The Healthy Marriage Initiative Evaluation:
Relationship Education Impact Report

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When Carlos Durana, Ph.D. published his first study on the use of bonding and emotional expressiveness in PAIRS in 1994, the field of marriage and relationship education was in its earliest years of infancy. The study came just a decade after Virginia Satir, known as the “Mother of Family Therapy,” formally launched PAIRS Foundation at a training in which she encouraged psychotherapists to move from therapy to education as their primary strategy to help couples, families and children.

While published research on PAIRS throughout the nineties consistently validated a positive, enduring impact on relationship satisfaction, those studies focused on a narrow demographic of participants able to afford the resources required to participate in the original PAIRS 120-hour psychoeducational program.

This report, based on studies conducted from 2006-2011, offers the first comprehensive review of findings on the impact of low-cost, brief, highly accessible, educational programs, notably the nine-hour PAIRS Essentials curriculum, delivered primarily by educators, clergy and lay leaders to a diverse pool of 5,000 participants in all stages of relationship who enrolled in programs grant funded by the U.S. Department of Health and Human Services, Administration for Children and Families as part of a demonstration and research project.

While many opportunities exist for further evaluation of the impact of marriage and relationship education, the results highlighted in these impact studies offer insights into the potential for PAIRS brief, evidence-based, programs to contribute to more resilient, healthier, happier relationships, improved outcomes for children and adults, and progress towards PAIRS vision for a “safer, saner, more loving world.”

Sincerely,

Seth Eisenberg
President/CEO
The PAIRS Foundation, Inc.

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About the Authors

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Seth D. Eisenberg, President/CEO of PAIRS Foundation and a PAIRS TRAINER, served as Project Director of the “PAIRS Relationship Skills for Strong South Florida Families,” research initiative from 2006-2011. He is a contributing author of numerous marriage and relationship education curricula, dozens of articles, and the book, Building Intimate Relationships.

Rachel A. Schindler is a PAIRS Instructor and served as director of the “PAIRS Relationship Skills for Strong South Florida Families” research team from 2009-2011.
Agenda, Scope & Goals

Motivated by research that indicates that married adults and children raised by both parents in stable, low-conflict households do better on a host of outcomes

Overview

The Healthy Marriage Initiative (HMI) Relationship Education evaluation was launched in 2006 to test the effectiveness of a skills-based relationship education program designed to help couples and singles strengthen their relationships and, in turn, support more stable and nurturing home environments and more positive outcomes for parents and their children.

The evaluation was led by PAIRS Foundation in collaboration with various partners and sponsored by the U.S. Department of Health and Human Services, Administration for Children and Families.

The program researched was a voluntary, nine-hour relationship education class, known as PAIRS Essentials, for couples and singles in any stage of relationship.

The program provided group workshops led by certified facilitators based on structured curricula and support services to address participation barriers, connect participants with other services, and reinforce skill integration.

More Than 5,000 South Florida Program Participants

Data was collected from 5,110 program participants in classes offered in English, Spanish, and French/Creole in Miami-Dade, Broward, and Palm Beach counties. Overall, participants represented a highly diverse pool of adult men and women in all stages of relationship with significant inclusion of minorities and couples entering the program at high levels of marital distress. In addition to providing an informed consent to receive services, participants were asked to voluntarily provide detailed demographic information and confidential assessments to help measure the program impact. Assessments were requested prior to beginning services, six and 12 months following program completion.

LEFT Couple practice ‘Talking Tips’ confiding exercise in PAIRS class as young daughter watches.

RIGHT An innocent child’s face shows her joy as she watches her parents learn to create a more loving family.
PAIRS Foundation’s Mission

PAIRS mission is to “teach those attitudes, emotional understandings, and behaviors that nurture and sustain healthy relationships and to make this knowledge broadly available on behalf of a safer, saner, more loving world.”

Originally established as a nonstock, charitable foundation in Virginia in 1983, the company moved to Florida in 2000. In 2010, the Virginia and Florida entities formally merged.

Recognized as a 501(c)(3) nonprofit, PAIRS advances its mission by developing, researching and publishing evidence-based relationship education curricula, training professionals, and delivering skills-training programs to the public.

PAIRS Foundation’s Mission

PAIRS, an acronym for “Practical Application of Intimate Relationship Skills,” classes provide a comprehensive system to enhance self-knowledge and develop the ability to sustain pleasurable intimate relationships. PAIRS delivers a unique technology built on a skills-based approach to enhancing empathy, bonding, attachment, and emotional literacy. The curriculum integrate a wide range of theories and proprietary methods from psychology, education and psychotherapy - particularly from the work of Virginia Satir, Daniel Casriel, George Bach, and Lori Gordon - and presents them in an educational format.

PAIRS acts to bridge therapy, marital enrichment, and marriage and family development through a cost-effective group educational approach to reducing marital and family breakdown.

Enhancing Core Competencies

PAIRS programs focus on enhancing core competencies in three areas:

- Emotional literacy;
- Skills for building and maintaining intimacy;
- Practical knowledge, strategies and attitudes for sustaining positive marriage and family life with the goal of enabling couples to create relationships that both partners can live with joyfully.

For this to happen, each partner must be able to identify his or her own feelings and needs, communicate them in such a way that they can get met, and integrate skills that lead to constructive conflict resolution based on empathy, good will and a shared relationship vision.

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PAIRS acts to bridge therapy, marital enrichment, and marriage and family development through a cost-effective group educational approach to reducing marital and family breakdown.
Couple celebrates new insights and opportunities for closeness after completing PAIRS confiding exercise.

“Six months after program completion, the majority of participants (70% or more) rate either ‘Some Improvement’ or ‘Much Improvement’ in all of the critical areas of their relationship.”

- Paul Peluso, Ph.D.
Six months after completing PAIRS Essentials, 1,052 participants were surveyed to assess how their relationship had changed overall and how often they formally or informally use the techniques taught in PAIRS.

For this study, follow-up was conducted through phone interviews. Of those who participated in the follow-up study:

- 38% could be classified as “Distressed” (as measured by pre-test DAS scores).
- 36% could be classified as “Low Income (individual income below $26,000; family income below $48,000).
- 59% participated in an “alternative format” of PAIRS (weekend intensive classes, etc. vs. multi-week course).

As illustrated in the following list, the study showed the majority of participants informally use the PAIRS techniques regularly, adapting them to their unique relationship status, circumstances and priorities.

