneity of depressive disorders. The hopelessness theory in particular proposes that there may be specific subtypes of depression, including one best described as a hopelessness depression.

Due to the similarities, some researchers have found it appropriate to group these two theories under the heading of "negative cognition depression" as they appear to be identifying essentially the same clinical subgroup of depressives (Abramson et al., 1988). Although much of the research designed to test these respective theories has yielded significant findings, there have also been many inconsistencies noted in the literature. Major proponents of both theories, especially the hopelessness theory, believe that the theories have not been adequately tested due to flaws in research methodology (Abramson, Alloy, & Metalsky, 1988; Alloy, Hartlage, & Abramson, 1988). These

researchers attribute many of the methodological flaws to a misunderstanding of the causal and temporal relationships of the predictor variables to depression. Specifically, the major criticism has been that many of the studies have failed to test the interactive nature of the life stressors and cognitive vulnerabilities in an appropriate manner (Metalsky et al., 1988). For example, much of the early research focused on the incidence of the proposed cognitive vulnerabilities in depressed versus non-depressed subgroups without the appropriate attention to the impact of significant life events.

The current study was designed to test specific components of both theories by exploring the interaction of the proposed cognitive diatheses and negative life events in a college population. A prospective design was employed to document the possible etiological role of cognitive factors in the development of depression more clearly.

CHAPTER 2

LITERATURE REVIEW

Hopelessness Theory

The original learned helplessness theory of depression (Seligman, 1975) was based on the culminated data of several animal studies that attempted to explain the phenomena observed when animals were exposed to uncontrollable and aversive stimuli. Essentially, these studies demonstrated that when these animals were given no means of escaping the aversive stimuli initially, they would develop an attitude of "helplessness" and would not attempt to escape at a later time when the opportunity was available. Seligman incorporated these findings into a theory of depression for humans and proposed that individuals, when exposed to uncontrollable, negative events, developed an expectation that future events would likewise be uncontrollable (Seligman, 1975). This series of events which culminated in helplessness in turn led to depressive symptomology.

Seligman's original learned helplessness model was revised in 1978 to include an attributional component in which individuals made certain judgments or attributions regarding the causes of negative life events (Abramson, Seligman, & Teasdale, 1978). This

revised theory borrowed from social psychological concepts that implied that individuals, when faced with certain negative situations, often seek to find the reason why a particular event occurred. The reformulated helplessness theory proposed that individuals who made stable, global, and internal attributions for negative events were more likely to develop depression (Abramson et al., 1978).

Although this reformulated position generated a vast amount of research, the theory continued to have several inadequacies. Lyn Abramson further revised the 1978 model to a more concise and definitive theory now termed the Hopelessness theory of depression (Abramson et al., 1989). This revised theory is more in line with earlier depression research that suggests that hopelessness, rather than helplessness, is associated with depression (Abramson et al., 1989). This reformulation is also more closely related to earlier cognitive theories of depression, mainly Beck's theory of depression (Shaw & Katz, 1990).

In the reformulated helplessness theory, hopelessness is believed to be the final common pathway in the development of depression and is given causal status rather than symptom status. Hopelessness is defined as a "proximal and sufficient cause" of

depression meaning that it occurs temporally close to the development of depression and that the presence of hopelessness guarantees the occurrence of depression. The reverse, however, is not true, i.e., if symptoms of depression occur, hopelessness does not always necessarily occur. In brief, the hopelessness theory posits that the occurrence of a negative life event initiates a causal chain with the final link to depression being that of hopelessness. A person's attributional style, however, mediates a person's perception of the negative events. More specifically, the tendency to attribute negative events to stable, internal, and global factors, which is defined as a "depressogenic attributional style", increases the likelihood of developing depression.

More recent evidence has led Abramson and his colleagues to believe that the internality dimension of the attribution (the tendency to personalize the event) is more closely associated with the symptom of low self esteem accompanying depression. Therefore, more recent methodology looking at the attributional causes of depression has tended to emphasize the global/specific and stable/unstable dimensions rather than the internal/external attributions to negative events.

Beck's Cognitive Model

Beck's cognitive model of depression was originally proposed in 1967 and further elaborated in 1979 (Beck 1967; Beck, Rush, Shaw, & Emery, 1979). In his model Beck proposed that individuals possess cognitive 'schemata' which may be defined as organized mental precepts that are based on prior experience and which guide the processing of incoming information. These cognitive schemata are believed to be relatively stable and enduring beliefs that help the individual organize the world. For example, if a person remembers that as a child that they were abandoned and felt extremely alone, they may equate being alone as being lonely and abandoned as an adult.

According to Beck, depression-prone individuals possess negative cognitive schemata that may create vulnerability to depression and therefore function as cognitive diatheses. These maladaptive schemata typically result in cognitive distortions or errors such as fatalistic thinking or overgeneralizations that are unrealistic or inappropriately rigid. In turn, these schemata serve to guide a person's perception of the world, particularly with personally relevant information. These rigid rules can create a depressive

view of the self, the world, and the future, which is classically defined as the "negative cognitive triad". Similar to the depressogenic attributional style in hopelessness theory, the negative triad or cognitive set can predispose the individual to depression.

Beck further proposes that specific environmental stressors can activate these faulty belief systems and therefore supports an interactive model similar to the hopelessness theory (Shaw & Katz, 1990). He also proposes that negative events are more apt to activate the negative schemata when they resemble the original event from which these schemata were formed. For example, schemata related to personal loss or rejection formed early in a person's life are more likely to be activated when a person is confronted with a similar event involving recent loss. Thus, there is content specificity in provoking or activating schemata. Research conducted by Derry and Kuiper (1981) using a depth-of-processing incidental recall paradigm supported this schema-congruent hypothesis. Their results showed that depressed subjects recalled personally relevant negative information much more readily than non-depressed subjects.

In the most recent refinement of this work, Beck delineates two major types of depressive-prone

individuals: those that are termed dependent or sociotropic and those that are self-critical or autonomous (Beck, 1982). The former refers to people who are especially responsive to negative events involving interpersonal relationships and the latter to those prone to depression when faced with negative events or failures related to achievement. This categorization lends itself to research utilizing a content-domain approach. Researchers have begun more recently to examine the specific areas in which an individual may be particularly vulnerable to developing depression.

One such study by Hammen, Marks, Mayol, and deMayo (1985) incorporated this schema-congruency model of depression and predicted that negative events that were schema consistent would be associated with depression more than non-schematic events. They divided subjects into two specific schema subtypes which they defined as "dependent" and "self-critical", which corresponded closely to Beck's categorization of sociotropic and self-critical. Self-rating measurements as well as clinical measurements of depression were obtained at four separate time periods.

Hammen and colleagues found support for the hypothesis that individuals who experienced negative

life events consistent with their schematic beliefs experienced more depression than when the life events were unrelated (Hammen et al., 1985). There tended to be stronger associations for the 'dependent' schematics than for the 'self-critical' schematics, which may have been due in part to the smaller sample size of the latter. This particular study was one of the earliest attempts to examine the association between personally relevant life events and cognitive vulnerability. To date, researchers have only begun to test the various potential implications of schemas in depression.

Early Studies

Many of the early research studies based on the learned helplessness/hopelessness theory and Beck's model have been cross-sectional and have addressed the cognitive diatheses or vulnerabilities in depressed versus non-depressed individuals at a single point in time. Fewer studies have been prospective in design. More importantly, only recent studies have actually tested the interaction of life stresses and cognitive vulnerabilities in the development or maintenance of depression as predicted by either theory. Therefore, leading proponents, particularly of the hopelessness theory, do not believe that their theory has been adequately tested.

In one of the earliest studies, Hammen (1978) collected data on college students and measured the degree of distorted thinking and its association with high and low levels of recent life stresses and concurrent depression. The results demonstrated an association between depression and distorted thinking, with the more depressed subjects having a greater number of distorted thoughts. Other investigators, (Lapointe & Crandell 1980), utilized the Irrational Beliefs Test and demonstrated a significant relationship between irrational beliefs and depression when comparing depressed individuals with psychologically distressed but non-depressed individuals and a non-depressed control group.

Dobson and Shaw (1986) examined several measures of cognitive vulnerability including the Dysfunctional Attitude Scale (DAS) in clinically depressed patients, nondepressed psychiatric patients, and non-psychiatric hospital patients. The DAS measure was found to be internally reliable and stable over time and to differentiate depressed subjects from the non-depressed groups. A similar study by Wilkinson and Blackburn (1981) examined various cognitive measures in recovered depressed patients versus a normal control group and non-depressed psychiatric group. However, they were

unable to differentiate subjects in the three groups based on their cognitive style. In a similar mode, Hammen and Cochran (1981) examined causal attributions through questionnaire and interview methods in a depressed group with high levels of stress, a non-depressed group with similarly high levels of stress, and a non-depressed group (with minimal stressors). This study also failed to find significant differences between groups with respect to causal attributions. These investigators further reported significant differences in the attributions made regarding the consequences of stressful life events rather than the causes and concluded that attributions for the consequences of negative events may indeed be mediating depression. The use of different methods to assess the cognitive vulnerabilities as well as the sampling of both clinical samples and a normal college population may account for such divergent results.

To help explain these discrepancies, Riskind and Rholes propose that other mediating variables may be operating and stress the need to identify these variables rather than simply measure the different types of cognitive styles (Riskind & Rholes, 1984). In a prospective study examining hopelessness as an antecedent to depression, Riskind, Rholes, and Neville

(1985) reported that levels of depression at Time 1 predicted levels of depression at Time 2 (5 weeks later). They suggested that in this case hopelessness served as a mediator variable or as defined in the hopelessness theory, as a proximal and sufficient cause of depression.

Another possible explanation for the contradictory results might be the inability for the researchers to access negative cognitions such as dysfunctional attitudes or schemas. Riskind and Rholes (1984) highlight the importance of accessing cognitive vulnerabilities in their discussion on the concepts of "accessibility and priming". Accessibility refers to the ease as well as the speed with which a concept can be retrieved from long term memory and processed in short term memory. Priming refers to the ability of certain environmental stimuli such as negative life events to activate these negativistic patterns and make them accessible to the working memory. Not all cognitive constructs may be readily accessible by the various methodologies used in the research. Priming and accessibility are therefore two constructs that investigators may want to consider when assessing cognitive predispositions.

Attributional Style and Depression

Several studies have examined the role of attributional style and depression albeit with mixed results. One of the earliest studies by Seligman, Abramson, Semmel, and von Baeyer (1979) demonstrated that Beck Depression Inventory (BDI) depression scores were positively correlated with the internality, stability, and globality of attributions for negative outcomes, and the dimensions of externality, instability, and specificity of attributions for positive outcomes. Miller and Moretti (1988) report that not all subsequent studies regarding the role of attributions have produced such explicit results. Golin, Sweeney, and Schaeffer (1981) were able to replicate the findings regarding attributions for negative outcomes but were unable to produce the same results for positive events. Lewinsohn, Steinmetz, Larson, and Franklin (1981) found no significant effects when attempting to predict depression eight months following the initial measurement of negative cognitive patterns.

On the other hand, Lewinsohn and his colleagues (1981) measured various constructs including irrational beliefs, expectations for negative and positive outcomes, and self esteem. These researchers did find,

however, that subjects who were depressed upon initial testing tended to have more negative expectations and irrational beliefs as well as lower self-esteem than those who were non-depressed. The time lag involved in this study, with the possibility of various confounds to the internal validity, may help to explain the failure to find a correlation between initial beliefs and subsequent depression. In a similar vein, Peterson, Schwartz, and Seligman (1981) measured students' tendencies to attribute negative events to internal characterological flaws which they defined as a distinct (negative) attributional style. They likewise were unable to predict future depression based on attributional style but they did find that negative attributions were correlated with initial levels of depression.

In contrast to the above findings, other studies utilizing clinical populations have provided support for the role of attributional style in depression. Raps, Peterson, Reinhard, Abramson, and Seligman (1982) reported that depressed psychiatric patients attributed negative outcomes to internal and stable factors when compared to nondepressed psychiatric patients and a control group. Eaves and Rush (1984) found a similar pattern in which attributions for negative events in

clinically depressed patients were more internal, stable, and global compared to nondepressed controls. A meta-analysis comprised of 104 studies by Sweeney, Anderson, and Bailey (1986) concluded that the literature supported the notion that internal, stable, and global attributions for negative events are positively correlated with depression. Overall, the evidence indicates that there is a significant relationship between attributional style and depression which is worthy of further exploration.

Dysfunctional Attitudes and Depression

Using Beck's framework of depression, other experimenters have utilized the Dysfunctional Attitude Scale as a measure of cognitive vulnerability for depression. In their 1986 research, Wise and Barnes administered a measure of life events, the Life Experience Survey (LES), the Dysfunctional Attitude Scale (DAS), and the Beck Depression Inventory (BDI) to a group of normal college students and a college sample requesting outpatient mental health services. Their results supported the hypothesis that dysfunctional attitudes interact with negative life events to predict concurrent depression scores. The interaction effects were significant in the normal college sample; highly dysfunctional thinkers were impacted by negative life

events but non-dysfunctional thinkers were not as vulnerable to negative events that had occurred in the previous year. In the clinical sample, dysfunctional attitudes and negative events alone were predictive of levels of depression.

Another recent study utilizing a clinical sample of depressed psychiatric inpatients and schizophrenic nondepressed patients (Robins, Block, & Peselow, 1990) found the Dysfunctional Attitude Scale to be discriminative in identifying the depressed patients from the non-depressed schizophrenic patients. However, they did not find support for the interaction hypothesis of life events and dysfunctional attitudes once they accounted for the perception of the negative events. Event perception was measured by a questionnaire that addressed such concepts as emotional upsettingness, degree of upsetting life change, internality, stability, globality, and intentionality of attributions for the cause of the event, as well as the degree of control and availability of social support. These researchers concluded that it is the perception of negative events that mediates the role between dysfunctional attitudes and negative life events.

The results reported by Robins and colleagues (1990) were similar to other researchers who view expectancies of negative events as mediating variables (Riskind et. al., 1987). It is interesting to note that some of the components that Robins and his colleagues (1990) used in their Perception of Events Questionnaire are also included in the Attributional Style Questionnaire, specifically the globality, stability, and internality dimensions. It may well be that these two scales are tapping into more latent, trait-like cognitive measures and dysfunctional attitudes are more state-like and are activated with the occurrence of negative events.

To test the hypothesis of whether negative life events activate dysfunctional attitudes, Olinger, Kuiper, and Shaw (1987) designed a two-part study using the DAS and a questionnaire they constructed entitled the Dysfunctional Attitude Scale-Contractual Conditions Scale (DAS-CC). The DAS-CC was modified from the DAS to measure the presence or absence of specific life events that determine whether an individual is fulfilling their so-called contractual conditions for self-worth and happiness. For example, if individuals believe that they are worthless unless they are loved,

they would be meeting their contingency if they had a current loving relationship.

In the first study, they found that individuals with high DAS scores as well as high DAS-CC scores, indicating a high degree of failure at meeting these contractual conditions, had concomitantly high levels of depression. They found similar results in their second study using a different measure of stressful life events, the Life Experience Survey. The DAS was successful at predicting current levels of depression when correlated with relevant negative life events. Once again, the major limitation of this study was that it was not prospective in design. Of major significance, however, was the fact that these researchers addressed the interaction of significant life events and dysfunctional cognitions as proposed by the theories.

Recent Interactive Models

Recently various other researchers have attempted to test the diathesis-stress theories more rigorously. Hunsley (1989) used a prospective research design to test the diathesis-stress model. He used the Attributional Style Questionnaire as the measure of cognitive diathesis and the outcome of a midterm examination as the stressor to predict changes in mood

reaction or depression. Baseline depression and attributional style were recorded initially. Depression was measured at two additional times, immediately following an examination (Time 2) and five days after the examination (Time 3). The difference between the students' expectations for their exam outcome and their actual grades represented a grade discrepancy score. There was a significant interaction effect between attributional style for negative events and the grade discrepancy score for predicting depression at Time 2 but not at Time 3. The lack of significant interaction at Time 3 was thought to be due to the fact that students' expectations were highly correlated with their actual grade so that expectations were no longer predictive once they had received their actual grades.

Metalsky, Halberstadt, and Abramson (1987) used a similar design with the expanded Attributional Style Questionnaire (12 negative and positive events) as the independent variable to predict future levels of depression following a negative event or receipt of poor grades after an examination. The depression measure in this case was the Multiple Affective Adjective Check List (MAACL), rather than the Beck Depression Inventory. Depression and attributional

style were measured initially and depression was measured at four additional times: Time 2, prior to the examination, Time 3, 3 days before receipt of grades, Time 4, the day upon receipt of grades, and Time 5, 2 days after receipt of grades.