### Daily Temperature Reading (DTR)
- **Formal Use**: 19%
- **Informal Use**: 89%
- **Total Usage**: 62%

### Emptying the Emotional Jug
- **Formal Use**: 21%
- **Informal Use**: 60%
- **Total Usage**: 66%

### Talking Tips
- **Formal Use**: 21%
- **Informal Use**: 60%
- **Total Usage**: 67%

### Fair Fight for Change
- **Formal Use**: 17%
- **Informal Use**: 51%
- **Total Usage**: 56%

### Listening Empathically
- **Formal Use**: 19%
- **Informal Use**: 65%
- **Total Usage**: 70%

### Listening to Understand
- **Formal Use**: 80%
- **Informal Use**: 58%
- **Total Usage**: 64%

### Confiding Emotions
- **Formal Use**: 19%
- **Informal Use**: 66%
- **Total Usage**: 72%

### Sharing Concerns Without Criticism
- **Formal Use**: 18%
- **Informal Use**: 61%
- **Total Usage**: 65%

### Practicing Caring Behaviors
- **Formal Use**: 18%
- **Informal Use**: 64%
- **Total Usage**: 69%

### Aware of Emotional Allergies
- **Formal Use**: 16%
- **Informal Use**: 40%
- **Total Usage**: 43%

Illustrated below and in the following reports, the majority of participants (70% or more) rate either “Some Improvement” or “Much Improvement” in all of the critical areas of relationship.
Engagement

PAIRS classes delivered in either multi-week or intensive one-day and weekend formats were found to produce similar enduring benefits

by Paul Peluso, Ph.D. and Seth Eisenberg

For much of its history, PAIRS was offered in a format where one module was covered in each weekly session, generally lasting two to three hours. However, many participants cannot commit to the three-six weekly meetings required to complete the nine-hour PAIRS Essentials curriculum or longer programs. This has led many instructors to offer PAIRS in alternative formats, condensing the number of sessions by covering more material, often over a single day, evening and day, or over a weekend. Instructors have questioned whether this format is an effective and efficacious manner to provide services.

The argument against this change is that participants cannot have the same enduring benefit, since they do not have sufficient time to develop the skills, practice them, and then receive feedback that normally would take place over the course of an extended format.

Rationale for Investigation

An investigation into whether there is any advantage, disadvantage, or equivalent growth between these formats was warranted to answer the question of whether there are any differences in outcomes for participants in PAIRS Essentials.

Methodology

In order to control for this difference at the beginning of treatment, an analysis of covariance (ANCOVA) was employed which takes into consideration the differences in pre-test scores. The results of this analysis at six months show several scales where participants in the alternative format seem to rate higher than participants in the traditional format, even after controlling for pre-test differences.

Findings

In fact, participants who were in the alternative format were significantly higher on all of the DAS scales, suggesting that participants with greater levels of satisfaction attend the alternative formats.

At 12 months, the analysis showed no significant difference between the groups.

“At 12 months, the analysis showed no significant difference between the groups.”

In order to determine if there were any systematic differences between the groups, pre-test scale scores were compared between individuals who participated in the traditional multi-week format and others in alternative, intensive formats.

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“PAIRS delivered in either multi-week or intensive one-day and weekend formats were found to produce similar enduring benefits”

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“PAIRS delivered in either format seems to produce similar results. This is significant for the argument that more time is needed to achieve sustained beneficial results. Rather, it seems that the program can be successfully delivered, and its objectives can be met in an abbreviated or alternative format.”

There are two noteworthy “take away” points from this analysis.

First, PAIRS delivered in either format seems to produce similar results. This is significant for the argument that more time is needed to achieve sustained beneficial results. Rather, it seems that the program can be successfully delivered, and its objectives can be met in an abbreviated or alternative format.

Second, the DAS Total scores at 12 months are 119 and 121 respectively for traditional and alternative formats. These are both above the “non-distressed” threshold.
Retention

Impact of gender, ethnicity, program format and distress

by Paul Peluso, Ph.D. and Seth Eisenberg

Overall, more than three-quarters of 4,029 south Florida program participants between 2007-2011 completed at least eight hours of the nine-hour PAIRS Essentials curriculum. While retention rates varied by gender, ethnicity, program format and relationship distress level, the interest and engagement of the far majority of men and women who began services was sustained through program completion.

Ethnicity

Ethnicity impacted completion rates, as White/Non-Hispanic and Hispanic/Latino participants were 14-15 percent more likely to complete the curriculum than Black/Non-Hispanic participants.

Program Format and Pre-Test Distress Level

Participants who began the program at high levels of relationship distress (as measured by the DAS) were more likely to complete PAIRS Essentials in an intensive weekend format than multi-week sessions, 87 percent and 72 percent, respectively.

This indicates a value to providing an intensive dose of the PAIRS curriculum for participants who may be considering separation or divorce at the time of enrollment.

“My wife and I were going through a very difficult time. She wanted a divorce and was only going to the PAIRS class because she thought that it would help me with the end of our marriage. I did not want the divorce and the PAIRS classes were fun but very difficult for us ... My wife and I continued to talk using the techniques we learned in the PAIRS program. During the classes, my wife told me that she realized we were not ‘done’. We are now doing very well together! Thank you so much for your help.”
Enrollment

Engagement through course completion
by Seth Eisenberg

Data from over 3,000 program participants (illustrated in the accompanying chart) revealed three quarters of those attending PAIRS grant-funded (no-charge) classes registered as a result of in-person contact: recommendation of a friend/relative (37 percent); PAIRS Instructor presentation at a local community or faith-based organization (29 percent); professional in the community (9 percent). While many factors influence the decision to participate, the role of one-on-one conversations with trusted referral sources is key for the far majority who actually attend.

Conversations that Matter
Understanding this dynamic was particularly important to increasing attendance rates in the “PAIRS Relationship Skills for Strong South Florida Families” program, which served an average of 1,000 people annually from 2006-2011. Analysis of early experiences with individuals who registered for classes but did not show-up showed that a high percentage came from sources that did not include personal contact with a trusted referral source.

While not a formal area of investigation, there is evidence that the same qualities that made instructors effective in the process of enrollment were also important to actively engaging participants in curriculum exercises and retaining them through program completion. Internal program data, including a review of pre/post, six and 12-month assessments and retention studies provides strong rationale for the hypothesis that instructors most capable of enrolling prospects are also most capable of engaging and retaining participants.

Client satisfaction surveys sent to participants in multi-week programs by email after the first class were also valuable to increasing retention. This tool allowed clients to share timely feedback on their experience and trigger follow-up from the instructor or program staff to address concerns that might otherwise lead a participant to drop-out.

In various venues/ formats, the enrollment process itself followed five sequential steps, always grounded in respect for the potential life-altering consequences for each prospect, their families, children and relationships.

Process of Enrollment
1. Establishing rapport with prospects as well as personal, program and organizational credibility.
2. Speaking about the potential benefits prospects can expect to receive from their participation in relation to the goals and values that are relevant to each unique audience.
3. Actively engaging prospects in a conversation about the areas of their lives, generally, and relationships specifically, in which they’d like to achieve a “breakthrough” as a result of their participation, including active listening.
4. When the shared goals are among the potential benefits of participating, personally inviting prospects to commit to registering -- and completing -- the curriculum from the perspective of what the prospect wants to achieve.
5. Prompt and ongoing follow-up (by email and/or phone) from the time the prospect commits to participation through program attendance and completion, regularly grounded in the prospect’s shared goals.