It was found that the immediate mood reaction, upon receipt of grades, was predicted solely by the outcome of grades but that the more enduring mood reaction (2 days later) was predicted by the interaction of the attributional style scores and the outcome of the exam. Students who tended to have stable and global attributions at Time 1 continued to demonstrate depressed mood 2 days following the receipt of grades. It may well be that in the two days that followed the receipt of their grades, the students who were displeased with the outcome tended to dwell on their failure and to process this outcome in accordance with their attributions, thus creating a depressed mood. In the absence of a negative outcome, the students did not demonstrate an appreciable change in mood. These findings are consistent with the diathesis-stress model.

Using a similar design, Riskind, Rholes, Brannon, and Burdick (1987) measured both the individual's attributional style and their expectations for positive

and negative outcomes as predictors of future depression. They found a significant interaction between attributions and expectations with Beck Depression Inventory scores six weeks later. They also found that attributional style interacted with initial levels of depression to predict future depression. They regarded these results as supporting their "confluence theory" that postulates that other variables such as negative expectations for the future and initial depression can interact with a person's attributional style. Riskind and his colleagues (1987) also proposed that attributional styles are not merely a by-product of depression but are cognitive antecedents to depression.

One of the most recent studies addressing the interaction of life events and attributional style examined the recovery from depression in a non-clinical college population (Needles & Abramson, 1990). Although the study utilizes positive life events and attributional style for positive events as the independent variables, it is nonetheless based on the hopelessness theory and utilizes all of the components of the theory to predict recovery from depression. Needles and Abramson examined the restoration of hopefulness as an antecedent to recovery from

depression. They hypothesized that inasmuch as attributional style interacts with negative life events to predict onset of hopelessness and subsequently depression, attributional styles for positive events could interact with positive events to predict onset of hopefulness and recovery of depression.

Needles and Abramson (1990) reported a significant interaction effect for attributional style and positive events in predicting changes in hopelessness, and correspondingly, these changes in hopelessness were significant predictors for changes in depression. There was no main effect when either positive events or attributional style for positive events were entered separately into the analysis of variance.

Of further interest is the fact that Needles and Abramson (1990) accounted for an "enhancing attributional style" for positive events as measured by the attributions made for positive events as opposed to a "depressogenic attributional style" measured by attributions made for negative events. Previous researchers have not always separated the two attributional styles and yet it has been found that there is a low correlation between attributional styles for positive and negative events (Zautra, Guenther, & Chartier, 1985). Therefore, it is important for

researchers to assess attributions for negative events when attempting to determine the effect of attributional style and negative events on depression.

The Needles and Abramson study (1989) was also unique in that the researchers collected data in one week intervals for six weeks, attempting to measure changes in depression as they occurred. This type of methodology may be crucial in testing the cognitive theories of depression as it allows one to examine closely the temporal aspects of the hypothesized causes as well as the mediational components. The fact that certain events need to precede others in the causal chain makes it necessary to monitor the timing of events carefully. Accurate dating may help to determine whether or not an event is best viewed as a cause, symptom, or consequence of the depression.

In reviewing the literature, it is apparent that theorists postulating both the reformulated helplessness theory and Beck's theory have obtained support for their work; however, several issues remain that have not been sufficiently addressed. One such issue involves identifying the specificity of vulnerability in individuals, that is, the need to examine what specific domains of dysfunctional attitudes and negative events are most apt to activate

depression. This would include the need to examine both achievement oriented and interpersonally oriented events as well as chronic or ongoing stressors and episodic events.

Most studies to date that have tested the diathesis-stress theories have used a single life stressor such as an examination but have not looked at the effect of daily life events. The Negative Life Events Questionnaire (Abramson et al., 1989) used in the current study identifies both episodic and ongoing stressful situations in a college population. The ability to tap into life events that occur frequently in a college population may enable researchers to measure changes in mood more sensitively as they relate to daily stressors.

Although theorists from both research camps have found strong support for their respective theories, a major critique of the existing research has been that the majority of the studies have been cross-sectional in nature, allowing inferences to be made only with regards to the particular time of sampling. This type of methodology does not allow for predictions to be made regarding the ability of these cognitive vulnerabilities to predict depression at a later time. To address this criticism, the current study measured

subjects' depressive symptoms and life events over a six week period in order to determine the ability of these cognitive constructs to predict depressive scores prospectively.

Lastly, it is noted that although the hopelessness theory and Beck's theory both postulate cognitive vulnerabilities, a depressogenic attributional style and dysfunctional attitudes, no research to date has examined their relationship to each other. It would seem likely that an individual who makes stable and global attributions for negative events would likewise endorse a high number of dysfunction attitudes. It is therefore of interest to determine whether one cognitive vulnerability is more sensitive in predicting depression or whether we are assessing similar constructs.

Statement of Purpose

The purpose of the current study was to examine the relationship between dysfunctional attitudes and attributional style and to explore further the role of these cognitive vulnerabilities and negative life events in predicting depressive symptomology in a college population. The following hypotheses were explored using components of both the hopelessness theory and Beck's theory of depression:

- 1) Negative life events will interact with attributional style (attributions made regarding the cause of negative events) to predict initial depression scores as well as the change in depressive symptomology, as measured by the Beck Depression Inventory at two, four, and six weeks following baseline measures.
- 2) Negative life events will likewise interact with dysfunctional attitudes as measured by the Dysfunctional Attitude Scale to predict initial depression scores as well as the change in depressive symptomology scores at two, four, and six weeks following baseline measures.
- 3) There will be a significant, positive correlation between the Dysfunctional Attitude Scale and the Attributional Style Questionnaire.

CHAPTER 3

METHODS

Subjects

Introductory psychology students from an established subject pool at the University of Nevada, Las Vegas were given extra credit for participation. Subjects were identified through their date of birth in order to collect data for six consecutive weeks and to assign extra credit accordingly. Ninety-eight subjects completed and returned the initial packet of questionnaires (M=34, F=64), (mean age=21.6, sd=7.4). Of these 98 subjects, only 71 subjects completed all four phases of the study. The first repeated measurement involved 88 subjects, the second testing 77, and the final repeat measure involved 71.

There was no preselection of subjects based on BDI responses as the researcher was interested in a spectrum of depressive symptoms and in the change in BDI scores relevant to life events. Due to the within-subjects design, the subjects served as their own control group and it was therefore not necessary to use a nondepressed control group.

Materials

Attributional style was assessed using an expanded version of the Attributional Style Questionnaire (ASQ) (Metalsky et al., 1987). The modified ASQ includes 12 positive and 12 negative life events relevant to a college population whereas the original version contained only 6 positive and 6 negative events (Peterson, Semmel, von Baeyer, Abramson, Metalsky, & Seligman, 1982). Subjects were asked to rate the causality of a negative or positive event on a 7 point Likert-type scale ranging from 1 to 7 on 3 separate dimensions, (internal/external, global/specific, and stable/unstable).

An example of a typical item would be: "An important romantic relationship you are involved in breaks up because the other person no longer wants a relationship with you". To address the internality/externality dimension, the subjects were asked to think about the cause of the event and circle a number between 1 ("totally caused by other people or circumstances") to 7 ("totally caused by me"). To address the globality dimension, the subject were asked to think about the cause and to circle from 1 ("this cause leads to problems just in developing a close friendship with that person") to 7 ("this cause leads

to problems in all areas of my life"). The specificity component was assessed by asking subjects to think about the cause and circle from 1 ("will never again cause that person to not want to be friends with me") to 7 ("will always cause that person to not want to be friends with me"). The questionnaire also had several items regarding the meaning of the event but these data have not yet been validated by the primary authors of the scale. Peterson and his colleagues (1982) reported test-retest correlations over a five week period of .64 for the original Attributional Style Questionnaire but the modified ASQ (Needles & Abramson, 1990) was found to have an alpha coefficient of .86.

Early studies using the Attributional Style Questionnaire used a composite score of the three dimensions but more recent studies have used a composite score of the global and stable items only to predict depression. In the most recent statement regarding the hopelessness theory, Abramson and his colleagues (1989) suggest that the internal-external dimension of the Attributional scale is more closely associated with the specific symptom of loss of self-esteem rather than global depression. For the purpose of consistency with recent research, a composite score composed of the sum total of global and stable scores

for negative events was used as a predictor variable, with a possible total score of 168. The full composite score (internal, global, and stable scores) was used in the correlational analyses in order to include the entire scale as no previous studies have examined the correlation between the ASQ and DAS.

Depression was measured using the Beck Depression Inventory (Beck, 1967), a 21 item measure of depression which has been widely used and is generally considered the standard for self-rating measures. Each item is scored from 0 to 3 with a possible total score of 63, with higher scores indicating greater severity of depression. A typical item is as follows:

- 0 I can sleep as well as usual
- 1 I wake up more tired in the morning than I used to
- 2 I wake up 1-2 hours earlier than usual and find it hard to get back to sleep
- 3 I wake up early every day and can't get more than 5 hours of sleep

Internal consistency of the BDI has been reported as .81 (Dobson & Breiter, 1983) and the concurrent validity with clinical assessments of depressive symptoms was found to be between .61 and .73 (Marsella et al., 1987). The BDI is widely used with clinical

populations but has also been validated in a college population (Bumberry, Oliver, & McClure, 1978).

The Negative Life Events Questionnaire (NLEQ) was used to assess life incidents relevant to a college population (Needles & Abramson, 1990). The NLEQ was adapted from the Life Events Questionnaire (LEQ) (Saxe & Abramson, 1987), a 254 item questionnaire designed for a college population which was found to have a test-retest reliability of .82 and concurrent validity with BDI scores of .55. A 142 item subset of the original 254 items comprises the Negative Life Events Questionnaire. The NLEQ contains 83 episodic events and 59 stressful situations or chronic events.

A typical example of an ongoing event or situation would be as follows: Rarely receive affection, respect, or interest from friends (e.g., rarely receive praise or compliments from friends; friends do not listen or take interest, etc.). A typical example of an episode would be: Hurt by boyfriend/girlfriend or spouse (not physically) (e.g., insulted, confidence betrayed, etc.)

The subjects were asked whether certain events or situations have happened to them during the past two weeks. For episodic events they were asked to indicate the number of incidents and for chronic events they

were asked to circle yes or no if the situation was present over the last two weeks. There are a total of 142 questions and a final statement which reads "please list any other bad events or situations during the past two weeks which were not covered above."

The presence of dysfunctional attitudes was measured using the Dysfunctional Attitude Scale (DAS) (Weissman, 1979) which has been widely used in research with clinical populations as well as college populations. The original DAS consisted of a 100 item form (DAS-T) but shorter 40 item forms (DAS form A and DAS form B) continue to be widely used for research purposes. In college populations, the coefficients for internal consistency range from .89 to .92 with a test-retest correlation of .84 over an 8 week period (Weissman, 1979). In studies of concurrent validity, the DAS has been found to correlate with the Beck Depression Inventory in the range from .40 to .65 (Hersen & Bellack, 1987).

With either the long form or the short form, the subjects are asked to indicate the degree to which they agree or disagree with each item on a 7 point scale (from "totally agree" to "totally disagree"). One such statement would be "It is difficult to be happy unless one is good-looking, intelligent, rich, and creative."

In studies using adult non-depressed subjects, the mean score using the short form, A or B, was found to be 117 (sd=26.8) and in moderately depressed patients the mean was equal to 150 (sd=40) (Marsella et al., 1988). The DAS-form A was used in this study with a total possible score of 280.

Procedure

Data collection was performed at four separate times. During the first session, the subjects were given a brief introduction to the study and informed that they were eligible for extra credit. Following this introduction, students who desired to participate were issued the packet of questionnaires which included the NLEQ, ASQ, DAS, and the BDI as well as a consent form (See Appendices). Subjects were also informed that this study involved repeated measures and were encouraged to complete the entire phase of the study. Each student was also given a psychology subject pool form to ensure they would get credit for their participation.

The approximate time to complete the initial packet was 45 minutes. The questionnaires were completed at the students' convenience so as not to infringe on class time. The subjects were asked to return the completed questionnaires to the psychology

department by the following week. Complete anonymity was not possible due to the need to identify the subjects for extra credit. Following initial data collection, the data were tracked solely by the subjects' date of birth. The subject pool forms were completed by the experimenter and given to the instructor at the completion of the study.

Following the initial intake, the experimenter returned to the same class every two weeks for three additional repeat measures. Each time the experimenter and an assistant passed out the Negative Life Events Questionnaire (NLEQ) and the Beck Depression Inventory (BDI). The subjects were asked to complete the forms (in no specific order) and to return them to the psychology department within one week. The two forms took approximately 10 to 15 minutes to complete. Because no specific manipulation or intervention occurred, debriefing of subjects was not performed.

CHAPTER 4

RESULTS

Descriptive statistics were performed on all variables and the means and standard deviations for the variables of interest are listed in Table 1.

Means and standard deviations for the Attributional Style Questionnaire (ASQ) and the Dysfunctional Attitude Scale (DAS) were only calculated at the initial testing or Time 1. Both scales have been found to have high test-retest reliabilities of .86 and .84, respectively, over a 6 to 8 week period.

A Pearson r correlation was used to calculate the relationship between the DAS and the ASQ. As predicted, a significant positive correlation was found when using the full composite score of the ASQ (internal, global, and stable subscales), $r(96) = .243$, $p < .05$. A correlation matrix of the other variables is presented in Table 2.

The Beck Depression Inventory scores were found to be moderately low with means of 8.56, 6.90, 5.53, and 5.48 at the four different samplings and typically not suggestive of even mild depression using Beck's criteria of 10-16 for mild depression. The study, however, did not stress the inclusion of strictly

Table 1

Means and Standard Deviations of Dependent and Independent Variables

	Time 1		Time 2		Time 3		Time 4	
	M	SD	M	SD	M	SD	M	SD
BDI	8.56	7.06	6.90	6.14	5.53	6.06	5.50	7.01
NLEQ	37.05	31.39	29.31	26.86	23.13	22.27	21.20	22.61
ASQ*	99.32	22.66	-	-	-	-	-	-
DAS	120.21	35.01	-	-	-	-	-	-

BDI - Beck Depression Inventory
 ASQ - Attributional Style Questionnaire
 NLEQ - Negative Life Events Questionnaire
 DAS - Dysfunctional Attitude Scale

* Using stable and global subscales.

Table 2

Intercorrelations Between Predictor and Dependent Variables

Variable	2	3	4	5	6	7	8	9	10
1. BDI ₁	.23*	.58**	.48**	.80**	.48**	.69**	.44**	.75**	.49**
2. ASQ	--	.23*	.24*	.11	.17	.06	.16	.24*	.15
3. DAS		--	.24*	.48**	.25*	.45**	.31**	.43**	.33**
4. NLEQ ₁			--	.47**	.86**	.57**	.76**	.61**	.77**
5. BDI ₂				--	.57**	.83**	.57**	.83**	.62**
6. NLEQ ₂					--	.63**	.88**	.66**	.90**
7. BDI ₃						--	.68**	.83**	.72**
8. NLEQ ₃							--	.66**	.88**
9. BDI ₄								--	.69**
10. NLEQ ₄									--

*p < .05 **p < .01

BDI - Beck Depression Inventory
 ASQ - Attributional Style Questionnaire
 NLEQ - Negative Life Events Questionnaire
 DAS - Dysfunctional Attitude Scale

Note: Subscripts Refer to the four separate time periods.

1 = Initial Test 3 = Four weeks post
 2 = Two weeks post 4 = Six weeks post

depressed students but rather the change in BDI scores in a typical college population.

Concurrent Analyses

In order to determine the concurrent relations between depression and negative events, dysfunctional attitudes, and attributional style, multiple regression analyses were performed using BDI scores at Time 1 as the dependent variable. This analysis was done to test the hypothesis that negative life events would interact with dysfunctional attitudes and attributional style to predict initial depression levels. The three predictor variables (attributional style, dysfunctional attitudes, and negative life events) were entered in a stepwise manner. Thereafter, the interaction terms attributions x negative events (ASQ X NET) and dysfunctional attitudes x negative events (DAS X NET) were entered. Lastly, a triple interaction (attributions x dysfunctional attitudes x negative events) was added to the stepwise equation. As depicted in Table 3 , the analysis demonstrated significant main effects for both dysfunctional attitudes (DAS), ($F(1,95)=48.9$, $p < .001$) and negative life events ($F(1,94)=21.0$, $p < .001$). Attributional style (ASQ) did not contribute significantly to the variance; however, the interaction terms of

Table 3

Prediction of Initial Depression Scores from Negative Life Events, Dysfunctional Attitudes, and Attributional Style

Order Entry of Set	Predictors	Cumulative R^2	Increment in R^2	F for Increment in R^2
1	DAS	.337	.337	48.90**
2	NET1	.457	.120	20.00**
3	ASQ	.459	.001	.24
4	DAS X NET1	.472	.014	2.40
5	ASQ X NET1	.488	.015	2.75
6	ASQ X NET1 X DAS	.488	.000	.02

* $p < .05$ ** $p < .01$

ASQ - Attributional Style Questionnaire
 DAS - Dysfunctional Attitude Scale
 NET1 - Total Negative Events at Time 1

attributions X negative events and dysfunctional attitudes X negative events, approached significance, ($F(1,92)=2.75$, $p < .10$ and ($F(1,93)=2.40$, $p < .12$, respectively. As a whole, the predictor variables accounted for 48 percent of the variance of the depression at Time 1, ($F(1,91)=14.45$, $p < .001$).

Prospective Analyses

The second hypothesis to be tested proposed that attributions and dysfunctional attitudes would interact with negative events to predict changes in depression scores at 2, 4, and 6 weeks. A special case of hierarchical multiple regression procedure, analysis of partial variance, was used as described by Cohen and Cohen (1983). This type of analysis allows the prediction of residual change scores or postscores (in this case BDI2, BDI3, and BDI4) by taking into account the effect of the initial level of depression or prescore. By entering the initial depression score as the covariate, e.g. BDI1, followed by the independent or predictor variables, the residual change in depression can be predicted, partialing out the initial level of depression.

Separate analyses were performed for the time periods in question, from Time 1 to Time 2 (2 weeks later), Time 2 to Time 3, (2 weeks later), and Time 3

to Time 4 (2 weeks later). The appropriate covariate was used in each case; for example, in assessing Time 2 to Time 3, BDI2 was used as the covariate. This method allowed the examination of changes in BDI scores in 2 week intervals. The frequent administration was crucial for accurate recall of negative events, especially when dealing with retroactive responses. Furthermore, all of the reliability studies concerning the independent variables used in this study were assessed in this approximate time frame, between 6 to 8 weeks.

One additional variation was used when entering the negative life events in the multiple regression, and because this yielded different results, both analyses will be reported. Negative life events were entered in one analysis in terms of absolute or total number of events occurring two weeks prior to time of measurement and in a second analysis in terms of the change in negative events (Time B - Time A). Most studies have used absolute levels. A recent study, however, used change scores in positive events as the investigators thought it was more theoretically compelling to use change scores to explain the change in depression scores (Needles & Abramson, 1990). Tables 4a, 4b, and 4c summarize the multiple regression

Table 4a

Predicting Changes in BDI from Time 1 to Time 2 Using
Difference in Negative Events

Order Entry of Set	Predictors	Cumulative R ²	Increment in R ²	F for Increment in R ²
1	BDI ₁	.636	.636	150.09**
2	DAS	.640	.004	.95
3	NETD	.656	.016	3.97*
4	ASQ	.657	.001	.17
5	DAS X NETD	.663	.006	1.43
6	ASQ X NETD	.688	.005	1.33
7	ASQ X NETD X DAS	.684	.016	4.03*

*p < .05 **p < .01

BDI₁ - Beck Depression Inventory at Time 1 as
Covariate

ASQ - Attributional Style Questionnaire

DAS - Dysfunctional Attitude Scale

NETD - Difference in Negative Events from Time 1 to
Time 2

Table 4b

Predicting Changes in BDI from Time 2 to Time 3 Using
Difference in Negative Events

Order Entry of Set	Predictors	Cumulative R ²	Increment in R ²	F for Increment in R ²
1	BDI ₂	.668	.688	161.26**
2	DAS	.695	.007	1.57
3	NETD	.695	.000	.00
4	ASQ	.707	.012	2.85
5	DAS X NETD	.709	.002	.57
6	ASQ X NETD	.724	.014	.35
7	ASQ X NETD X DAS	.726	.002	.58

*p < .05 **p < .01

BDI₂ - Beck Depression Inventory at Time 2 as
Covariate

ASQ - Attributional Style Questionnaire

DAS - Dysfunctional Attitude Scale

NETD - Difference in Negative Events from Time 2 to
Time 3

Table 4c

Predicting Changes in BDI from Time 3 to Time 4 Using
Difference in Negative Events

Order Entry of Set	Predictors	Cumulative R ²	Increment in R ²	F for Increment in R ²
1	BDI ₃	.699	.699	144.01**
2	DAS	.699	.000	.03
3	NETD	.703	.004	.72
4	ASQ	.736	.036	7.50**
5	DAS X NETD	.751	.015	3.45
6	ASQ X NETD	.766	.015	3.73
7	ASQ X NETD X DAS	.784	.017	4.59*

*p < .05 **p < .01

BDI₃ - Beck Depression Inventory at Time 3 as
Covariate

ASQ - Attributional Style Questionnaire

DAS - Dysfunctional Attitude Scale

NETD - Difference in Negative Events from Time 3 to
Time 4

correlations using change scores of negative events at Time 1 to Time 2, Time 2 to 3, and Time 3 to 4.

As shown by the cumulative R^2 values in Tables 4A-C, between 68% to 78% of the variance in depression could be accounted for by the independent variables and the covariate combined. As would be expected, a great deal of the variance was attributable to the level of initial depression or depression prescores (64% from Time 1 to Time 2, 69% from Time 2 to Time 3, and 70% from Time 3 to Time 4). There were, however, some additional predictors which accounted for the variance in depression scores once the initial level of depression was controlled. For Time 1 to Time 2, the difference in negative events was found to be predictive of the level of depression at Time 2, ($F(1,84)=3.97$, $p < .05$), accounting for an additional 2% of the total variance. The interaction between the ASQ and negative events ($F(1,91)=1.33$, $p < .25$), and the DAS and negative events, ($F(1,82)=1.43$, $p < .25$), did not add significantly to the prediction of change in depression scores at Time 2. There was, however, a triple interaction between attributional style, dysfunctional attitudes, and negative events,

($F(1,80)=4.03$, $p < .05$), accounting once again for an additional 2% of the total variance.

For Time 2 to Time 3, there were no significant predictors above the initial level of depression (Time 2 depression). There was a strong trend, however, for attributional style to predict depression scores, ($F(1,72)=2.85$, $p < .09$) and, as predicted by the hypothesis, to interact with negative events in predicting depression in the future, ($F(1,70)=3.53$, $p < .06$).

For Time 3 to Time 4, attributional style added significantly to the explained variance ($F(1,66)=7.50$, $p < .01$) and as in Time 1 to Time 2, there was a triple interaction between attributional style, dysfunctional attitudes, and negative events, ($F(1,61)=4.59$, $p < .05$). Once again, there was a trend towards an interaction between attributional style and negative events ($F(1,64)=3.73$, $p < .06$) and dysfunctional attitudes and negative events ($F(1,65)=3.47$, $p < .07$).

As previously stated, a second set of analyses were performed using the total or absolute number of negative events for the time period in question rather than a change score from Time A to Time B. As in the previous set of analyses, initial depression scores accounted for a large proportion of the variance, 64%,

69%, and 70%, respectively, for the three time periods.

Tables 5a, 5b, and 5c summarize the results of these regression analyses. As before, a special case of multiple regression, analysis of partial variance, was used. For Time 1 to Time 2, the total number of events (those occurring in the 2 weeks prior) were significant predictors of Time 2 depression, explaining an additional 5% of the variance, ($F(1,84)=12.81$, $p < .01$). For this time period, both absolute number of negative events and the change in number of negative events predicted depression at Time 2. Interestingly, Time 1 negative events did not significantly predict depression at Time 2. The interaction between attributional style and negative events approached significance, ($F(1,81)=3.49$, $p < .07$). Unlike the previous analyses using the change in negative events, no triple interaction was obtained in this or any of the remaining prospective analyses.

For Time 2 to Time 3, main effects were found for both negative events ($F(1,73)=15.35$, $p < .01$) and attributional style ($F(1,72)=6.97$, $p < .01$) and once again the interaction between attributional style and negative events approached significance ($F(1,71)=3.22$, $p < .08$).

Table 5a

Predicting Changes in Beck Depression Inventory Scores
from Time 1 to Time 2 Using Total Negative Events

Order Entry of Set	Predictors	Cumulative R^2	Increment in R^2	F for Increment in R^2
1	BDI ₁	.636	.636	150.09**
2	DAS	.640	.004	.96
3	NETD	.687	.048	12.80**
4	ASQ	.692	.005	1.37
5	DAS X NET2	.695	.003	.77
6	ASQ X NET2	.708	.013	3.49
7	ASQ X NET2 X DAS	.709	.343	.34

*p < .05 **p < .01

BDI₁ - Beck Depression Inventory using Time 1 as
Covariate
ASQ - Attributional Style Questionnaire
DAS - Dysfunctional Attitude Scale
NET2 - Total Negative Events at Time 2

Table 5b

Predicting Changes in Beck Depression Inventory Scores
from Time 2 to Time 3 Using Total Negative Events

Order Entry of Set	Predictors	Cumulative R ²	Increment in R ²	F for Increment in R ²
1	BDI ₂	.688	.688	161.26**
2	DAS	.695	.007	1.57
3	NETD	.749	.054	15.34**
4	ASQ	.772	.023	6.97**
5	DAS X NET3	.772	.000	.11
6	ASQ X NET3	.783	.010	3.22
7	ASQ X NET3 X DAS	.783	.000	.04

*p < .05 **p < .01

BDI₂ - Beck Depression Inventory using Time 2 as
Covariate

ASQ - Attributional Style Questionnaire

DAS - Dysfunctional Attitude Scale

NET3 - Total Negative Events at Time 2

Table 5c

Predicting Changes in Beck Depression Inventory Scores
from Time 3 to Time 4 Using Total Negative Events

Order Entry of Set	Predictors	Cumulative R ²	Increment in R ²	F for Increment in R ²
1	BDI ₃	.699	.699	144.07**
2	DAS	.699	.000	.03
3	NETD	.728	.000	6.45**
4	ASQ	.749	.029	4.84*
5	DAS X NET4	.751	.021	.48
6	ASQ X NET4	.749	.002	.03
7	ASQ X NET4 X DAS	.752	.000	.32

*p < .05 **p < .01

BDI₃ - Beck Depression Inventory using Time 3 as
Covariate

ASQ - Attributional Style Questionnaire

DAS - Dysfunctional Attitude Scale

NET4 - Total Negative Events at Time 4

Similar results were obtained from Time 3 to Time 4 with main effects for attributional style ($F(1,65)=4.84, p < .05$) and negative events ($F(1,67)=6.45, p < .01$) and no significant interactions between the predictor variables.

CHAPTER 5

DISCUSSION

The current investigation examined the roles of dysfunctional attitudes and attributional style and their interactions with negative life events in predicting depression scores in a concurrent and prospective manner. Initial levels of depression were controlled in each of the longitudinal analyses in order to examine the contribution of each predictor variable above and beyond baseline depression. It was predicted that both dysfunctional attitudes and attributional styles would interact with negative life events to predict initial and prospective depression scores at 2, 4, and 6 weeks after initial assessment. It was also predicted that dysfunctional attitudes and attributional style would be positively correlated.

Concurrent Depression (Time 1)

The initial hypothesis to be discussed is that dysfunctional attitudes and attributional style would interact with negative life events to predict initial or concurrent levels of depression. Time 1 analyses, which examined the role of all independent variables in predicting initial BDI scores, yielded main effects for negative events as well as dysfunctional attitudes. These findings are consistent with those reported

previously (Olinger et al., 1987). The fact that attributional style alone did not account for a significant portion of the variance in BDI scores is in line with the hopelessness theory that proposes that cognitive vulnerabilities in isolation do not necessarily predict depression (Abramson et al., 1989). However, the interaction between attributional style and negative life events failed to reach significance as predicted by the hypothesis, although there was a strong trend between attributional style and negative life events to predict initial depression scores ($p < .10$).

A similar trend was obtained for dysfunctional attitudes and negative life events to predict initial depression scores, ($p < .12$). This finding tends to support the literature that describes dysfunctional attitudes as "vulnerability" schemata which predispose the individual to depression but require certain negative events to activate them. Beck's cognitive theory further suggests that certain negative schemata are more readily activated when the negative life event resembles the original negative event. The failure to find a significant interaction between dysfunctional attitudes and negative life events may have been due to the inability of the Negative Life Events Questionnaire

to trigger or activate dysfunctional attitudes. In their 1987 study, Hammen and colleagues tested this vulnerability model in a sample of college students by testing whether schema-congruent negative life events would interact with the hypothesized schema subgroups of achievement oriented or interpersonally oriented individuals. Their results demonstrated significantly stronger correlations between schema relevant life events and subsequent depression.

Other researchers have attempted to measure the contingency of activating dysfunctional attitudes. Olinger and colleagues created a scale derived directly from the Dysfunctional Attitude Scale, the DAS-CC or Dysfunctional Attitude Scale Contractual Contingencies to measure whether individuals were or were not meeting the conditions based on their dysfunctional attitudes (Olinger et al., 1987). For example, the item reflecting the dysfunctional attitude of "if you don't have other people to lean on, you are bound to be sad", was reworded to read "I don't have other people to lean on". These investigators found support for the interaction between negative life events and dysfunctional attitudes using this scale. As such, this scale of negative events or conditions is perhaps more sensitive to the Dysfunctional Attitude Scale than

the Negative Life Events Questionnaire. This supposition, however, cannot account entirely for the lack of the interaction between negative life events and dysfunctional attitudes found in the current study. In the same aforementioned study, Olinger and her colleagues (1987) used the Life Events Survey (Sarason, 1978), a more general survey of negative life events, and found a significant interaction between dysfunctional attitudes and negative life events.

Although the concurrent analyses for predicting initial levels of depression did not produce statistically significant interactions, trends were obtained for both attributional style and dysfunctional attitudes to interact with negative life events. However, a more complex triple interaction between dysfunctional attitudes, attributional style, and negative life events was found in the prospective analyses and will be discussed in the following section.

Prospective Analyses

The hypothesis of interest in the prospective analyses was that the cognitive diatheses, defined as the Dysfunctional Attitude Scale and the Attributional Style Questionnaire, would interact with negative life events to predict future depression levels, above and

beyond the initial depression scores. Essentially, each analysis examined a two week interval, taking into account the pre-and-post depression scores.

Using the total number of negative events, the expected interaction between attributional style and negative life events did not reach significance at the .05 level, but approached significance at the $p < .07$ level, for two of the three time periods. This finding replicates the trend found in the Time 1 analysis predicting concurrent depression levels. Interestingly enough, when an analysis was performed from Time 1 to Time 3, spanning a four week interval rather than 2 weeks, the interaction term between attributional style and negative events was significant at the .01 level. This finding suggests that the two week intervals may have been too short to assess significant changes in the depressive moods or negative events. Nonetheless, the trends obtained for Time 1 to 2 and Time 2 to 3 do provide some support for the diathesis-stress component of the hopelessness theory.

In the same set of analyses using total negative events, the Dysfunctional Attitude Scale and negative life events did not interact to predict prospective depression scores in any of the time intervals. One possible explanation for this disparity may be the

moderately high correlations that were obtained between the Dysfunctional Attitude Scale and the BDI scores at all four longitudinal time periods (range of .33 to .58). It appears that once the initial level of depression is accounted for, the Dysfunctional Attitude Scale does not add appreciably to the power of predicting future depression scores. Previous studies that have demonstrated a significant interaction between the Dysfunctional Attitude Scale and Negative Life Events have tested the relationship between dysfunctional attitudes, negative stresses, and concurrent levels of depression in a cross-sectional manner. No previous studies have measured the predictive power of these two variables in a prospective manner.

Another possible explanation for the lack of interaction between dysfunctional attitudes and negative life events on future depression may be that dysfunctional attitudes are state-dependent and are affected by the current state of depression (Rush, 1987). Olinger (1987) suggests that vulnerable individuals who are not depressed may not display negative content in their self schemas. Therefore, if the individual is not currently depressed, dysfunctional attitudes may not be activated. This

idea is consistent with Beck's theory which predicts that there is an increase in dysfunctional attitudes during depression due to the activation of negative schemata. As seen by the relatively low BDI scores, the sample of students in this study may not have been sufficiently depressed to activate the negative schemata that are assumed to comprise dysfunctional attitudes.