Exemplifying Program Values
Beyond the impact of the strong personal connection participants regularly develop with their lead course instructor, there were many occasions in which participants noted the positive impact of seeing the program’s skills and values actively exemplified at every point of contact, from program previews to interaction with program staff of all levels, and collaboration/cooperation among program staff members themselves.

Alternatively, when any point of participant contact was inconsistent with the program’s values, there was a strong likelihood of that interaction directly affecting the interest and commitment prospects and participants showed in the program itself. Understanding this early on was the basis for requiring all program staff to complete basic curriculum training and recruiting course instructors most likely to exemplify the “Qualities of Effective Instructors.”
Qualities of Effective Instructors

Personal Qualities

- Warmth, optimism, authenticity, poise, and maturity
- Emotionally stable and comfortable with emotional intensity
- Appropriate professional appearance
- At ease with groups
- Asks for help when needed

Presentation Qualities

- Fully prepared for each class with clear, organized presentations
- Speaks clearly with appropriate pacing, expression, and is easily understood
- Relevant/appropriate self-disclosure
- Avoids wordiness, jargon, terminology
- Use of appropriate humor
- Establishes group rapport
- Avoids inappropriate comments or offensive behavior
- Knowledge of the curriculum and its intended purpose
- Provides clear and accurate direction
- Stays within class boundaries/topics
- Effectively teaches evidence-based curriculum content as it is written
- Covers all required material and exercises within time allowed
- Handles transitions effectively
- Appropriately evaluates and reads participant responses
- Receives positive evaluations from class participants

Presenting as a Couple or Team

- Works cooperatively with staff and team members
- Authentically models curriculum tools and values

Ethical Practices

- Knowledge, understanding, and adherence to Ethical practices
- Understands/respects vulnerabilities of class participants
- Ability to maintain a safe educational environment, including appropriate boundaries.
DREAMS COME TRUE.

Imagine a world in which relationships thrive, kids grow up in stable, loving families, couples in every stage of relationship are able to restore, renew and sustain families that fully release human potential.

Practical, proven skills for strong, happy families, marriages, and a foundation for thriving children.

Call 877-PAIRS-4U (724-7748) ext 80

www.pairs.com

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Marketing: Words Matter

Messages should emphasize the positive by Seth Eisenberg

Definition of insanity: Doing the same things over and expecting different results.
- Rita Mae Brown

Despite hundreds of millions invested by the federal government promoting free and low-cost marriage and relationship education classes, most people experiencing marital distress remain unlikely to participate. When relationships are in trouble, couples are more likely to seek guidance from clergy, counselors, family, friends, divorce lawyers, or do nothing.

Experience marketing free marriage and relationship education classes within the economically, socially and ethnically diverse south Florida community showed that the words used to describe and promote classes had an impact on program attendance.

By the second year of our federally-funded five-year research and demonstration project, those experiences led us to stop using phrases such as “prevent divorce,” “distressed couples,” and others that refer to troubled relationships.

Although traditional marketing was not a significant source of participant referrals for free classes, ensuring promotional materials such as flyers, posters, websites, blogs and billboards consistently emphasized positive program benefits, was important to supporting activities centered on personal referrals by friends, professionals, clergy and other trusted referral sources.

What Worked?
Messages that emphasized benefits for children, professional and leadership development (e.g. improving communication, problem-solving, and conflict resolution skills), and phrases related to boosting strong marriages, enhancing love relationships, strengthening families, helping children succeed, and relationship resilience were most helpful.

Marketing that cited divorce statistics, focused on the avoidance of negative outcomes such as “prevent divorce,” or negatively labelled prospective participants (e.g. “for distressed couples”) were often found to actually discourage participation by couples who could most benefit from classes.

Yale Study

A study by the Yale University psychology department found some words to be more effective for marketing than others.

Here are their top 10 most powerful:

10. New -- It’s part of basic human makeup to seek novelty.
9. Save -- We all want to save something.
8. Safety -- This could refer to health or long-lasting quality.
7. Proven -- Helps remove fear from trying something new.
6. Love -- Continues to be an all-time favorite.
5. Discover -- Presents a sense of excitement and adventure.
4. Guarantee -- Provides a sense of safety at the time of purchase.
3. Health -- Especially powerful when it applies to a product.
2. Results -- Works in rationalizing a purchase.
1. You -- Listed as the #1 most powerful word in every study reviewed. Because of the personal nature of advertising copy writing, you should use “you” in your headline, opening line and as often as possible. In fact, many copywriters will throw out a headline if “you” is not in it.

Unleash human potential

Skills for Successful Relationships™
Practical skills that unleash human potential. Empower couples, families, and teams through improved communication, emotional literacy, and healthy conflict resolution. Evidence-based strategies and tools to strengthen performance.

Communication Skills • Conflict Resolution • Embracing Diversity • Leadership Development

For a no-obligation introduction, contact Cyndee Odom, PAIRS Foundation, (888) 724-7748 x802, info@pairs.com.

Examples of Program Marketing Materials
Sample flyers designed to lead prospects to begin enrollment process: (1) Promoting programs within community organizations and community organizations and Images to begin establishing rapport for classes at local Islamic centers. General purpose flyer developed by California Healthy Marriage Coalition. Oversized postcard targeting premarital and young married couples. (5) Oversized postcard targeting premarital and young married couples.
Practical, proven skills for strong, happy families, marriages, and a foundation for thriving children.

Learn more at PAIRS.com

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Examples of Program Marketing Materials

Marketing Materials included in this package are designed to lead prospects to enroll in your PAIRS Essentials programs within community organizations and companies; (2) to establish rapport for classes at local Islamic centers; (3) General purpose flyers developed by California Healthy Marriage Coalition; (4) Oversize postcards targeting premarital and young married couples. Another oversize postcard targeted sales teams, marital and young married couples.

Program Specific Information Inserted Here

Location

Dates/Times

Contact Phone

Contact Email

Discover 10 Skills to bolster your relationships

PAIRS ESSENTIALS

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www.PAIRS.com

Enhance Communication

Improve Problem Solving

Reduce Conflict and Strife

Increase Happiness and Fulfillment

Strengthen Love and Commitment
Ethics

Respecting and protecting the vulnerability of course participants by Seth Eisenberg

Certification to teach PAIRS requires completion of a minimum of 32 hours of professional training, known as PAIRS Level I, in which a PAIRS Trainer introduces prospective facilitators and support staff to proprietary, evidence-based sequencing, concepts and experiential techniques that contribute to improved outcomes for the far majority of course participants.1 As a condition of certification, instructors enter into licensing and ethical standards2 agreements with PAIRS Foundation based on a commitment to respect and protect the vulnerability of course participants.