Another possible explanation for the lack of interaction between dysfunctional attitudes and negative life events may be that a third factor mediates their relationship. This idea was proposed by Robins, Block, and Pesolow (1990) who found some initial support for their mediation hypothesis. In their study using depressed and non-depressed psychiatric patients, they did not find support for the interaction of negative event frequency with dysfunctional attitudes but found that event perception mediated the relations of depression to dysfunctional attitudes and their interaction with negative life events. Robins and his colleagues (1990) reported that once event perception was controlled, the interaction of dysfunctional attitudes and negative life events was not predictive of depression, but that the perception of negative events alone was strongly associated with

depression, with the other two variables controlled. They concluded that it is the perception or the manner in which a negative event is perceived (including the degree of upsettingness, degree of life change, and attributional causes) that mediates the role of dysfunctional attitudes on depression. In this case, attributions are included in the measurement of event perception and this may account for the lack of predictive value of the dysfunctional attitudes.

The lack of interaction between dysfunctional attitudes and negative events was consistent throughout the longitudinal analyses when using the absolute number of negative events as a predictor variable. However, a different pattern emerged when a change score in negative events (Time A -Time B) was used as a predictor variable. There was a trend for the interaction term of dysfunctional attitudes and the change in negative life events to predict depression scores in two of the three longitudinal time periods. There was also a trend for an interaction between attributional style and the change in negative life events for all three longitudinal time periods. Furthermore, there was a significant triple interaction between the change in negative events and the two cognitive vulnerabilities, the DAS and ASQ, in two of

three longitudinal time periods, $p < .01$. Collectively, these findings suggest that dysfunctional attitudes and attributional styles were more impacted by the change in negative events as the interactions were not as salient when assessing the absolute number of negative events.

In order to examine the obtained triple interaction, further analyses were performed for Time 1 to Time 2 using median splits for all three predictor variables (attributional style, dysfunctional attitudes, and negative life events). After categorizing each variable into low and high categories based on their median splits, an analysis of variance was performed (Style x Negative Life Events) and means were obtained for each category. The analysis suggests that the presence of a high degree of dysfunctional attitudes sensitizes the individual to depression. As can be seen in Figure 1, individuals with high dysfunctional attitudes, high attributional style, and a high change in negative events demonstrated the highest mean BDI scores (11.5) compared to those with high attributional style, high change in negative events, but low dysfunctional attitudes (2.0). Overall, higher depression scores were found when individuals ascribed to a greater amount of

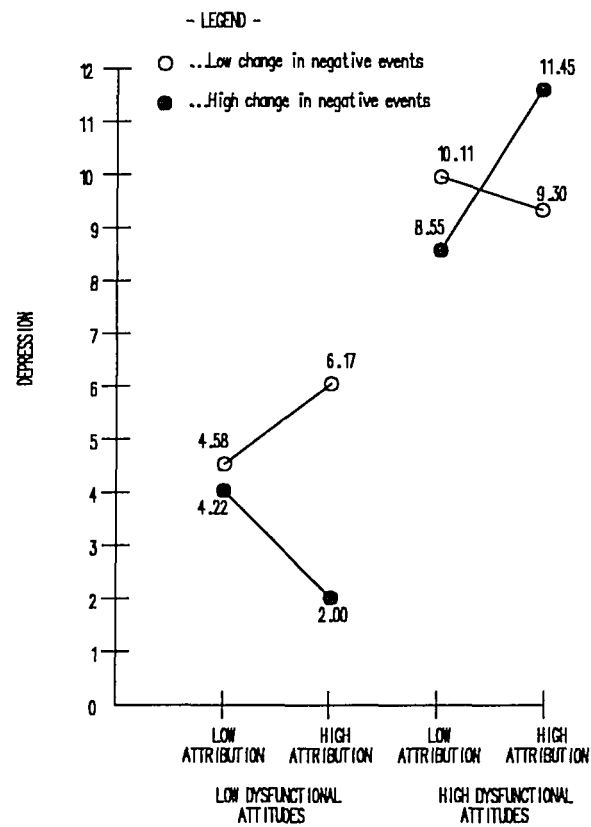


Figure 1. Schematic representation of the interaction between dysfunctional attitudes, attributional style, and change in negative events.

dysfunctional attitudes regardless of the other two conditions (attributional style and change in negative events). Therefore dysfunctional attitudes may serve to mediate the impact of negative life events and attributional style.

Correlation of Dysfunctional Attitudes and Attributional Style

The last hypothesis predicted that there should be a positive correlation between the Dysfunctional Attitude Scale and the Attributional Style Questionnaire. Both scales have been described in the literature as assessing cognitive vulnerabilities that predispose individuals to depression and have been found to correlate moderately with the Beck Depression Inventory.

As hypothesized, a significant and positive relationship was found between the Dysfunctional Attitude Scale and the Attributional Style Questionnaire, $r = .24$, $p < .05$. This correlation, however, is low and indicates that these two scales are measuring fairly distinct concepts. Although it has been proposed that dysfunctional attitudes may overlap with the depressogenic attributional style as described by the hopelessness theory (Abramson et. al., 1989), it

appears that these cognitive diatheses are not as closely related as expected.

Although dysfunctional attitudes were originally believed to be relative stable and enduring beliefs, other research suggests that these attitudes may be more state dependent or related to the current level of depression. Dysfunctional attitudes, as measured by the Dysfunctional Attitude Scale, have been shown to decrease substantially or to normalize completely in clinically depressed patients in remission (Dobson & Shaw, 1985; Eaves & Rush, 1984). Furthermore, the DAS has been found to correlate ($r=.52$) with two other widely used state-dependent measures, the Automatic Thoughts Questionnaire and the Cognitive Bias Questionnaire.

On the other hand, attributional style, as measured by the Attributional Style Questionnaire, may be measuring more stable or trait-like characteristics of depression. The fact that the Attributional Style Questionnaire has been found to manifest low to moderate correlations with measures of depression (range of .03 to .45) lends some support to this idea (Rush, 1987). Other studies have found additional support for the Attributional Style Questionnaire as a stable trait of depression. Clements and Alloy (1988)

found that depression-prone individuals exhibited a more negative or depressogenic attributional style than those who were not found to be vulnerable to depression, regardless of the current levels of depression. Eaves and Rush (1984) also demonstrated that ASQ scores, unlike DAS scores, did not change appreciably in clinically depressed patients upon remission of symptoms.

Traditionally, researchers have assessed cognitive changes in depression by using a singular cognitive measure in accordance with their theory. The current study suggests that these proposed cognitive vulnerabilities are more complex than assumed and operate in a multi-dimensional fashion. Therefore, assessment of cognitive styles using more than one measure may be more effective in predicting one's vulnerability to depression.

Summary

The current study provided additional support for the diathesis-stress theories of depression, most notably the hopelessness theory. Trends in the data indicate that changes in negative life events interact with attributional style in predicting concurrent and prospective depression scores. These findings are consistent with the hopelessness theory which defines a

depressogenic attributional style as being a distal and contributory cause to the development of depression.

The hypotheses based on Beck's cognitive theory were not as well substantiated. The predicted interaction between dysfunctional attitudes and negative life events approached significance when analyzing the initial levels of depression and in a few instances when predicting future levels of depression. These results suggest that dysfunctional attitudes were not impacted as significantly by negative life events as hypothesized in this particular sample of university students. The findings also suggest that dysfunctional attitudes may have a more salient role once depressive symptoms have been activated.

Interestingly, a more complex interaction between the two proposed cognitive diatheses, dysfunctional attitudes and attributional style, and negative life events was found. The presence of a high degree of dysfunctional attitudes appeared to sensitize or prime the individual to higher levels of depression by mediating the role between life events and attributional style. Further research is needed to assess the complex relationship between these proposed cognitive vulnerabilities and their relationship to depression.

Several factors may have contributed to the lack of more consistent findings, especially with respect to Beck's model. The lack of significantly elevated BDI scores in this sample may have resulted in less than robust findings with respect to testing the impact of dysfunctional attitudes and negative events on depression. Therefore, it may have been more appropriate to examine a depressed subgroup (for example, mildly to moderately depressed students) or a community-based clinically depressed group and to monitor the changes in depression accordingly.

Temporal factors also may have played a role in the failure to find significant interactions between the cognitive vulnerabilities and negative life events. Time periods of one month or greater may have been more effective in obtaining significant changes in mood and/or life events.

Lastly, it may be crucial to assess negative life events that are schema-congruent or matched to the individual's particular vulnerability as stressed by both cognitive theories, especially Beck's theory. Future research should aim at identifying individuals' vulnerabilities in a particular content domain and assessing negative events in these domains. Further longitudinal research will be needed to assess whether

these proposed cognitive vulnerabilites are truly
prediposing factors of depression or merely
concomitants.

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APPENDIX

CONSENT FOR RESEARCH PARTICIPATION
UNIVERSITY OF NEVADA, LAS VEGAS

TITLE: THE ROLE OF LIFE EVENTS AND ATTITUDES IN COLLEGE STUDENTS

You are being asked to participate in a study exploring the relationship of life events and attitudes in college students. If you agree to participate, you will be asked to complete a series of questionnaires as well as brief demographic data (age, sex, etc.).

The purpose of this study is to obtain basic data on the role of attitudes and life events in a college population and how these might affect students' lives; the information obtained is kept strictly confidential and will not be associated with your identity in any way, except during the data collection phase and to assign extra credit.

Your participation in this study is strictly voluntary and you are free to withdraw your consent and discontinue participation at any time during the study. Students participating as part of the Psychology Subject Pool will be entitled to extra credit as outlined by the department once you have completed the project. If you have any questions regarding this study, please contact the primary investigator, Linda Frantom, by leaving a message in the Psychology Department Office, 739-3305.

YOUR SIGNATURE BELOW INDICATES THAT YOU HAVE DECIDED TO VOLUNTEER AS A RESEARCH SUBJECT AND THAT YOU HAVE READ THE INFORMATION PROVIDED ABOVE. THANK YOU.

date

signature of participant

date

signature of investigator

Birth date: Initials: Today's date:
MM/DD/YY First Last MM/DD/YY

NLEQ

Directions: On this questionnaire you are asked whether certain events or situations have happened to you during the Past two weeks. For events, please indicate how many times that event happened during the week by circling the appropriate number (if it happened more than three times, circle the word "more" and write in how many times it happened). For situations, please indicate whether or not that situation was present for the entire week by circling the word "yes" or "no" (i.e., circle "no" if at any time during the week the situation was not present).

- 1) Did poorly on an exam or major project for an important course (i.e., grade less than or equal to C).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 2) Received negative reaction from family or friends about not doing well in school (e.g., yelled at; called dumbbell; silent treatment; parents refused to pay tuition because of poor grades).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 3) Told by someone important that you will not live up to career or school goals (e.g., told by teacher that you are not talented enough; told by boyfriend/girlfriend/spouse that you are not smart enough for a professional career; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 4) Failed to achieve an important school-related goal that does not involve grade point average (e.g., did not get into orchestra, athletic team, etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 5) Not accepted into major or college of choice because grades were too low.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 6) Put down by a teacher or T.A. (e.g., called names in front of others; ridiculed; etc.).
- Number of occurrences of this event in the past two weeks (Circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 7) Worked on something for school which you did not enjoy or did not care about.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 8) Had a project or assignment for a class overdue.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 9) Performed poorly on a minor school or school-related project or assignment (not an important project or assignment) (e.g., did poorly on a minor quiz; could not answer a question the teacher asked; etc.)
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 10) Laid off or fired from Job.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 11) Worked on something on the Job which you did not enjoy or did not care about.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 12) Were criticized or negatively evaluated about work on the job.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 13) Had a project or assignment for your Job overdue.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more

- 14) Performed poorly on a task at work or home (e.g., cooked something that tasted bad),.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 15) Got a poor final grade (C or lower) in one or two classes, but overall grade point average was good (greater than 2.0) the most recent semester.
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes
- 16) Earned an overall grade point average less than or equal to 2.0 (C) the most recent semester.
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes
- 17) Doing worse academically than usually did in previous semesters or than did in high school (difference of at least one grade).
- Indicate whether this situation has been in effect during the past two weeks or not, (circle one).
- 0) No 1) Yes
- 18) Very much behind in one or more Important classes.
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes
- 19) Negative health consequences from studying for long periods of time (e.g., exhaustion, headaches, illness, etc.).
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes
- 20) Negative social consequences from school and Job-related demands (e.g., do not have time to see friends, boyfriend/girlfriend/spouse, etc.).
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes
- 21) Have one or more classes with extremely undesirable features (e.g., professor speaks English very poorly; T.A.s or professor not available to answer questions, etc.).
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes

- 22) Do not understand the material in one or more important courses.
Indicate whether this situation has been in effect during the past two weeks or not (circle one):
0) No 1) Yes
- 23) Dislike major or school in general, but have to stay (e.g., forced to by parents, have no skills to get a Job, etc.).
Indicate whether this situation has been in effect during the past two weeks or not (circle one):
0) No 1) Yes
- 24) Not doing as well in school as another key family member or friend (e.g., perform less well than a friend even though you work as hard; doing worse in school than parent did; etc.).
Indicate whether this situation has been in effect during the past two weeks or not (circle one):
0) No 1) Yes
- 25) Job has one or more undesirable features (e.g., Job is dull; work is dangerous; etc.).
Indicate whether this situation has been in effect during the past two weeks or not (circle one):
0) No 1) Yes
- 26) Unable to find work and want a Job very much for financial or career reasons.
Indicate whether this situation has been in effect during the past two weeks or not (circle one):
0) No 1) Yes
- 27) Significant negative change in financial circumstances (e.g., large amount of money or valuables lost or stolen; loss of financial support; etc.).
Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
0 1 2 3 more
- 28) Significant negative change in parents' financial circumstances (e.g., large amount of money or valuables lost or stolen; loss of means of financial support; etc.).
Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
0 1 2 3 more
- 29) Had a possession break or run poorly (e.g., car, stereo, appliance, etc.).
Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
0 1 2 3 more

- 30) Had property lost or stolen.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 31) Did not have enough money for most non-necessities and had to go without them (e.g., recreation).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 32) Did not have enough money for one or more necessities and had to do without them (e.g., food, health care, housing, necessary clothing).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 33) Significant fight or argument with parents that led to a serious consequence (such as self or parents crying, temporary loss of privileges for self, etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 34) Significant fight or argument with family member other than parent that led to a serious consequence, (such as self or family member crying, temporary loss of privileges for self, etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 35) Significant fight or argument among family members other than self that led to serious consequences such as family members crying, etc.

Number of occurrences of this event in the past week (circle one number; write in the number if more than 3):

0 1 2 3 more

- 36) Parents got separated or divorced.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 37) Sibling got in serious trouble (with law; in school; with parents; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 38) Parent got in serious trouble (with law; on the Job; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 39) Got caught doing something disapproved of by parents, or parents found evidence of something they disapproved of (e.g., parents found drugs in room; parents found birth control devices; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 40) Family member lost Job. or was laid off.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 41) Death of close family member.

Number of occurrences of this event in the past week (circle one number; write in the number if more than 3):

0 1 2 3 more

- 42) Put down by parents or parents expressed dislike (e.g., called names, etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 43) Spent time with parents that was not enjoyable (e.g., time spent involved business or disciplinary activities; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 44) Did something embarrassing in presence of a family member.

Number of occurrences of this event in the past week (circle one number; write in the number if more than 3):

0 1 2 3 more

- 45) Family member did something that you are ashamed of.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 46) Were misunderstood or misquoted by a family member.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 47) Unable to confide in family members even though you want to.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 48) Frequent problems associated with living at home (e.g., chores consume too much time; long distance to school; siblings distract from studying; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 49) Family member has significant medical or emotional problem that has lasted at least one month (e.g., heart disease; depression; excessive use of alcohol or drugs; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 50) Rarely receive love, respect, or interest from parents (e.g., rarely receive compliments or praise from parents; parents rarely or never say "I love you"; parents rarely call or write; parents do not listen or show interest; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 51) Parents have unrealistic or unmanageable expectations or make excessive demands (e.g., have to be a star athlete even though you would rather concentrate on other interests; reprimanded if you do not excel at everything undertaken; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 52) Frequent fights or disagreements among family members other than self.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 53) Parents often play favorites or make unfavorable comparisons between self and siblings.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 54) Frequent fights or disagreements with one or more family members.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 55) Frequent pressure and/or manipulation to agree with parents (e.g., parents threaten to withdraw finances for disobeying; parents say "You don't love me," if you don't agree with them; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 56) Lack Of trust by parents (e.g., parents question excessively; accusations of lying; parents check up on activities; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 57) Lack of freedom or privacy due to family members (e.g., have less freedom than peers; parents pry or go through belongings; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 58) Got in trouble with law (e.g., traffic violation; warning for disorderly conduct; arrested; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 59) Spent time in jail.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 60) Moved (not out of choice) (i.e., changed residence, left home because you had to).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 61) Significant fight or argument with roommate that led to a serious consequence such as self or roommate crying, physical fight, leaving the room for the night, etc.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 62) Unable to find roommate even though you need one for financial or companionship reasons.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 63) Frequent fights or disagreements with one or more roommates.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 64) Frequently cannot complete schoolwork or other important tasks because roommate is too noisy.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 65) Live in an apartment, house, or dorm that has very undesirable features (e.g., overcrowded, dirty, run down, has bugs or rodents, etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 66) Live in an apartment, house, dorm, etc., where you usually cannot be alone when you want to.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 67) Significant fight or argument with friend other than roommate that led to a serious consequence such as self or friend crying, physical fight, etc.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 68) Hurt by friend (not physically) (e.g., insulted by friend; confidence betrayed by friend; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 69) Hurt a friend (not physically) (e.g., insulted a friend; betrayed friend's confidence; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 70) Break-up of relationship with friend.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 71) Friend experienced serious setback or failure (e.g., fired from); low grade point average; lost an important competition; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 72) Death of pet.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 73) Death of friend.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 74) Did something embarrassing in presence of a friend.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 75) Friend did something to be ashamed of.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 76) Friend borrowed money or personal belongings.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 77) Were misunderstood or misquoted by a friend.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 78) Spent time with people who do not share your interests.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 79) Did something uninteresting or unpleasant with a friend.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 80) Excluded from an athletic, social, or other fun activity by friends.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 81) Close friend moved away.

Number of occurrences of this event in the past two weeks (circle one number. write in the number if more than 3):

0 1 2 3 more

- 82) Friend got in serious trouble (e.g., at home; in school; with the law; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 83) Significant fight or disagreement between two of your friends which has had negative consequences for you (e.g., unable to spend time with them together; you are pressured to take sides; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 84) Received blame for problems between self and friends, or for friends' personal problems (e.g., friend said things such as "My problems are because of you," or "I would be better off if you weren't here.").

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 85) Friend has serious medical or emotional problem that has lasted at least one month (e.g., serious injury; asthma; excessive use of alcohol or drugs; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 86) Have fewer friends than you would like.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 87) Have no one to confide in.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 88) Rarely sought out by others for activities or friendship (e.g., rarely called by others and asked to do something fun; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 89) Relationships with friends or family have changed for the worse since you left home (e.g., growing apart from friends left behind, etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 90) Rarely receive affection, respect, or interest from friends (e.g., rarely receive compliments or praise from friends; friends do not listen or take interest; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 91) Saw friends less often than you would like.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 92) Frequent fights or disagreements with one or more friends.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 93) Often not taken seriously by friends (e.g., Ideas or goals are laughed at; told such things as "You are a dreamer"; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 94) Significant fight or argument with boyfriend/girlfriend/spouse that led to a serious consequence such as self or boyfriend/girlfriend/spouse crying, leaving common residence for one night, etc.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 95) Final break-up of relationship with boyfriend/girlfriend/spouse.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 96) Boyfriend/girlfriend/spouse was unfaithful to you (e.g., had sex with another person, dated others without your approval, etc.).
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 97) Received negative reaction (e.g., insulting comment) about boyfriend/girlfriend/spouse from an important person.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 98) Boyfriend/girlfriend/spouse experienced serious failure or got into serious trouble (e.g., fired from job; low grade point average; trouble with law; etc.) .
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 99) Death of boyfriend/girlfriend/spouse.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 100) Excluded from fun activities or Ignored by boyfriend/girlfriend/ spouse.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 101) Spent time that was uninteresting or unpleasant with boyfriend/ girlfriend/spouse.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 102) Hurt by boyfriend/girlfriend/spouse (not physically) (e.g., insulted; confidence betrayed; etc.)
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more

- 103) Hurt boyfriend/girlfriend/spouse (not physically) (e.g., insulted him/her; betrayed his/her confidence; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 104) Broke off engagement to be married.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 105) Got divorced.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 106) Did something embarrassing in presence of boyfriend/girlfriend/spouse

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 107) Boyfriend/girlfriend/spouse did something to be ashamed of.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 108) Boyfriend/girlfriend/spouse borrowed money or personal belongings which you were reluctant to lend.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 109) Were misquoted or misunderstood by boyfriend/girlfriend/spouse.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 110) Frequent fights or disagreements with boyfriend/girlfriend/spouse.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 111) Separated from boyfriend/girlfriend/spouse for school or career reasons.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 112) Separated from boyfriend/girlfriend/spouse because of ' conflict, but final break-up of the relationship has not yet occurred.
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes
- 113) Boyfriend/girlfriend/spouse has had significant medical or emotional problem for at least one month (e.g., heart disease; depression; excessive use of alcohol or drugs; etc.).
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes
- 114) Want to date others, but boyfriend/girlfriend/spouse does not approve of this.
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes
- 115) Rarely receive love, respect, or interest from boyfriend/girlfriend/ spouse (e.g., rarely receive compliments or praise; boyfriend/girlfriend/spouse rarely or never says "I love you"; boyfriend/girlfriend/spouse does not listen or take interest; etc.).
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes
- 116) Rarely spend time with boyfriend/girlfriend/spouse in fun activities (e.g., time spent together mainly involves business matters or doing work; rarely have fun discussions together; etc.).
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes
- 117) Are in an abusive relationship (i.e., boyfriend/girlfriend/spouse physically beats or verbally abuses you).
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes
- 118) Receive peer pressure to change your dating behavior (e.g., to date if you do not want to; to be in a steady relationship if you do not want to; etc.).
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0) No 1) Yes

- 119) Dating activity is at an undesirable level (i.e., you date more often or less often than you would like to)..

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 120) Often not taken seriously by boyfriend/girlfriend/spouse (e.g., ideas or goals are laughed at; told things such as "You are a dreamer"; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 121) Spent less time with boyfriend/girlfriend/spouse than you would like.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 122) Received negative comments about physical or sexual attractiveness or sexual performance.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 123) Rapid unwanted weight gain or loss.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 124) Failed in attempt to quit or reduce use of drugs, alcohol, or cigarettes.

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 125) Received negative comment about drug, alcohol, or cigarette use.

Number of occurrences of this event in the past week (circle one number; write in the number if more than 3):

0 1 2 3 more

- 126) Minor injury or illness (e.g., cold; sprained ankle; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

- 127) Serious illness, accident, or injury (e.g., accident or illness requiring hospitalization; illness requiring missing at least one week of school or work; etc.).
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 128) Engaged in unsatisfactory sexual activities.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 129) Received negative comments about clothing or appearance.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 130) Physically beaten.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 131) Pressured or forced into unwanted sexual activity.
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 132) Were awakened while trying to sleep.
- Number of occurrences of this event in the past week (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 133) Had an unpleasant medical or dental appointment (e.g., painful; poor outcome; etc.).
- Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):
- 0 1 2 3 more
- 134) Overweight or underweight for at least one month (at least 15% more or less than average for people of your height).
- Indicate whether this situation has been in effect during the past two weeks or not (circle one):
- 0 1 2 3 more

- 135) Frequently teased or ridiculed about appearance.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 136) Chronic pain or disease for at least one month (e.g., diabetes; arthritis; allergies; pain from illness or injury; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0 1 2 3 more

- 137) Unwanted pregnancy or possible unwanted pregnancy (females: self; males: girlfriend/spouse).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0 1 2 3 more

- 138) Engage in sex much less often or much more often than you would like.

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 139) Consistent sexual difficulties for self or partner (e.g., sex is painful; cannot maintain an erection; lack of pleasure from sex; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 140) Receive frequent peer pressure to use drugs, alcohol, or cigarettes (e.g., do not like to take drugs but majority of friends get high often; rejected or ridiculed by friends if you don't use drugs; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 141) Receive peer pressure to change your sexual behavior or choices (e.g., orientation; level of activity; choice of partners; etc.).

Indicate whether this situation has been in effect during the past two weeks or not (circle one):

0) No 1) Yes

- 142) Experienced very bad weather conditions (e.g., was out in extreme heat or cold; drove in bad snow or rain storm; etc.).

Number of occurrences of this event in the past two weeks (circle one number; write in the number if more than 3):

0 1 2 3 more

Please list any other bad events or situations during the past two weeks which were not covered above:

BECK DEPRESSION INVENTORY

Birthdate: mo. day year

Circle the number that best reflects how you have been feeling the last few days. Make sure that you circle one answer for each question. If more than one answer applied to how you have been feeling, circle the highest number.

1. 0. I do not feel sad.
 1. I feel sad.
 2. I am sad all the time and I can't snap out of it.
 3. I am so sad or unhappy that I can't stand it.
2. 0. I am not particularly discouraged about the future.
 1. I feel discouraged about the future.
 2. I feel I have nothing to look forward to.
 3. I feel that the future is hopeless and that things cannot improve.
3. 0. I do not feel like a failure.
 1. I feel I have failed more than the average person.
 2. As I look back on my life, all I can see is a lot of failures.
 3. I feel I am a complete failure as a person (parent, husband, wife).
4. 0. I get as much satisfaction out of things as I used to.
 1. I don't enjoy things the way I used to.
 2. I don't get real satisfaction out of anything anymore.
 3. I am dissatisfied or bored with everything.
5. 0. I don't feel particularly guilty.
 1. I feel guilty a good part of the time.
 2. I feel quite guilty most of the time.
 3. I feel guilty all of the time.
6. 0. I don't feel I am being punished.
 1. I feel I may be punished.
 2. I expect to be punished.
 3. I feel I am being punished.
7. 0. I don't feel disappointed in myself.
 1. I am disappointed in myself.
 2. I am disgusted with myself.
 3. I hate myself.
8. 0. I don't feel I am any worse than anybody else.
 1. I am critical of myself for my weaknesses or mistakes.
 2. I blame myself all the time for my faults.
 3. I blame myself for everything bad that happens.
9. 0. I don't have any thoughts of killing myself.
 1. I have thoughts of harming myself, but I would not carry them out.
 2. I would like to kill myself.
 3. I would kill myself if I had the chance.
10. 0. I don't cry any more than usual.
 1. I cry more now than I used to.
 2. I cry all the time now.
 3. I used to be able to cry, but now I can't cry even though I want to.
11. 0. I am no more irritated by things than I ever am.
 1. I am slightly more irritated now than usual.
 2. I am quite annoyed or irritated a good deal of the time.
 3. I feel irritated all the time now.

12. 0. I have not lost interest in other people.
1. I am less interested in other people now than I used to be.
2. I have lost most of my interest in other people.
3. I have lost all of my interest in other people.
13. 0. I make decisions about as well as I ever could.
1. I put off making decisions more than I used to.
2. I have greater difficulty in making decisions than before.
3. I can't make any decisions at all anymore.
14. 0. I don't feel I look any worse than I used to.
1. I am worried that I am looking old or unattractive.
2. I feel that there are permanent changes in my appearance that make me look unattractive.
3. I believe that I look ugly.
15. 0. I can work about as well as before.
1. It takes an extra effort to get started at doing something.
2. I have to push myself very hard to do anything.
3. I can't do any work at all.
16. 0. I can sleep as well as usual.
1. I don't sleep as well as I used to.
2. I wake up 1-2 hours earlier than usual and find it hard to get back to sleep.
3. I wake up several hours earlier than I used to and cannot get back to sleep.
17. 0. I don't get more tired than usual.
1. I get tired more easily than I used to.
2. I get tired from doing almost anything.
3. I am too tired to do anything.
18. 0. My appetite is no worse than usual.
1. My appetite is not as good as it used to be.
2. My appetite is *much worse now*.
3. I have no appetite at all any more.
19. 0. I haven't lost much weight, if any, lately.
1. I have lost more than 5 pounds.
2. I have lost more than 10 pounds.
3. I have lost more than 15 pounds.
20. 0. I am no more worried about my health than usual.
1. I am worried about physical problems such as aches and pains, or upset stomach, or constipation.
2. I am *very worried about physical problems and it's hard to think of much else*.
3. I am so worried about my physical problems that I cannot think about anything else.
21. 0. I have not noticed any recent change in my interest in sex.
1. I am less interested in sex than I used to be.
2. I am much less interested in sex now.
3. I have lost interest in sex completely.

DYSFUNCTIONAL ATTITUDE SCALE - FORM A
(DAS-A)

DASFORM A

This inventory lists different attitudes or beliefs which people sometimes hold. Read EACH statement carefully and decide how much you agree or disagree with the statement.

For each of the attitudes, show your answer by placing a checkmark (✓) under the column that BEST DESCRIBES HOW YOU THINK. Be sure to choose only one answer for each attitude. Because people are different, there is no right answer or wrong answer. to these statements.

To decide whether a given attitude is typical of your way of looking at things, simply keep in mind that you are like MOST OF THE TIME.

EXAMPLE :

ATTITUDES	TOTALLY AGREE	AGREE VERY MUCH	AGREE SLIGHTLY	NEUTRAL	DISAGREE SLIGHTLY	DISAGREE VERY MUCH	TOTALLY DISAGREE
1. Most people are O.K. once you get to know them.			✓				

Look at the example above. To show how much a sentence describes your attitude, you can check any point from totally agree to totally disagree. In the above example, the checkmark at "agree slightly" indicates that this statement is somewhat typical of the attitudes held by the person completing the inventory.

Remember that your answer should describe the way you think MOST OF THE TIME.

NOW TURN THE PAGE AND BEGIN

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ATTITUDES	TOTALLY AGREE	AGREE VERY MUCH	AGREE SLIGHTLY	NEUTRAL	DISAGREE SLIGHTLY	DISAGREE VERY MUCH	TOTALLY DISAGREE
REMEMBER, ANSWER EACH STATEMENT ACCORDING TO THE WAY YOU THINK <u>MOST OF THE TIME</u> .							
1. It is difficult to be happy unless one is good looking, intelligent, rich and creative.							
2. Happiness is more a matter of my attitude towards myself than the way other people feel about me.							
3. People will probably think less of me if I make a mistake.							
4. If I do not do well all the time, people will not respect me.							
5. Taking even a small risk is foolish because the loss is likely to be a disaster.							
6. It is possible to gain another person's respect without being especially talented at anything.							
7. I cannot be happy unless most people I know admire me.							
8. If a person asks for help, it is a sign of weakness.							

ATTITUDES	TOTALLY AGREE	AGREE VERY MUCH	AGREE SLIGHTLY	NEUTRAL	DISAGREE SLIGHTLY	DISAGREE VERY MUCH	TOTALLY DISAGREE
REMEMBER, ANSWER EACH STATEMENT ACCORDING TO THE WAY YOU THINK <u>MOST OF THE TIME</u> .							
9. If I do not do as well as other people, it means I am an inferior human being.							
10. If I fail at my work, then I am a failure as a person.							
11. If you cannot do something well, there is little point in doing it at all.							
12. Making mistakes is fine because I can learn from them.							
13. If someone disagrees with me, it probably indicates he does not like me.							
14. If I fail partly, it is as bad as being a complete failure.							
15. If other people know what you are really like, they will think less of you.							
16. I am nothing if a person I love doesn't love me.							

ATTITUDES	TOTALLY AGREE	AGREE VERY MUCH	AGREE SLIGHTLY	NEUTRAL	DISAGREE SLIGHTLY	DISAGREE VERY MUCH	TOTALLY DISAGREE
REMEMBER, ANSWER EACH STATEMENT ACCORDING TO THE WAY YOU THINK <u>MOST OF THE TIME</u> .							
17. One can get pleasure from an activity regardless of the end result.							
18. People should have a reasonable likelihood of success before undertaking anything.							
19. My value as a person depends greatly on what others think of me.							
20. If I don't set the highest standards for myself, I am likely to end up a second-rate person.							
21. If I am to be a worthwhile person, I must be truly outstanding in at least one major respect.							
22. People who have good ideas are more worthy than those who do not.							
23. I should be upset if I make a mistake.							
24. My own opinions of myself are more important than other's opinions of me.							