Although PAIRS emerged out of the field of education -- the first version of the program was taught by Marriage and Family Therapist Lori Heyman Gordon as a semester-long class for American University graduate students in the mid-seventies -- it was offered primarily as a psycho-educational course led by mental health professionals serving their therapy clients throughout the eighties and nineties. PAIRS brief programs, which follow a sequential educational format, are today often facilitated by non-mental health professionals not previously bound by ethical standards.

A primary goal of the standards of ethics and licensing emphasized in PAIRS facilitator training is to support curriculum integrity and safety for participants based on the recognition that “all of our actions, even seemingly insignificant ones, have a potential for harm.”

“A Provider is in a significant position of power by virtue of his or her role as someone who has expertise and teaches about intimate relationship skills. Participants often place their trust in the Provider and tend to look to the Provider to set professional guidelines regarding appropriate behavior ... maintaining professional standards of behavior at all times is expected when interacting with PAIRS participants.”

Beyond the issue of power and responsibility, PAIRS ethical standards also address issues of confidentiality, dual relationships, personal disclosure, and explicit instruction not to “advise a couple to separate, divorce or reunite.” Program participants are responsible for applying the learning of the course to their relationships and making autonomous decisions without interference or influence from instructors or other program staff.

Voluntary Participation

With the program’s central focus on enhancing emotional literacy, the curriculum is designed to guide participants to greater awareness of emotions in themselves and others, comfort safely expressing the range of emotions, and listening empathically when others confide their feelings. This aspect of the course is emphasized throughout the enrollment process and program introduction.

As a condition to participation, enrollees are required to acknowledge in writing that their “experience in PAIRS, in whole or in part, may engender new perceptions and a range of emotions that at times may include uncomfortable emotions,” along with the understanding that “the exercises are designed to expand perceptions and to facilitate the development of a range of emotions including pleasure, joy, love, pain, fear and anger in behalf of an enhanced capacity for empathy and mutual understanding. At times, I may experience uncomfortable, as well as pleasurable, feelings. I clearly understand that it is always my choice as to whether to participate in the experiences offered.”

While effective course facilitators are able to create a safe learning environment that encourages participants to engage in experiential learning, they are guided by the admonishment to “invite, but never inflict.”

Domestic Violence

Activities funded through the federal Healthy Marriage Initiative, included collaboration with local and national experts in the field of domestic violence to develop protocols to ensure “alternative and adequate supports and safeguards for individuals and couples dealing with domestic violence.” The protocols guided program staff in screening for possible domestic violence factors.

The protocol adopted the definition of domestic violence as a “pattern of assault and/or coercive behaviors, including physical, sexual, and psychological attacks as well as economic coercion, that adults or adolescents use against their intimate partners, the intent of which is to establish power and control over the victim.”

Implementation of this protocol expanded on the requirement to respect and protect the vulnerability of course participants to ensure abuse victims were not placed in situations in which their vulnerability could potentially become a weapon for further abuse.

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1 See training.pairs.com/levelone/overview.php.
2 Sample at instructor.pairs.com/forms/ethics.pdf.
Right: Instructor candidates teach-back lesson on empathy and vulnerability at PAIRS training.
Singles

Discovering a new paradigm for relationships
by Paul Peluso, Ph.D.

Participation in brief, evidence-based relationship skills training can produce significant and perceived benefits in reducing the level of disturbance single participants experience around issues of interpersonal relationships, symptom distress and social role functioning, for both clinically distressed and non-clinically distressed people, alike.

The study of 126 single adult participants in PAIRS Essentials classes is one of the first to compare the benefits of a brief, group educational program based on a standard assessment most often used to measure the impact of traditional therapy, counseling, and psychiatric interventions.

METHODOLOGY

For this study, the OQ-45.2 assessment was used. The OQ-45.2 is a 45-item self-report scale traditionally designed to track and measure client progress in psychotherapy. The scale is designed specifically with the purpose of being repeatedly administered (e.g., either pre- and post-treatment, or after every psychotherapy session), providing an assessment of progress, deterioration, or no change. The items address common symptoms and problems (mostly depressive and anxiety-based) that occur across the most frequently occurring psychiatric disorders.

Each item is rated using a 5-point Likert scale (0=never, 1=rarely, 2=sometimes, 3=frequently, 4=always), with a range of 0 to 4, yielding a universe of possible scores from 0 to 180. The OQ45.2 provides a total score and three subscale scores. The three subscales are operationalizations of the three aspects of a client’s life functioning -- social role, symptom distress, and interpersonal relationships.

Lambert et al. (1996) reported the 3-week test-retest reliability for the total score to be .84. Additionally, internal consistency values were found to be high (alpha = .93). Concurrent validity was estimated by correlating the OQ-45.2 Total Score with corresponding total scores on the Symptom Checklist 90-Revised (SCL-90-R; Derogatis, 1983), Beck Depression Inventory (BDI; Beck, Ward, Mendelson, Mock, & Erbaugh, 1961), Taylor Manifest Anxiety Scale (TMA; Taylor, 1953), State-Trait Anxiety Inventory (STAI; Spielberger, 1983, Spielberger, Gorsuch, & Lushene, 1970), Inventory of Interpersonal Problems (IIP; Horowitz et al., 1988), and the Social Adjustment Scale (SAS; Weissman & Bothwell, 1976).

The concurrent validity for the total score was significant at the .01 level (ranging from .55-.85). Sensitivity to change of the OQ-45.2 has been reported by Vermeersch, Lambert, and Burlingame (2000).

“These findings indicate that participation in PAIRS produces significant and perceived benefits for participants in reducing the level of disturbance around issues of interpersonal relationships, symptom distress and social role functioning, for both clinically distressed and non-clinically distressed people, alike.”

- Paul Peluso, Ph.D.
FINDINGS

Paired samples t-tests revealed post-test scores were significantly lower from pre-test on the total scale $t(125) = 3.70$, $p < .001$, the symptom distress subscale $t(125) = 4.34$, $p < .001$, the interpersonal relations subscale $t(125) = 2.49$, $p < .001$, and the social role subscale $t(125) = 2.89$, $p < .001$.

This provided evidence that the PAIRS program had a beneficial impact on participants.

The OQ 45 also provides clinical threshold scores, which indicate that a person has symptoms of clinical significance. Forty-four participants had scores of clinical significance for the interpersonal relationship scale.

For this group, paired samples t-tests revealed that the post-test scores were significantly lower from pre-test scores on the total scale $t(43) = 2.71$, $p < .001$, the symptom distress subscale $t(43) = 2.64$, $p < .001$, the interpersonal relations subscale $t(43) = 4.54$, $p < .001$, and the social role subscale $t(43) = 2.50$, $p < .001$.

This provided evidence that the PAIRS program had a beneficial impact on participants who have significant problems with interpersonal relationships.