ATTITUDES	TOTALLY AGREE	AGREE VERY MUCH	AGREE SLIGHTLY	NEUTRAL	DISAGREE SLIGHTLY	DISAGREE VERY MUCH	TOTALLY DISAGREE
REMEMBER, ANSWER EACH STATEMENT ACCORDING TO THE WAY YOU THINK <u>MOST OF THE TIME</u> .							
25. To be a good, moral, worthwhile person, I must help everyone who needs it.							
26. If I ask a question, it makes me look inferior.							
27. It is awful to be disapproved of by people important to you.							
28. If you don't have other people to lean on, you are bound to be sad.							
29. I can reach important goals without slave driving myself.							
30. It is possible for a person to be scolded and not get upset.							
31. I cannot trust other people because they might be cruel to me.							
32. If others dislike you, you cannot be happy.							
33. It is best to give up your own interests in order to please other people.							

ATTITUDES	TOTALLY AGREE	AGREE VERY MUCH	AGREE SLIGHTLY	NEUTRAL	DISAGREE SLIGHTLY	DISAGREE VERY MUCH	TOTALLY DISAGREE
REMEMBER, ANSWER EACH STATEMENT ACCORDING TO THE WAY YOU THINK <u>MOST OF THE TIME</u> .							
34. My happiness depends more on other people than it does on me.							
35. I do not need the approval of other people in order to be happy.							
36. If a person avoids problems, the problems tend to go away.							
37. I can be happy even if I miss out on many of the good things in life.							
38. What other people think about me is very important.							
39. Being isolated from others is bound to lead to unhappiness.							
40. I can find happiness without being loved by another person.							

CASQ

I. D. CODE

____/____/____, ____ ____
 Month Day Year First Last
 Birth Date Initials

Directions

Please try to vividly imagine yourself in each of the situations that follow. Picture each situation as clearly as you can and as if the events were happening to you right now. Place yourself in each situation and decide what you feel would have caused it if it actually happened to you. Although events many have many causes, we want you to choose only one the major cause if the situation actually happened to you. For each situation, you will write down this cause in the blank provided. Then you will answer some questions about the cause. after you have answered the questions about the cause of the situation, think about what the occurrence of the situation would mean to you. You also will answer the some questions about what the occurrence of the situation would mean to you.

It is important to remember that there are no right or wrong answers to the questions. The important thing is to answer the questions in a way that corresponds to what you would thing and feel if the situations actually were occurring in you life.

PRACTICE ITEM

Imagine that the following situation actually happens to you:

SITUATION: You and your parents are not getting along well.

Questions A - D ask about the cause of you and your parents not getting along well.

A) On the line below, write down the one major cause of you and your parents not getting along well.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of you and your parents not getting along well. Is it something about you or something about other people or circumstances that causes you and your parents to not get along well? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of you and your parents not getting along well. Is this cause something that leads to problems in getting along with your parents in that instance, or does this cause also lead to problems in other areas of your life? (Circle one number.)

This cause leads to problems <u>just</u> in getting along with my parents in that instance	1	2	3	4	5	6	7	This cause leads to problems in <u>all</u> areas of my life
--	---	---	---	---	---	---	---	--

D) Think about the cause (i.e., what you wrote down on the line above) of you and your parents not getting along well. Now assume that in the future, after this particular instance of you and your parents not getting along well, you interact with your parents on other occasions. Will the cause of you and your parents not getting along well now as described above again cause you and your parents to not get along well in the future? (Circle one number.)

Will never again
cause me to not
get along well
with my parents

1 2 3 4 5 6 7

Will always
cause me to not
get along well
with my parents

Questions E - G ask for your views about the meaning of the situation of you and your parents not getting along well rather than about the cause of this situation.

E) How likely is it that not getting along well with your parents will lead to other negative things happening to you? (Circle one number.)

Not at all likely
to lead to other
negative things
happening to me

1 2 3 4 5 6 7

Extremely likely
to lead to other
negative things
happening to me

F) To what degree does not getting along well with your parents mean to you that you are flawed in some way? (Circle one number.)

Definitely does
not mean I am
flawed in some way

1 2 3 4 5 6 7

Definitely does
mean I am flawed
in some way

G) How much does not getting along well with your parents matter to you? (Circle one number.)

Doesn't matter at
all

1 2 3 4 5 6 7

Matters greatly

1. Imagine that the following situation actually happens to you:

SITUATION: In an important class, you are able to get all of the work done that your professor expects of you.

Questions A - D ask about the cause of your being able to get all of the work done that your professor expects of you.

A) On the line below, write down the one major cause of your being able to get all of the work done that your professor expects of you.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your being able to get all of the work done that your professor expects of you. Is it something about you or something about other people or circumstances that causes your being able to get all of the work done that your professor expects of you? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of your being able to get all of the work done that your professor expects of you. Is this cause something that leads to success just in that instance of getting all of the work done that your professor expects of you, or does this cause also lead to success in other areas of your life? (Circle one number.)

This cause leads to success <u>just</u> in getting that work done	1	2	3	4	5	6	7	This cause leads to success in <u>all</u> areas of my life
--	---	---	---	---	---	---	---	---

D) Think about the cause (i.e., what you wrote down on the line above) of your being able to get all of the work done that your professor expects of you. Now assume that in the future, you are expected to get the same amount of work done in similar classes. Will the cause of your being able to get all of the work done that your professor expects of you now as described above again cause you to be able to get all of the expected work done in the similar classes in the future? (Circle one number.)

Will never again cause me to be able to get all of the expected work done in the similar classes	1	2	3	4	5	6	7	Will always cause me to be able to get all of the expected work done in the similar classes
---	---	---	---	---	---	---	---	--

Questions E - G ask for your views about the meaning of the situation of your being able to get all of the expected work done rather than about the cause of this situation.

E) How likely is it that your being able to get all of the work done that your professor expects of you will lead to other positive things happening to you? (Circle one number.)

Not at all likely to lead to other positive things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other positive things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does your being able to get all of the work done that your professor expects of you mean to you that you are special in some way? (Circle one number.)

Definitely does not mean I am special in some way	1	2	3	4	5	6	7	Definitely does mean I am special in some way
--	---	---	---	---	---	---	---	--

G) How much does being able to get all of the expected work done matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly
--------------------------	---	---	---	---	---	---	---	-----------------

2. Imagine that the following situation actually happens to you:

SITUATION: An important romantic relationship you are involved in breaks up because the other person no longer wants a relationship with you

Questions A - D ask about the cause of the person not wanting a romantic relationship with you.

A) On the line below, write down the one major cause of the person not wanting a romantic relationship with you.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of the person not wanting a romantic relationship with you. Is it something about you or something about other people or circumstances that causes the person to not want a romantic relationship with you? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of the person not wanting a romantic relationship with you. Is this cause something that leads to problems just in your romantic relationship in that instance, or does this cause also lead to problems in other areas of your life? (Circle one number.)

This cause leads to problems <u>just</u> in my romantic relationship in that instance	1	2	3	4	5	6	7	This cause leads to problems in <u>all</u> areas of my life
---	---	---	---	---	---	---	---	--

D) Think about the cause (i.e., what you wrote down on the line above) of the person not wanting a romantic relationship with you. Now assume that in the future, you approach the same person on other occasions to find out how the person feels about having a romantic relationship with you. Will the cause of the person not wanting a romantic relationship with you now as described above again cause that person to not want a romantic relationship with you in the future? (Circle one number.)

Will never again cause that person to not want a romantic relationship with me again	1	2	3	4	5	6	7	Will always cause that person to not want a romantic relationship with me
---	---	---	---	---	---	---	---	--

Questions E - G ask for your views about the meaning of the situation of the other person no longer wanting a romantic relationship with you rather than about the cause of this situation.

E) How likely is it that the other person no longer wanting a romantic relationship with you will lead to other negative things happening to you? (Circle one number.)

Not at all likely to lead to other negative things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other negative things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does the other person no longer wanting a romantic relationship with you mean to you that you are flawed in some way? (Circle one number.)

Definitely does not mean I am flawed in some way	1	2	3	4	5	6	7	Definitely does mean I am flawed in some way
--	---	---	---	---	---	---	---	--

G) How much does the other person no longer wanting a romantic relationship with you matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly all
--------------------------	---	---	---	---	---	---	---	------------------------

3. Imagine that the following situation actually happens to you:

SITUATION: A person you'd really like to develop a close friendship with wants to be friends with you.

Questions A - D ask about the cause of the person wanting to be friends with you.

A) On the line below, write down the one major cause of the person wanting to be friends with you.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of the person wanting to be friends with you. Is it something about you or something about other people or circumstances that causes the person to want to be friends with you? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of the person wanting to be friends with you. Is this cause something that leads to a good outcome just in developing a close friendship with that person, or does this cause also lead to good outcomes in other areas of your life? (Circle one number.)

This cause leads to a good outcome <u>just</u> in developing a close friendship with that person	1	2	3	4	5	6	7	This cause leads to good outcomes in <u>all</u> areas of my life
--	---	---	---	---	---	---	---	---

D) Think about the cause (i.e., what you wrote down on the line above) of the person wanting to be friends with you. Now assume that in the future, you approach the same person on occasions to be friends. Will the cause of the person wanting to be friends with you now as described above again cause that person to want to be friends with you in the future? (Circle one number.)

Will never again
cause that person
to want to be
friends with me

1 2 3 4 5 6 7

Will always
cause that
person to want
to be friends
with me

Questions E - G ask for your views about the meaning of the situation of the other person wanting to be friends with you rather than about the cause of this situation.

E) How likely is it that the other person wanting to be friends with you will lead to other positive things happening to you? (Circle one number.)

Not at all likely
to lead to other
positive things
happening to me

1 2 3 4 5 6 7

Extremely likely
to lead to other
positive things
happening to me

F) To what degree does the other person wanting to be friends with you mean to you that you are special in some way? (Circle one number.)

Definitely does
not mean I am
special in some
way

1 2 3 4 5 6 7

Definitely does
mean I am
special in some
way

G) How much does the other person wanting to be friends with you matter to you? (Circle one number.)

Doesn't matter at
all

1 2 3 4 5 6 7

Matters greatly

4. Imagine that the following situation actually happens to you:

SITUATION: As an assignment, you give an important talk in class, and the class reacts negatively to your talk.

Questions A - D ask about the cause of the class reacting negatively to your talk.

A) On the line below, write down the one major cause of the class reacting negatively to your talk.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of the class reacting negatively to your talk. Is it something about you or something about other people or circumstances that causes the class to react negatively to your talk? (Circle one number.)

Totally caused by
other people or
circumstances

1 2 3 4 5 6 7

Totally caused
by me

C) Think about the cause (i.e., what you wrote down on the line above) of the class reacting negatively to your talk. Is this cause something that leads to failure just in the class reaction to that talk, or does this cause also lead to failure in other areas of your life? (Circle one number.)

This cause leads to failure just in the class reaction to that talk

1 2 3 4 5 6 7

This cause leads to failure in all areas of my life

D) Think about the cause (i.e., what you wrote down on the line above) of the class reacting negatively to your talk. Now assume that in the future, you give a talk to a class on other occasions. Will the cause of the class reacting negatively now as described above again cause a class to react negatively in the future? (Circle one number.)

Will never again cause a class to react negatively to my talk

1 2 3 4 5 6 7

Will always cause a class to react negatively to my talk

Questions E - G ask for your views about the meaning of the situation of the class reacting negatively to your talk rather than about the cause of this situation.

E) How likely is it that the class reacting negatively to your talk will lead to other negative things happening to you? (Circle one number.)

Not at all likely to lead to other negative things happening to me

1 2 3 4 5 6 7

Extremely likely to lead to other negative things happening to me

F) To what degree does the class reacting negatively to your talk mean to you that you are flawed in some way? (Circle one number.)

Definitely does not mean I am flawed in some way

1 2 3 4 5 6 7

Definitely does mean I am flawed in some way

G) How much does the class reacting negatively to your talk matter to you? (Circle one number.)

Doesn't matter at all

1 2 3 4 5 6 7

Matters greatly all

5. Imagine that the following situation actually happens to you:

SITUATION: You are happy.

Questions A - D ask about the cause of your being happy.

A) On the line below, write down the one major cause of your being happy.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your being happy. Is it something about you or something about other people or circumstances that causes you to be happy? (Circle one number.)

Totally caused by other people or circumstances

1 2 3 4 5 6 7

Totally caused by me

C) Think about the cause (i.e., what you wrote down on the line above) of your being happy. Is this cause something that leads to a good outcome just in your mood in that instance, or does this cause also lead to good outcomes in other areas of your life? (Circle one number.)

This cause leads
to a good outcome
just in my mood in
that instance

1 2 3 4 5 6 7

This cause leads
to good outcomes
in all areas of
my life

D) Think about the cause (i.e., what you wrote down on the line above) of your being happy. Now assume that in the future, you check your mood on other occasions. Will the cause of your being happy now as described above again cause you to be happy in the future? (Circle one number.)

Will never again
cause me to be
happy

1 2 3 4 5 6 7

Will always
cause me to be
happy

Questions E - G ask for your views about the meaning of the situation of your being happy rather than about the cause of this situation.

E) How likely is it that your being happy will lead to other positive things happening to you? (Circle one number.)

Not at all likely
to lead to other
positive things
happening to me

1 2 3 4 5 6 7

Extremely likely
to lead to other
positive things
happening to me

F) To what degree does your being happy mean to you that you are special in some way? (Circle one number.)

Definitely does
not mean I am
special in some
way

1 2 3 4 5 6 7

Definitely does
mean I am
special in some
way

G) How much does being happy matter to you? (Circle one number.)

Doesn't matter at
all

1 2 3 4 5 6 7

Matters greatly

6. Imagine that the following situation actually happens to you:

SITUATION: During the first year of working in the career of your choice, you receive a negative evaluation of your job performance.

Questions A - D ask about the cause of your receiving a negative evaluation of your job performance.

A) On the line below, write down the one major cause of your receiving a negative evaluation of your job performance.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your receiving a negative evaluation of your job performance. Is it something about you or something about other people or circumstances that causes you to receive a negative evaluation of your job performance? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of your receiving a negative evaluation of your job performance. Is this cause something that leads to failure just in that job evaluation, or does this cause also lead to failure in other areas of your life? (Circle one number.)

This cause leads to failure <u>just</u> in that job evaluation	1	2	3	4	5	6	7	This cause leads to failure in <u>all</u> areas of my life
---	---	---	---	---	---	---	---	---

D) Think about the cause (i.e., what you wrote down on the line above) of your receiving a negative evaluation of your job performance. Now assume that in the future, you receive evaluations of your job performance on other occasions. Will the cause of your receiving a negative evaluation of your job performance now as described above again cause you to receive negative evaluations of your job performance in the future? (Circle one number.)

Will never again cause me to receive negative evaluations of my job performance	1	2	3	4	5	6	7	Will always cause me to receive negative evaluations of my job performance
---	---	---	---	---	---	---	---	---

Questions E - G ask for your views about the meaning of the situation of your receiving a negative evaluation of your job performance rather than about the cause of this situation.

E) How likely is it that your receiving a negative evaluation of your job performance will lead to other negative things happening to you? (Circle one number.)

Not at all likely to lead to other negative things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other negative things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does your receiving a negative evaluation of your job performance mean to you that you are flawed in some way? (Circle one number.)

Definitely does not mean I am flawed in some way	1	2	3	4	5	6	7	Definitely does mean I am flawed in some way
--	---	---	---	---	---	---	---	--

G) How much does receiving a negative evaluation of your job performance matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly
--------------------------	---	---	---	---	---	---	---	-----------------

7. Imagine that the following situation actually happens to you:

SITUATION: You go to a party with some friends and throughout the whole party people don't act interested in you.

Questions A - D ask about the cause of people not acting interested in you throughout the whole party.

A) On the line below, write down the one major cause of people not acting interested in you throughout the whole party.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of people not acting interested in you throughout the whole party. Is it something about you or something about other people or circumstances that causes people to not act interested in you throughout the whole party? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of people not acting interested in you throughout the whole party. Is this cause something that leads to problems just in people's interest in you at that party, or does this cause also lead to problems in other areas of your life? (Circle one number.)

This cause leads to problems <u>just</u> in people's interest in me at that party	1	2	3	4	5	6	7	This cause leads to problems in <u>all</u> areas of my life
---	---	---	---	---	---	---	---	--

D) Think about the cause (i.e., what you wrote down on the line above) of people not acting interested in you throughout the whole party. Now assume that in the future, you go to similar parties on other occasions. Will the cause of people not acting interested in you throughout the whole party now as described above again cause people to not act interested in you in the future? (Circle one number.)

Will never again cause people at similar parties to not act interested in me	1	2	3	4	5	6	7	Will always cause people at similar parties to not act interested in me
--	---	---	---	---	---	---	---	---

Questions E - G ask for your views about the meaning of the situation of people not acting interested in you throughout the whole party rather than about the cause of this situation.

E) How likely is it that people not acting interested in you throughout the whole party will lead to other negative things happening to you? (Circle one number.)

Not at all likely to lead to other negative things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other negative things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does people not acting interested in you throughout the whole party mean to you that you are flawed in some way? (Circle one number.)

Definitely does not mean I am flawed in some way	1	2	3	4	5	6	7	Definitely does mean I am flawed in some way
--	---	---	---	---	---	---	---	--

G) How much does people not acting interested in you at the party matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly
--------------------------	---	---	---	---	---	---	---	-----------------

8. Imagine that the following situation actually happens to you:

SITUATION: Your grade point average (GPA) for the semester is high.

Questions A - D ask about the cause of your high grade point average for the semester.

A) On the line below, write down the one major cause of your receiving a high grade point average for the semester.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your receiving a high grade point average for the semester. Is it something about you or something about other people or circumstances that causes you to receive a high grade point average for the semester? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of your receiving a high grade point average (GPA) for the semester. Is this cause something that leads to success just in your grade point average for that semester, or does this cause also lead to success in other areas of your life? (Circle one number.)

This cause leads to success <u>just</u> in my grade point average for that semester	1	2	3	4	5	6	7	This cause leads to success in <u>all</u> of my life
---	---	---	---	---	---	---	---	--

D) Think about the cause (i.e., what you wrote down on the line above) of your receiving a high grade point average (GPA) for the semester. Now assume that in the future you receive your semester grade point average on other occasions. Will the cause of your receiving a high grade point average for the semester now as described above again cause you to receive a high semester grade point average in the future? (Circle one number.)

Will never again cause me to receive a high semester grade point average	1	2	3	4	5	6	7	Will always cause me to receive a high semester grade point average
--	---	---	---	---	---	---	---	---

Questions E - G ask for your views about the meaning of the situation of your receiving a high grade point average (GPA) for the semester rather than about the cause of this situation.

E) How likely is it that your receiving a high grade point average (GPA) for the semester will lead to other positive things happening to you? (Circle one number.)

Not at all likely to lead to other positive things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other positive things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does your receiving a high grade point average (GPA) for the semester mean to you that you are special in some way? (Circle one number.)

Definitely does not mean I am special in some way	1	2	3	4	5	6	7	Definitely does mean I am special in some way
--	---	---	---	---	---	---	---	--

G) How much does receiving a high grade point average (GPA) for the semester matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly all
--------------------------	---	---	---	---	---	---	---	------------------------

9. Imagine that the following situation actually happens to you:

SITUATION: You don't look as good as you would like in terms of physical appearance.

Questions A - D ask about the cause of your not looking as good as you would like.

A) On the line below, write down the one major cause of your not looking as good as you would like.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your not looking as good as you would like. Is it something about you or something about other people or circumstances that causes you to not look as good as you would like? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of your not looking as good as you would like. Is this cause something that leads to problems just in your physical appearance in that instance or does this cause also lead to problems in other areas of your life? (Circle one number.)

This cause leads to problems <u>just</u> in my physical appearance in that instance	1	2	3	4	5	6	7	This cause leads to problems in <u>all</u> areas of my life
---	---	---	---	---	---	---	---	--

D) Think about the cause (i.e., what you wrote down on the line above) of your not looking as good as you would like. Now assume that in the future, you want to look, good in terms of physical appearance on other occasions. Will the cause of your not looking as good as you would like now as described above, again cause you to not look as good as you would like in the future? (Circle one-number.)

This cause leads to problems just in my physical appearance in that instance

1 2 3 4 5 6 7

This cause leads to problems in all areas of my life

Questions E - G ask for your views about the meaning of the situation of your not looking as good as you would like rather than about the cause of this situation.

E) How likely is it that your not looking as good as you would like will lead to other negative things happening to you? (Circle one number.)

Not at all likely to lead to other negative things happening to me

1 2 3 4 5 6 7

Extremely likely to lead to other negative things happening to me

F) To what degree does your not looking as good as you would like mean to you that you are flawed in some way? (Circle one number.)

Definitely does not mean I am flawed in some way

1 2 3 4 5 6 7

Definitely does mean I am flawed in some way

G) How much does not looking as good as you would like matter to you? (Circle one number.)

Doesn't matter at all

1 2 3 4 5 6 7

Matters greatly

10. imagine that the following situation actually happens to you:

SITUATION: You take an exam and receive a low grade on it.

Questions A - D ask about the cause of your low grade on the exam.

A) On the line below, write down the one major cause of your low grade on the exam.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your receiving a low grade on the exam. Is it something about you or something about other people or circumstances that causes you to receive a low grade on the exam? (Circle one number.)

Totally caused by other people or circumstances

1 2 3 4 5 6 7

Totally caused by me

C) Think about the cause (i.e., what you wrote down on the line above) of your receiving a low grade on the exam. Is this cause something that leads to failure just in your grade on that exam, or does this cause also lead to failure in other areas of your life? (Circle one number.)

This cause leads to failure just in my grade on that exam

1 2 3 4 5 6 7

This cause leads to failure in all areas of my life

D) Think about the cause (i.e., what you wrote down on the line above) of your receiving a low grade on the exam. Now assume that in the future you take exams on other occasions and are graded on them. Will the cause of your receiving a low grade on the exam now as described above again cause you to receive a low grade on other exams in the future? (Circle one number.)

Will never again
cause me to
receive a low
grade on other
exam

1 2 3 4 5 6 7

Will always
cause me to
receive a low
grade on other
exams

Questions E - G ask for your views about the meaning of the situation of your receiving a low grade on the exam rather than about the cause of this situation.

E) How likely is it that your receiving a low grade on the exam will lead to other negative things happening to you? (Circle one number.)

Not at all likely
to lead to other
negative things
happening to me

1 2 3 4 5 6 7

Extremely likely
to lead to other
negative things
happening to me

F) To what degree does your receiving a low grade on the exam mean to you that you are flawed in some way? (Circle one number.)

Definitely does
not mean I am
flawed in some way

1 2 3 4 5 6 7

Definitely does
mean I am flawed
in some way

G) How much does receiving a low grade on the exam matter to you? (Circle one number.)

Doesn't matter at
all

1 2 3 4 5 6 7

Matters greatly
all

11) Imagine that the following situation actually happens to you:

SITUATION: As you desire, you are in an intimate, romantic relationship.

Questions A - D ask about the cause of your being in an intimate, romantic relationship.

A) On the line below, write down the one major cause of your being in an intimate, romantic relationship.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your being in an intimate, romantic relationship. Is it something about you or something about other people or circumstances that causes your being in an intimate, romantic relationship? (Circle one number.)

Totally caused by
other people or
circumstances

1 2 3 4 5 6 7

Totally caused
by me

C) Think about the cause (i.e., what you wrote down on the line above) of your being in an intimate, romantic relationship. Is this cause something that leads to a good outcome just in that instance of your desiring to be in an intimate, romantic relationship, or does this cause also lead to good outcomes in other areas of your life? (Circle one number.)

This cause leads to a good outcome just in that instance of my desiring to be in an intimate, romantic relationship

1 2 3 4 5 6 7

this cause leads to good outcomes in all areas of my life

D) Think about the cause (i.e., what you wrote down on the line above) of your being in an intimate, romantic relationship. Now assume that in the future, you really desire to be in an intimate, romantic relationship on other occasions. Will the cause of your being in an intimate, romantic relationship now as described above again cause you to be in an intimate, romantic relationship in the future? (Circle one number.)

Will never again cause me to be in an intimate, romantic relationship

1 2 3 4 5 6 7

Will always cause me to be in an intimate, romantic relationship

Questions E - G ask for your views about the meaning of the situation of your being in an intimate, romantic relationship rather than about the cause of this situation.

E) How likely is it that your being in an intimate, romantic relationship will lead to other positive things happening to you? (Circle one number.)

Not at all likely to lead to other positive things happening to me

1 2 3 4 5 6 7

Extremely likely to lead to other positive things happening to me

F) To what degree does your being in an intimate, romantic relationship mean to you that you are special in some way? (Circle one number.)

Definitely does not mean I am special in some way

1 2 3 4 5 6 7

Definitely does mean I am special in some way

G) How much does being in an intimate, romantic relationship matter to you? (Circle one number.)

Doesn't matter at all

1 2 3 4 5 6 7

Matters greatly

12. Imagine that the following situation actually happens to you:

SITUATION: As an assignment, you give an important talk in class, and the class reacts positively to your talk.

Questions A - D ask about the cause of the class reacting positively to your talk.

A) On the line below, write down the one major cause of the class reacting positively to your talk.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of the class reacting positively to your talk. Is it something about you or something about other people or circumstances that causes the class to react positively to your talk? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of the class reacting positively to your talk. Is this cause something that leads to success just in the class reaction to that talk, or does this cause also lead to success in other areas of your life? (Circle one number.)

This cause leads to success <u>just</u> in the class reaction to that talk	1	2	3	4	5	6	7	This cause leads to success in <u>all</u> areas of my life
---	---	---	---	---	---	---	---	---

D) Think about the cause (i.e., what you wrote down on the line above) of the class reacting positively to your talk. Now assume that in the future, you give a talk to a class on other occasions. Will the cause of the class reacting positively now as described above again cause a class to react positively in the future? (Circle one number.)

Will never again cause a class to react positively to my talk	1	2	3	4	5	6	7	Will always cause a class to react positively to my talk
--	---	---	---	---	---	---	---	---

Questions E - G ask for your views about the meaning of the situation of the class reacting positively to your talk rather than about the cause of this situation.

E) How likely is it that the class reacting positively to your talk will lead to other positive things happening to you? (Circle one number.)

Not at all likely to lead to other positive things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other positive things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does the class reacting positively to your talk mean to you that you are special in some way? (Circle one number.)

Definitely does not mean I am special in some way	1	2	3	4	5	6	7	Definitely does mean I am special in some way
--	---	---	---	---	---	---	---	--

G) How much does the class reacting positively to your talk matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly
--------------------------	---	---	---	---	---	---	---	-----------------

13. Imagine that the following situation actually happens to you:

SITUATION: You write a paper for a course and get a high grade on it.

Questions A - D ask about the cause of your getting a high grade on the paper.

A) On the line below, write down the one major cause of your getting a high grade on the paper.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your getting a high grade on the paper. Is this cause something that leads to success just in the grade or circumstances that causes you to get a high grade on the paper? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of your getting a high grade on the paper. Is this cause something that leads to success just in the grade on that paper, or does this cause also lead to success in other areas of your life? (Circle one number.)

This cause leads to success <u>just</u> in the grade on that paper	1	2	3	4	5	6	7	this cause leads to success in <u>all</u> areas of my life
---	---	---	---	---	---	---	---	---

D) Think about the cause (i.e., what you wrote down on the line above) of your getting a high grade on the paper. Now assume that in the future, you write papers on other occasions and are graded on them. Will the cause of your receiving a high grade now as described above again cause you to receive high grades on other papers in the future? (Circle one number.)

Will never again cause me to receive a high grade on a paper	1	2	3	4	5	6	7	Will always cause me to receive a high grade on a paper
---	---	---	---	---	---	---	---	--

Questions E - G ask for your views about the meaning of the situation of your getting a high grade on the paper rather than about the cause of this situation.

E) How likely is it that your getting a high grade on the paper will lead to other positive things happening to you? (Circle one number.)

Not at all likely to lead to other positive things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other positive things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does your getting a high grade on the paper mean to you that you are special in some way? (Circle one number.)

Definitely does not mean I am special in some way	1	2	3	4	5	6	7	Definitely does mean I am special in some way
--	---	---	---	---	---	---	---	--

G) How much does getting a high grade on the paper matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly
-----------------------	---	---	---	---	---	---	---	-----------------

14. Imagine that the following situation actually happens to you:

SITUATION: In an important class, you can't get all of the work done that your professor expects of you.

Questions A - D ask about the cause of your not getting all of the work done that your professor expects of you.

A) On the line below, write down the one major cause of your not getting all of the work done that your professor expects of you.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your not getting all of the work done that your professor expects of you. Is it something about you or something about other people or circumstances that causes your not getting all of the work done that your professor expects of you? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	----------------------

C) Think about the cause (i.e., what you wrote down on the line above) of your not getting all of the work done that your professor expects of you. Is this cause something that leads to failure just in that instance of getting all of the work done that your professor expects of you, or does this cause also lead to failure in other areas of your life? (Circle one number.)

This cause leads to failure <u>just</u> in getting all of that work done	1	2	3	4	5	6	7	This cause leads to failure in <u>all</u> areas of my life
--	---	---	---	---	---	---	---	--

D) Think about the cause (i.e., what you wrote down on the line above) of your not getting all of the work done that your professor expects of you. Now assume that in the future, you are expected to get the same amount of work done in similar classes. Will the cause of your not getting all of the work done that your professor expects of you now as described above again cause you to not get all of the expected work done in the similar classes in the future? (Circle one number.)

Will never again cause me to not get all of the expected work done in the similar classes	1	2	3	4	5	6	7	Will always cause me to not get all of the expected work done in similar classes
---	---	---	---	---	---	---	---	--

Questions E - G ask for your views about the meaning of the situation of your not getting all of the work done that your professor expects of you rather than about the cause of this situation.

E) How likely is it that your not getting all of the work done that your professor expects of you will lead to other negative things happening to you? (Circle one number.)

Not at all likely to lead to other negative things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other negative things happening to me
--	---	---	---	---	---	---	---	---

F) To what degree does your not getting all of the work done that your professor expects of you mean to you that you are flawed in some way?
(Circle one number.)

Definitely does not mean I am flawed in some way	1	2	3	4	5	6	7	Definitely does mean I am flawed in some way
--	---	---	---	---	---	---	---	--

G) How much does not getting all of the expected work done matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly all
--------------------------	---	---	---	---	---	---	---	------------------------

15. Imagine that the following situation actually happens to you:

SITUATION: You look as good as you would like in terms of physical appearance.

Questions A - D ask about the cause of your looking as good as you would like.

A) On the line below, write down the one major cause of your looking as good as you would like.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your looking as good as you would like. Is it something about you or something about other people or circumstances that causes you to look as good as you would like? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of your looking as good as you would like. Is this cause something that leads to a good outcome just in your physical appearance in that instance or does this cause also lead to good outcomes in other areas of your life? (Circle one number.)

This cause leads to a good outcome <u>just</u> in my physical appearance in that instance	1	2	3	4	5	6	7	This cause leads to good outcomes in <u>all</u> areas of my life
--	---	---	---	---	---	---	---	---

D) Think about the cause (i.e., what you wrote down on the line above) of your looking as good as you would like. Now assume that in the future, you want to look good in terms of physical appearance on other occasions. Will the cause of your looking as good as you would like now as described above again cause you to look as good as you would like in the future? (Circle one number.)

Will never again cause me to look as good as I would like	1	2	3	4	5	6	7	Will always cause me to look as good as I would like
--	---	---	---	---	---	---	---	---

Questions E - G ask for your views about the meaning of the situation of your looking as good as you would like rather than about the cause of this situation.

E) How likely is it that your looking as good as you would like will lead to other positive things happening to you? (Circle one number.)

Not at all likely to lead to other positive things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other positive things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does your looking as good as you would like mean to you that you are special in some way? (Circle one number.)

Definitely does not mean I am special in some way	1	2	3	4	5	6	7	Definitely does mean I am special in some way
--	---	---	---	---	---	---	---	--

G) How much does looking as good as you would like matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly all
--------------------------	---	---	---	---	---	---	---	------------------------

16. Imagine that the following situation actually happens to you:

SITUATION: You really want to be in an intimate, romantic relationship but aren't.

Questions A - D ask about the cause of your not being in an intimate, romantic relationship.

A) On the line below, write down the one major cause of your not being in an intimate, romantic relationship.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your not being in an intimate, romantic relationship. Is it something about you or something about other people or circumstances that causes your not being in an intimate, romantic relationship? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7
---	---	---	---	---	---	---	---

C) Think about the cause (i.e., what you wrote down on the line above) of your not being in an intimate, romantic relationship. Is this cause something that leads to problems just in that instance of your wanting to be in an intimate, romantic relationship, or does this cause also lead to problems in other areas of your life? (Circle one number.)