In addition, for those individuals who were above the clinical threshold for Social Roles ($n=55$), the total scale, social roles and symptom distress scales were significantly lower. Again, for those individuals who were above the clinical threshold for Symptom Distress ($n=26$), the total scale, social roles and symptom distress scales were significantly lower.

Lastly, Lambert and his associates have published indicators of "reliable change" for follow-up tests like the ones conducted to evaluate the PAIRS program. Participants who were above the clinical threshold for symptom distress, interpersonal relations, and social role subscales, 27%, 30%, and 15% (respectively) experienced "reliable change." At the same time, 65%, 70%, and 58% of participants experienced some beneficial effect in the symptom distress, interpersonal relations, and social role subscales, respectively, from their participation.

CONCLUSION

These findings indicate that participation in PAIRS produces significant and perceived benefits for participants in reducing the level of disturbance around issues of interpersonal relationships, symptom distress and social role functioning, for both clinically distressed and non-clinically distressed people, alike.
The majority of participants (70% or more) rate either “Some Improvement” or “Much Improvement” in all of the critical areas of their relationship as a result of their participation in PAIRS. Adding participants who notice even a little improvement in their relationship boosts this to approximately 85-90%. This is consistent with previous reporting on participants’ change in satisfaction with their relationship from pre-test to six months.

**Correlation**

Based on a validity correlation of the RPS against the DAS by the University of Central Florida Marriage and Family Research Institute (Daire, 2008) through an analysis of 1,387 assessments, it’s not surprising that both instruments similarly illustrate pre to six-month gains (or losses), as shown in the figure below.

**Low Income**

In an analysis of approximately 360 participants in the “low income” category, we found the following: 2% Rated the Relationship as “Worse”; 5% Rated the Relationship as “No Improvement”; 14% Rated the Relationship as “Very Little Improvement” 36% Rated the Relationship as “Some Improvement”; 43% Rated the Relationship as “Much Improvement.”

**Dyadic Adjustment Scale (DAS)**

Right top, we present the mean and standard deviation of the “gain” from pre-test to six months on the DAS based on all participants overall ratings of the change in their relationship.

As one would expect, those who rated their relationship as “Worse” had negative gains (or losses). However, it is also noteworthy that these individuals were very few. Otherwise, all participants who subjectively noted improvement in their relationships, also gained higher scores on the DAS.

**Relationship Pleasure Scale (RPS)**

Right bottom, we present the mean and standard deviation of the “gain” from pre-test to six months on the Relationship Pleasure Scale (RPS) based on all participants overall ratings of the change in their relationship.

Again, as one would expect, those who rated their relationship as “Worse” had negative gains (or losses) in their relationship. It is also noteworthy that these individuals were very few. Otherwise, all participants who subjectively noted improvement in their relationships also scored higher on the RPS.
Gain in DAS Total Score (Pre to Six-Months)

- **N=758**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Worse</th>
<th>No Improvement</th>
<th>Very Little Improvement</th>
<th>Some Improvement</th>
<th>Much Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gain in DAS Total Score (pre-6 months)</strong> N</td>
<td>9</td>
<td>42</td>
<td>100</td>
<td>275</td>
<td>332</td>
</tr>
<tr>
<td><strong>Gain in DAS Total Score (pre-6 months)</strong> Mean</td>
<td>-15.44</td>
<td>423</td>
<td>9.37</td>
<td>9.82</td>
<td>14.34</td>
</tr>
<tr>
<td><strong>Gain in DAS Total Score (pre-6 months)</strong> Std, Deviation</td>
<td>20.62</td>
<td>20.89</td>
<td>18.8</td>
<td>16.1</td>
<td>16.84</td>
</tr>
</tbody>
</table>

Gain in RPS Total Score (Pre to Six-Months)

- **N=963**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Worse</th>
<th>No Improvement</th>
<th>Very Little Improvement</th>
<th>Some Improvement</th>
<th>Much Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gain in RPS Total Score (pre-6 months)</strong> N</td>
<td>14</td>
<td>57</td>
<td>121</td>
<td>368</td>
<td>403</td>
</tr>
<tr>
<td><strong>Gain in RPS Total Score (pre-6 months)</strong> Mean</td>
<td>-25.42</td>
<td>0.77</td>
<td>1.22</td>
<td>1.51</td>
<td>7.26</td>
</tr>
<tr>
<td><strong>Gain in RPS Total Score (pre-6 months)</strong> Std, Deviation</td>
<td>30.04</td>
<td>23.89</td>
<td>19.18</td>
<td>19.09</td>
<td>20.37</td>
</tr>
</tbody>
</table>
Couples: 6-12 Months

Improved outcomes six to 12 months after program completion

by Paul Peluso, Ph.D.

Overview
Findings from multi-year study of adult participants in nine hours of marriage and relationship skills training are presented in this brief report. The study found statistically significant improvements in consensus, satisfaction, affectional expression, and cohesion for both “distressed” and non-distressed participants completing the PAIRS Essentials curriculum as measured by the Dyadic Adjustment Scale (Spanier, 1985). Improvements either increased or were sustained at six and 12 months post-treatment.

Methodology
The study utilized a range of assessment instruments to measure marital cohesion and the level of pleasure couples experience in their relationships. Key instruments included the 32-question Dyadic Adjustment Scale (Spanier, 1976) and 6-question Relationship Pleasure Scale (Adams, 1990), a proprietary PAIRS assessment that has been validated as providing an accurate measure of key relationship dynamics. All of the instruments were provided in English and Spanish.

While the size of the research sample allowed investigators to analyze and interpret data on a broad range of significant variables, the purpose of this presentation is to share a snapshot of key findings based on statistically significant samples.

Classes evaluated for the study were offered in a variety of formats, from weekend intensives to multi-week sessions that generally include one and a half to three hours of instruction one time per week over three to six weeks, delivered through area faith-based, community, and educational organizations, including colleges, libraries, churches, synagogues, hospitals, recreational organizations, rehabilitation centers, and providers of supportive housing to the formerly homeless.

Individual classes ranged in size from eight to as many as 150 participants, delivered by a primary instructor, teaching assistant, administrative and research support staff. Generally, one additional teaching assistant is provided for every 15 participants beyond the first 20. All staff members involved in program delivery complete a minimum of PAIRS Level One training (32 hours) and are certified and licensed annually by PAIRS Foundation.

The majority of participants were referred to PAIRS by a friend, family member, colleague or professional in the community; others have been recruited in response to key-word advertising on the Internet, flyers, news articles, posters, brochures, newsletters, and previews. Most participants had at least one phone, e-mail or in-person contact with a member of PAIRS staff prior to enrollment. More than 99 percent of participants completing PAIRS said they would recommend the program to others.

For this investigation, approximately 2300 Pre-Post tests and 720 Post-Tests of the DAS were administered.

Traditionally, couples who have a total DAS score more than 102 are considered to be “Non-Distressed” while couples who have a total DAS score below 101 are considered to be “Distressed.” More modern revisions have put the cutoff score at 97. Scores range from 0-150. For the subscales higher numbers indicate more distress in each of the areas measured:

- Dyadic Consensus (Range from 0-65)
- Dyadic Satisfaction (Range from 0-50)
- Dyadic Affectional Expression (Range from 0-12)
- Dyadic Cohesion (Range from 0-24)

Overall, from Pre- to Post-test, scores across all subscales and the total scale went up (reflecting positive change in each). All t tests are significant, p < .001.

<table>
<thead>
<tr>
<th>DAS Scale</th>
<th>Pre Test</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>Consensus</td>
<td>809</td>
<td>46.6972</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>806</td>
<td>34.4467</td>
</tr>
<tr>
<td>Affection</td>
<td>814</td>
<td>7.8477</td>
</tr>
<tr>
<td>Cohesion</td>
<td>812</td>
<td>14.2106</td>
</tr>
<tr>
<td>Total Score</td>
<td>794</td>
<td>103.2028</td>
</tr>
</tbody>
</table>
On average, pre-test scores are only slightly above the traditional score for distressed couples. At post-test, this score is significantly higher on all scales.

Mean scores for the DAS Total score for pre- and post-test for all participants.

Six months post, significantly higher scores were detected on all DAS scales.

12-months post, significantly higher scores were detected on all DAS scales.
Distressed Couples

Sustained benefits 12 months after program completion
by Paul Peluso, Ph.D.

While statistical significance is important for any research findings, this must also be balanced with practical significance and clinical significance. This means that the findings must also translate into meaningful differences in the lives of participants. There are a number of ways to investigate this. Using the DAS, there are published thresholds for “distressed” couples (DAS Total score = 102). Approximately 40 percent of the total sample investigated for this study could be classified as “distressed” at Pre-test (under 102). We sought to investigate if those participants that scored below this threshold benefitted from participation in PAIRS. The results of this analysis were identical to the analysis of the total sample. Pre-post, pre- six months, and pre- 12 months were all significantly different.

In addition, when looking at the six month to 12 month scores for this group, consensus affection and satisfaction were not significantly different from six to 12 months (meaning that they neither increased, OR decreased). However, the Cohesion scale t (79) = -3.470 and the Total DAS scales t (76) = -2.457 were significantly higher at 12 months compared to six months. Participants started, on average, well below the threshold for distressed couples, but at six and 12 months were far above the average.

Reliability Coefficient

A Cohen’s alpha coefficient was calculated for the DAS total score for pre, post, six month and 12 month follow up. Alphas ranged in the .93-.94 range indicating high reliability. This is consistent with previous research using the DAS.

Conclusion

PAIRS participants demonstrate significant attitude change about their relationship following their participation in the program (as measured by the DAS) at six and twelve months post treatment. Both “distressed” and “non-distressed” participants have significant, positive (and persistent) changes in their attitude toward their partner.
Low-Income

Helping end cycles of despair by Paul Peluso, Ph.D.

Low-income couples are more likely to experience marital distress. For most, nine hours of PAIRS skills training results in statistically significant, sustained improvements in marital cohesion, affection, consensus, and overall relationship satisfaction.

For this study, income was assessed either by Individual income (for participants not in a relationship), or by joint income (if in a couple). The breakdown between “Low” and “High” income ($26,000 for individuals and $48,000 for a couple) is as follows:

<table>
<thead>
<tr>
<th>INDIVIDUALS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>At or under $26,000</td>
<td>270</td>
<td></td>
</tr>
<tr>
<td>Above $26,000</td>
<td>394</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUPLES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>At or under $48,000</td>
<td>715</td>
<td></td>
</tr>
<tr>
<td>Above $48,000</td>
<td>1,348</td>
<td></td>
</tr>
</tbody>
</table>

The sub group of low-income participants were selected for further analysis. As illustrated in the accompanying tables, low-income participants experienced significant, sustained gains in DAS scores from pre-post, pre-six months, and pre-12 months.
“[R]esearch shows that marriage education workshops can make a real difference in helping married couples stay together and in encouraging unmarried couples who are living together to form a more lasting bond. Expanding access to such services to low-income couples, perhaps in concert with job training and placement, medical coverage, and other services already available, should be something everybody can agree on.”

- President Barack Obama, The Audacity of Hope
Teen Pregnancy

Reducing factors that contribute to teen pregnancy

by Amanda Falciglia

Miami-Dade is the most populated county in Florida and the eighth-most populated county in the United States. The U.S. Census Bureau estimates that 21.2% of children in Miami-Dade live in poverty. In 2008, there were 30,868 reported STD cases in Florida among residents between 15-19 years of age. Miami-Dade has the highest rate of AIDS cases in the nation and the highest number of teen births of any county in the state.

Teen pregnancy is closely linked to a host of health, economic, and social issues, such as poverty, school completion, and child welfare. There are also substantial public costs associated with adolescent childbearing. Teen childbearing in the United States costs taxpayers (federal, state, and local) at least $9.1 billion annually. A child’s chance of growing up in poverty is nine times greater if the mother gave birth as a teen, if the parents were unmarried when the child was born, and if the mother did not receive a high school diploma than if none of these circumstances are present.

In 2009, PAIRS Foundation piloted the PAIRS for PEERS program in cooperation with Miami-Dade County Public Schools (MDCPS) to measure the impact of a ten-hour skills training class in reducing factors that contribute to teen pregnancy. The program was delivered for 2-1/2 hours weekly over five weeks to 137 teen mothers and expectant mothers at the COPE (Continuing Opportunities for Purposeful Education) Center, established in 1968 to support educational success of teenage mothers and expectant mothers.

Program modules addressed understanding and expressing emotions, active listening, and healthy conflict resolution designed to build self-worth, self-esteem, and responsible decision-making. Pre, post and four-month follow-up assessments were developed in collaboration with MDCPS.

Demographics

Participants were all female, ranging in age from 13-19 years old. Sixty-five percent were Black/Non-Hispanic, 21 percent Hispanic/Latino, 2 percent White/Non-Hispanic, and 12 percent Other.

Follow-up evaluation with students, teachers and administrators demonstrated a positive impact of the program helping at-risk teens improve communication skills, emotional understanding, and conflict resolution as an effective strategy to decrease the frequency of teen pregnancy.

Student Satisfaction

After program completion, students were asked to rate their overall satisfaction with the PAIRS for PEERS program, likelihood of recommending it to others, and if they would like to participate in additional classes.

- Ninety-eight percent said they would recommend PAIRS;
- Eight-eight percent said they would like to participate in additional PAIRS classes;
- Ninety percent was the overall evaluation average of the participants experience.