This cause leads to problems <u>just</u> in that instance of wanting to be in an intimate, romantic relationship	1	2	3	4	5	6	7	This cause leads to problems in <u>all</u> areas of my life
--	---	---	---	---	---	---	---	--

D) Think about the cause (i.e., what you wrote down on the line above) of your not being in an intimate, romantic relationship. Now assume that in the future, you really want to be in an intimate, romantic relationship on other occasions. Will the cause of your not being in an intimate, romantic relationship now as described above again cause you to not be in an intimate, romantic relationship in the future? (Circle one number.)

Will never again cause me to not be in an intimate, romantic relationship	1	2	3	4	5	6	7	Will always cause me to not be in an intimate, romantic relationship
---	---	---	---	---	---	---	---	---

Questions E - G ask for your views about the meaning of the situation of your not being in an intimate, romantic relationship rather than about the cause of this situation.

E) How likely is it that your not being in an intimate, romantic relationship will lead to other negative things happening to you? (Circle one number.)

Not at all likely to lead other negative things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other negative things happening to me
--	---	---	---	---	---	---	---	--

F) To what degree does your not being in an intimate, romantic relationship mean to you that you are flawed in some way? (Circle one number.)

Definitely does not mean I am flawed in some way	1	2	3	4	5	6	7	Definitely does mean I am flawed in some way
--	---	---	---	---	---	---	---	--

G) How much does not being in an intimate, romantic relationship matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly all
--------------------------	---	---	---	---	---	---	---	------------------------

17. Imagine that the following situation actually happens to you:

SITUATION: Your grade point average (GPA) for the semester is low.

Questions A - D ask about the cause of your low grade point average for the semester.

A) On the line below, write down the one major cause of your receiving a low grade point average for the semester.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your receiving a low grade point average for the semester. Is it something about you or something about other people or circumstances that causes you to receive a low grade point average for the semester? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of your receiving a low grade point average (GPA) for the semester. Is this cause something that leads to failure just in your grade point average for that semester, or does this cause also lead to failure in other areas of your life? (Circle one number.)

This cause leads to failure just in my grade point average for that semester

1 2 3 4 5 6 7

This cause leads to failure in all areas of my life

D) Think about the cause (i.e., what you wrote down on the line above) of your receiving a low grade point average (GPA) for the semester. Now assume that in the future you receive your semester grade point average on other occasions. Will the cause of your receiving a low grade point average for the semester now as described above again cause you to receive a low semester grade point average in the future? (Circle one number.)

Will never again cause me to receive a low semester grade point average

1 2 3 4 5 6 7

Will always cause me to receive a low semester grade point average

Questions E - G ask for your views about the meaning of the situation of your receiving a low grade point average (GPA) for the semester rather than about the cause of this situation.

E) How likely is it that your receiving low grade point average (GPA) for the semester will lead to other negative things happening to you? (Circle one number.)

Not at all likely to lead to other negative things happening to me

1 2 3 4 5 6 7

Extremely likely to lead to other negative things happening to me

F) To what degree does your receiving a low grade point average (GPA) for the semester mean to you that you are flawed in some way? (Circle one number.)

Definitely does not mean I am flawed in some way

1 2 3 4 5 6 7

Definitely does mean I am flawed in some way

G) How much does receiving a low grade point average (GPA) for the semester matter to you? (Circle one number.)

Doesn't matter at all

1 2 3 4 5 6 7

Matters greatly

18. Imagine that the following situation actually happens to you:

SITUATION: A person you'd really like to develop a close friendship with does not want to be friends with you.

Questions A - D ask about the cause of the person not wanting to be friends with you.

A) On the line below, write down the one major cause of the person not wanting to be friends with you.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of the person not wanting to be friends with you. Is it something about you or something about other people or circumstances that causes the person to not want to be friends with you? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of the person not wanting to be friends with you. Is this cause something that leads to problems just in developing a close friendship with that person, or does this cause also lead to problems in other areas of your life? (Circle one number.)

This cause leads to problems <u>just</u> in developing a close friendship with that person	1	2	3	4	5	6	7	This cause leads to problems in <u>all</u> areas of my life
--	---	---	---	---	---	---	---	--

D) Think about the cause (i.e., what you wrote down on the line above) of the person not wanting to be friends with you. Now assume that in the future, you approach the same person on other occasions to be friends. Will the cause of the person not wanting to be friends with you now as described above again cause that person to not want to be friends with you in the future? (Circle one number.)

Will never again cause that person to not want to be friends with me	1	2	3	4	5	6	7	Will always cause that person to not want to be friends with me
---	---	---	---	---	---	---	---	---

Questions E - G ask for your views about the meaning of the situation of the other person not wanting to be friends with you rather than about the cause of this situation.

E) How likely is it that the other person not wanting to be friends with you will lead to other negative things happening to you? (Circle one number.)

Not at all likely to lead to other negative things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other negative things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does the other person not wanting to be friends with you mean to you that you are flawed in some way? (Circle one number.)

Definitely does not mean I am flawed in some way	1	2	3	4	5	6	7	Definitely doe mean I am flawed in some way
--	---	---	---	---	---	---	---	---

G) How much does the other person not wanting to be friends with you matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly all
--------------------------	---	---	---	---	---	---	---	------------------------

19. Imagine that the following situation actually happens to you:

SITUATION: You go to a party with some friends and throughout the whole party people act interested in you.

Questions A - D ask about the cause of people acting interested in you throughout the whole party.

A) On the line below, write down the one major cause of people acting interested in you throughout the whole party.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of people acting interested in you throughout the whole party. Is it something about you or something about other people or circumstances that causes people to act interested in you throughout the whole party? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of people acting interested in you throughout the whole party. Is this cause something that leads to a good outcome just in people's interest in you at that party, or does this cause also lead to good outcomes in other areas of your life? (Circle one number.)

This cause leads to a good outcome <u>just</u> in people's interest in me at that party	1	2	3	4	5	6	7	This cause leads to good outcomes in <u>all</u> areas of my life
---	---	---	---	---	---	---	---	---

D) Think about the cause (i.e., what you wrote down on the line above, of people acting interested in you throughout the whole party. Now assume that in the future, you go to similar parties on other occasions. Will the cause of people acting interested in you throughout the whole party now as described above again cause people to act interested in you in the future? (Circle one number.)

Will never again cause people at similar parties to act interested in me	1	2	3	4	5	6	7	Will always cause people at similar parties to act interested in me
--	---	---	---	---	---	---	---	---

Questions E - G ask for your views about the meaning of the situation of people acting interested in you throughout the whole party rather than about the cause of this situation.

E) How likely is it that people acting interested in you throughout the whole party will lead to other positive things happening to you? (Circle one number.)

Not at all likely to lead to other positive things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other positive things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does people acting interested in you throughout the whole party mean to you that you are special in some way? (Circle one number.)

Definitely does not mean I am special in some way	1	2	3	4	5	6	7	Definitely does mean that I am special in some way
--	---	---	---	---	---	---	---	---

G) How much does people acting interested in you at the party matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly
--------------------------	---	---	---	---	---	---	---	-----------------

20. Imagine that the following situation actually happens to you:

SITUATION: You take an exam and receive a high grade on it.

Questions A - D ask about the cause of your high grade on the exam.

A) On the line below, write down the one major cause of your high grade on the exam.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your receiving a high grade on the exam. Is it something about you or something about other people or circumstances that causes you to receive a high grade on the exam? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of your receiving a high grade on the exam. Is this cause something that leads to success just in your grade on that exam, or does this cause also lead to success in other areas of your life? (Circle one number.)

This cause leads to success <u>just</u> in my grade on that exam	1	2	3	4	5	6	7	This cause leads to success in <u>all</u> areas of my life
---	---	---	---	---	---	---	---	---

D) Think about the cause (i.e., what you wrote down on the line above) of your receiving a high grade on the exam. Now assume that in the future you take exams on other occasions and are graded on them. Will the cause of your receiving a high grade on the exam now as described above again, cause you to receive a high grade on other exams in the future? (Circle one number.)

Will never again cause me to receive a high grade on other exams	1	2	3	4	5	6	7	Will always cause me to receive a high grade on other exams
--	---	---	---	---	---	---	---	---

Questions E - G ask for your views about the meaning of the situation of your receiving a high grade on the exam rather than about the cause of this situation.

E) How likely is it that your receiving a high grade on the exam will lead to other positive things happening to you? (Circle one number.)

Not at all likely to lead to other positive things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other positive thing happening to me
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F) To what degree does your receiving a high grade on the exam mean to you that you are special in some way? (Circle one number.)

Definitely does not mean I am special in some way	1	2	3	4	5	6	7	Definitely does mean I am special in some way
--	---	---	---	---	---	---	---	--

G) How much does receiving a high grade on the exam matter to you? (Circle one number.)

Doesn't matter at all 1 2 3 4 5 6 7 Matters greatly

21. Imagine that the following situation actually happens to you:

SITUATION: You are unhappy.

Questions A - D ask about the cause of your being unhappy.

A) On the line below, write down the one major cause of your being unhappy.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your being unhappy. Is it something about you or something about other people or circumstances that causes you to be unhappy? (Circle one number.)

Totally caused by other people or circumstances 1 2 3 4 5 6 7 Totally caused by me

C) Think about the cause (i.e., what you wrote down on the line above) of your being unhappy. Is this cause something that leads to problems just in your mood in that instance, or does this cause also lead to problems in other areas of your life? (Circle one number.)

This cause leads to problems just in my mood in that instance 1 2 3 4 5 6 7 This cause leads to problem in all areas of my life

D) Think about the cause (i.e., what you wrote down on the line above) of your being unhappy. Now assume that in the future, you check your mood on other occasions. Will the cause of your being unhappy now as described above again cause you to be unhappy in the future? (Circle one number.)

Will never again cause me to be unhappy 1 2 3 4 5 6 7 Will always cause me to be unhappy

Questions E - G ask for your views about the meaning of the situation of your being unhappy rather than about the cause of this situation.

E) How likely is it that your being unhappy will lead to other negative things happening to you? (Circle one number.)

Not at all likely to lead to other negative things happening to me 1 2 3 4 5 6 7 Extremely likely to lead to other negative things happening to me

F) To what degree does your being unhappy mean to you that you are flawed in some way? (Circle one number.)

Definitely does not mean I am flawed in some way 1 2 3 4 5 6 7 Definitely does mean I am flawed in some way

G) How much does being unhappy matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly
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22. Imagine that the following situation actually happens to you:

SITUATION: An important romantic relationship you are involved in continues because the other person continues to want a relationship with you.

Questions A - D ask about the cause of the person wanting a romantic relationship with you.

A) On the line below, write down the one major cause of the person wanting a romantic relationship with you.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of the person wanting a romantic relationship with you. Is it something about you or something about other people or circumstances that causes the person to want a romantic relationship with you? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
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C) Think about the cause (i.e., what you wrote down on the line above) of the person wanting a romantic relationship with you. Is this cause something that leads to a good outcome just in your romantic relationship in that instance, or does this cause also lead to good outcomes in other areas of your life? (Circle one number.)

This cause leads to a good outcome <u>just</u> in my romantic relationship in that instance	1	2	3	4	5	6	7	This cause leads to good outcomes in <u>all</u> areas of my life
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D) Think about the cause (i.e., what you wrote down on the line above) of the person wanting a romantic relationship with you. Now assume that in the future, you approach the same person on other occasions to find out how the person feels about having a romantic relationship with you. Will the cause of the person wanting a romantic relationship with you now as described above again cause that person to want a romantic relationship with you in the future? (Circle one number.)

Will never again cause that person to want a romantic relationship with me	1	2	3	4	5	6	7	Will always cause that person to want a romantic relationship with me
--	---	---	---	---	---	---	---	---

Questions E - G ask for your views about the meaning of the situation of the other person continuing to want a romantic relationship with you rather than about the cause of this situation.

E) How likely is it that the other person continuing to want a romantic relationship with you will lead to other positive things happening to you? (Circle one number.)

Not at all likely to lead to other positive things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other positive things happening to me
--	---	---	---	---	---	---	---	---

F) To what degree does the other person continuing to want a romantic relationship with you mean to you that you are special in some way? (Circle one number.)

Definitely does not mean I am special in some way	1	2	3	4	5	6	7	Definitely does mean I am special in some way
--	---	---	---	---	---	---	---	--

G) How much does the other person continuing to want a romantic relationship with you matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly all
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23. Imagine that the following situation actually happens to you:

SITUATION: You write a paper for a course and get a low grade on it.

Questions A - D ask about THE cause of your getting a low grade on the paper.

A) On the line below, write down the one major cause of your getting a low grade on the paper.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your getting a low grade on the paper. Is it something about you or something about other people or circumstances that causes you to get a low grade on the paper? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
---	---	---	---	---	---	---	---	-------------------------

C) Think about the cause (i.e., what you wrote down on the line above) of your getting a low grade on the paper. Is this cause something that leads to failure just in the grade on that paper, or does this cause also lead to failure in other areas of your life? (Circle one number.)

This cause leads to failure <u>just</u> in the grade on that paper	1	2	3	4	5	6	7	This cause leads to failure in <u>all</u> areas of my life
---	---	---	---	---	---	---	---	---

D) Think about the cause (i.e., what you wrote down on the line above) of your getting a low grade on the paper. Now assume that in the future, you write papers on other occasions and are graded on them. Will the cause of your receiving a low grade now as described above again cause you to receive low grades on other papers in the future? (Circle one number.)

Will never again cause me to receive a low grade on a paper	1	2	3	4	5	6	7	Will always cause me to receive a low grade on a paper
--	---	---	---	---	---	---	---	---

Questions E - G ask for your views about the meaning of the situation of your getting a low grade on the paper rather than about the cause of this situation.

E) How likely is it that your getting a low grade on the paper will lead to other negative things happening to you? (Circle one number.)

Not at all likely to lead to other negative things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other negative things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does your getting a low grade on the paper mean to you that you are flawed in some way? (Circle one number.)

Definitely doe no mean I am flawed in some way	1	2	3	4	5	6	7	Definitely doe mean I am flawed in some way
--	---	---	---	---	---	---	---	---

G) How much does getting a low grade on the paper matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly
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24. Imagine that the following situation actually happens to you:

SITUATION: During the first year of working in the career of your choice, you receive a positive evaluation of your job performance.

Questions A - D ask about the cause of your receiving a positive evaluation of your job performance.

A) On the line below, write down the one major cause of your receiving a positive evaluation of your job performance.

CAUSE: _____

B) Think about the cause (i.e., what you wrote down on the line above) of your receiving a positive evaluation of your job performance. Is it something about you or something about other people or circumstances that causes you to receive a positive evaluation of your job performance? (Circle one number.)

Totally caused by other people or circumstances	1	2	3	4	5	6	7	Totally caused by me
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C) Think about the cause (i.e., what you wrote down on the line above) of your receiving a positive evaluation of your job performance. Is this cause something that leads to success just in that job evaluation, or does this cause also lead to success in other areas of your life? (Circle one number.)

This cause leads to success <u>just</u> in that job evaluation	1	2	3	4	5	6	7	This cause leads to success in <u>all</u> areas of my life
---	---	---	---	---	---	---	---	---

D) Think about the cause (i.e., what you wrote down on the line above) of your receiving a positive evaluation of your job performance. Now assume that in the future, you receive evaluations of your job performance on other occasions. Will the cause of your receiving a positive evaluation of your job performance now as described above again cause you to receive positive evaluations of your job performance in the future? (Circle one number.)

Will never again cause me to receive positive evaluations of my job performance	1	2	3	4	5	6	7	Will always cause me to receive positive evaluations of my job performance
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Questions E - G ask for your views about the meaning of the situation of your receiving a positive evaluation of your job performance rather than about the cause of this situation.

E) How likely is it that your receiving a positive evaluation of your job performance will lead to other positive things happening to you? (Circle one number.)

Not at all likely to lead to other positive things happening to me	1	2	3	4	5	6	7	Extremely likely to lead to other positive things happening to me
---	---	---	---	---	---	---	---	--

F) To what degree does your receiving a positive evaluation of your job performance mean to you that you are special in some way? (Circle one number.)

Definitely does not mean I am special in some way	1	2	3	4	5	6	7	Definitely does mean I am special in some way
--	---	---	---	---	---	---	---	--

G) How much does receiving a positive evaluation of your job performance matter to you? (Circle one number.)

Doesn't matter at all	1	2	3	4	5	6	7	Matters greatly
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