Follow-Up Investigation

Four months post (prior to end of school year), research team members followed up to investigate the program’s lasting impact on the students, asking how the lessons and techniques affected their communication about sexual issues with peers and parents, consideration for consequences of sexual behaviors, their ability to say “no” to unwanted sexual advances, and use of birth control, and other questions related to factors that influence teen pregnancy. Results are illustrated in the chart at right.
Four months after program completion, more than half of the teenagers said they were better able to talk with their parents about sex.

Eighty six percent of the student participants said their ability to resist unwanted pressure from boyfriends to have sex had improved.
Skills for Successful Relationships and Emotional Literacy

by Rita DeMaria, Ph.D.
Originally published in 2003

Congruent with other models based on research, PAIRS is an emotionally focused educational model that strengthens secure attachment and emotional bonds for couples and families through carefully designed and sequenced relationship tools that develop relationship competence and emotional literacy.

Theoretically, the PAIRS program integrates affective, behavioral, and cognitive models. The conceptual strength of PAIRS comes from emphasis on bonding – defined as emotional openness and physical closeness. In this model, bonding is essential for both establishing and maintaining emotional literacy and secure attachment for individuals, freeing them to explore important cognitive/attitudinal shifts, behavioral change and emotional maturity.

Love, Intimacy, and Marriage

PAIRS is based on the concept that primary intimate relationships have a unique role in shaping self-esteem and our responses to the world around us. PAIRS teaches the affective, behavioral, and cognitive skills needed to establish healthy intimate partnerships while also recognizing and validating individual differences. Living together and reconciling differences through compassion, communication, and love creates an atmosphere of goodwill and trust. These elements, combined, create a powerful loving force - transformative, stabilizing and energizing for individuals within a relationship.

Bridging Treatment and Education


“PAIRS is a multidimensional model integrating important universal concepts, skills, and values about love, intimacy, and marriage.” - Rita DeMaria, Ph.D.

Best Practice in Marriage Education

The PAIRS Mastery Course, a 120-hour relationship skills-based program with its adaptations, is the most comprehensive of all the marriage and relationship programs. An integrated model, the curriculum pays attention to communication skills, conflict resolution processes, emotional literacy, individual differences and family-of-origin influences, sexuality and sensuality, and the development of conscious
expectations (Berger & Hannah, 1999; DeMaria, 1993; DeMaria & Hannah, 2002; Gordon, 1993). PAIRS exemplifies a clinically-based, educational model that attends to ethics, program evaluation, and ongoing training for leaders.

Several studies have been conducted to evaluate the long-term impact of PAIRS. Durana (1996a) studied married participants (N = 137) from five different PAIRS classes throughout the U.S. Participants were evaluated pre-PAIRS, post-PAIRS, and six to eight months after course completion. The study used both quantitative and qualitative measures, including marital adjustment (Locke-Wallace Marital Adjustment Test), marital satisfaction (Kansas Marital Satisfaction Scale), conflict/unhappiness (Beier-Sternberg Scale), and client satisfaction (Client Satisfaction Questionnaire) along with an open-ended questionnaire on participants’ experiences with the program. The sample consisted of persons who were more distressed, higher in conflict and unhappiness, and lower in marital satisfaction than those in the general population. At the time of participation, 51% of these participants also were receiving couples or individual therapy. Findings at post-PAIRS showed increases in marital adjustment and marital satisfaction in addition to reduced conflict and unhappiness. Distressed couples made statistically significant improvements in conflict reduction. At follow-up six to eight months’ later participants reported enduring changes in desired areas, and their expectations and reasons for attending PAIRS appeared to coincide with the aims of the program. Most participants gave positive ratings to the group component of the experience. Over half of the sample reported PAIRS helped them make better use of therapy. Improvements in relationships with children, friends, and family of origin were also reported.

Durana (1998) also conducted a study of the enhancement and maintenance of intimacy, which is viewed as a critical element in the development of healthy relationships. Married program participants (N = 137) from several PAIRS classes were assessed pre-PAIRS, post-PAIRS, and six to eight months after PAIRS completion. These participants also reported relatively high levels of distress and lower intimacy than the general population. Durana included measures of intimacy (Waring intimacy Questionnaire) and marital adjustment (Locke-Wallace Marital Adjustment Test) along with a qualitative measure of clients’ perceptions of intimacy. At the six to eight month follow-up, the majority of participants (76%) demonstrated sustained gains in intimacy. In addition, initial gender differences impact on intimacy appeared to have diminished.

To assess the relationship between PAIRS participation and individual outcome variables, adult interaction style, use of projective and perceptive identification, and marital discord, Turner (1998) studied 75 participants from eight cities in the United States. She compared findings on the study group with those of a control group (a non-equivalent group of 45 subjects who were waiting to be enrolled in PAIRS). The two groups were similar in age, gender, education, distress, times married, and pretest scores. Pre- to post-intervention improvements were found on interaction style, social support, and marital discord. Turner correlated the changes in marital discord with those in social support, finding PAIRS had significant effect on the positive changes in marital discord.

To further compare changes in marital discord with attendance in therapy Turner found that control group members all worsened while PAIRS participants who attended therapy predominantly improved (60% got better while 26% got worse). For those who did not attend therapy during treatment time, PAIRS participants were more likely to improve than control group members. For controls who attended therapy, 80% were in individual sessions while 20% were in couples therapy. This result, statistically significant for controls (Pearson chi-square = 9.171, p = .057), suggests therapy alone, particularly individual therapy, may not be beneficial for improvement of marital discord. This statistical analysis adds to the support of psychoeducational groups as appropriate treatment for marital discord.

DeMaria (1998) conducted a survey on PAIRS participants in 16 states. She used both a semi-structured survey form and intensive interviews to explore the characteristics of 129 married couples enrolled in PAIRS courses led by 20 different PAIRS leaders. The study examined the relationship between couple types, levels of satisfaction, and variables including sexual satisfaction (using ENRICH), divorce potential (Marital Status Inventory), conflict tactics (Conflict Tactic Scale), romantic love (Passionate Love Scale), and attachment style (Adult Attachment Scale). The study also explored motivations for enrolling in PAIRS. Based on the ENRICH typology, these couples were conflicted and devitalized (93% of the sample). Despite initially low levels of sexual satisfaction, some consideration of divorce, occasional episodes of physical violence, and previous experience in marital therapy, the sample reported high levels of romantic love and was found to be securely attached. The findings suggested these participants were highly motivated to participate in the PAIRS program.

Early research on change inducing elements of PAIRS focused primarily on the Bonding and Emotional Expressiveness (B.E.L.) segment, revealing that B.E.L. is a key element in keeping with findings that support affective interventions (Johnson, 1996). Durana (1994, 1996b, 1996c) conducted three studies to determine the impact of the Bonding and Emotional Literacy (B.E.L.) segment of the PAIRS program. Nine volunteers from a group of 31 participants took part in a pre- and post-assessment of the B.E.L. Subjects were given the Fundamental Interpersonal Relations Orientation Behavior (FIRO-B) questionnaire and the State-Trait Anger Expression Inventory (STAXI). An in-depth interview was used to allow for a qualitative analysis.

Results from the FIRO-B indicated increases in compatibility between partners and on balance between manifest behavior and behavior desired by others. There also were statistically significant pre-to-post reductions in the expression of anger and of hostility. Most participants reported the workshop enhanced their empathy for others, aided in conflict resolution, developed emotional openness, and increased their ability to listen.

Durana (1996b) also explored the effects of using emotions and bonding in the B.E.L. segment. He analyzed a case study in light of relevant psychotherapy literature on emotions, catharsis, and touch. 
He proposed that bonding and catharsis facilitate changes through both remembrance of painful experiences and gratification of unsatisfied needs.

In another study that combined quantitative and qualitative research methods to evaluate the impact of the B.E.L., Durana (1996c) assessed 54 participants at four different points in time (pre-PAIRS, pre-B.E.L., post-B.E.L., and post-PAIRS). By examining scores on a variety of outcome variables, including marital adjustment (DAS), self-esteem (Index of Self-Esteem), anxiety, control, and support (Illinois Survey of Well-Being), Durana found statistically significant improvements over time in marital adjustment, cohesion, self-esteem, and emotional well-being. Qualitative reports further suggested the B.E.L. segment is useful for expressing feelings, enhancing intimacy, identifying negative interactions rooted in family-of-origin history, and helping differentiate between the need for bonding and the need for sex. These results suggested the B.E.L. may be an important element of PAIRS, as it enhances marital adjustment, cohesion, and self-esteem and reduces anxiety.

Based on findings from the same study, Durana (1996c) suggested gender differences in marital satisfaction. Separate analyses of male and female scores, which were measured for the B.E.L. alone and for the entire PAIRS course, showed females reporting greater change on a larger number of variables, including interpersonal ones, in comparison with males. Men showed greater change on measures of personal constructs (self-esteem, control, depression and anxiety) as opposed to interpersonal measures.

Participants come to PAIRS hoping to learn how to improve their communication and conflict resolution, understand their partner, build trust, express feelings, and increase positive feelings and intimacy. The findings summarized here suggest that, for most participants, these expectations are met. In addition, there is evidence that participants’ gains are consonant with those promised by the PAIRS program. The findings lend support for the use of bonding and experiential approaches in other psychoeducational programs.

PAIRS: Based on Wisdom and Science

The studies reviewed here indicate PAIRS is associated with enhanced marital adjustment and satisfaction, intimacy, and conflict reduction and that such changes are both enduring and global to other relationships. Of course, the
methodological limitations of the studies described in this chapter, including the correlational nature of the findings, should also be considered. The research findings are limited in other respects, such as sample demographics and the limited range of socioeconomic status. Additional research and verification of the findings should include diverse populations and use of controlled longitudinal designs.

Although the PAIRS program teaches relationship skills, PAIRS goes beyond the typical conceptualization of listening and problem solving. The PAIRS course is set apart by being built around the framework of The Relationship Road Map, which was first called the Road to Happiness by Daniel Casriel (1983) and was then expanded by Lori Gordon to be called the Relationship Road Map. The Relationship Road Map organizes the application of numerous activities in the PAIRS program and is conceptually structured by an affective-behavioral-cognitive model that suggests emotions have logic to them. If emotional pain is anticipated, we do everything we can to avoid it. If emotional pleasure is anticipated, we seek it. In PAIRS, we teach that emotional pleasure, achieved through bonding, has two essential elements: confiding (emotional openness) and physical closeness. This core theoretical base is congruent with recent findings in research on intimate relationships (Gottman, 1997; Johnson, 1997) suggesting that healthy relationships include affection, companionship, compassion, and sexual attraction while minimizing domination, control and power struggles, anger and resentment.

**Commitment to Excellence**

As an organization, the PAIRS professional community is vigilant about ethical conduct of its leaders. Being explicit about standards, engaging in education about those standards, and being devoted to a process of continual revision are major features of the PAIRS Foundation. The goal is to have PAIRS leaders are mental health professionals whose conduct should be guided by the ethical standards of their profession, the PAIRS Foundation has established its own ethical standards that focus on the unique aspects of teaching PAIRS programs.

**Implementing PAIRS Programs**

The PAIRS Foundation and community of PAIRS Leaders actively support faith based and community initiatives to strengthen families and develop healthy marriages. Mentoring, ongoing training and support are provided by the PAIRS Foundation, a 501(c)(3) nonprofit organization that has been delivering PAIRS programs since 1984.

PAIRS has developed technology to build stable, healthy relationships. PAIRS is responding to a number of community requests to collaborate in program development and research. PAIRS invites such collaboration and partnership with agencies, organization, schools, locally, state-wide and nationally. PAIRS can provide training materials and a national network of professional teachers to instruct agency staff as well as others to teach relationship skills.

PAIRS reaches out to faith-based and secular programs, programs for children and youth, military families, Veterans, and programs that address specific social ills, such as single parenting, fatherless families, recovery from illness, addiction, prison release, school violence, teen pregnancy, homelessness, and domestic violence. PAIRS can provide the technology to teach relationship skills at all levels. Relationship skills are a protective factor. Close connections are an ameliorating ingredient in creating wellness and well-being, toward a thriving culture of healthy marriages and stable families.

For more information, visit www.pairs.com, contact PAIRS Foundation at (888) PAIRS-4U (724-7748) ext. 802, or email info@pairs.com.
Selected Publications

- Gordon, L. Passage to Intimacy. 2nd Edition.
- Gordon, L. Love Knots.
Sample
Program
Forms and
Instruments

PROGRAM INTAKE
(pages 44-45)

PARTICIPANT AGREEMENT
(page 46)

RELATIONSHIP PLEASURE SCALE
(page 48)
PROGRAM EVALUATION

PAIRS FOUNDATION
SAMPLE FORMS AND INSTRUMENTS

Outcome Questionnaire (OQ®-45.2)

<table>
<thead>
<tr>
<th>Date</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. = Almost always
2. = Almost always disagree
3. = Unusually disagree
4. = Frequently disagree
5. = Almost always disagree
6. = Always disagree

1. Handling family finances
2. Matters of recreation
3. Religious matters
4. Demonstrations of affection
5. Friends
6. Sex relations
7. Conversations (correct or proper behavior)
8. Philosophy of life
9. Ways of dealing with parents or in-laws
10. Aims, goals, and things believed important
11. Amount of time spent together
12. Making major decisions
13. Financial plans
14. Leisure time interests and activities
15. Career decisions

Outcome Questionnaire for C. R. Spanier
RELATIONSHIP SKILLS FOR STRONG
SOUTH FLORIDA FAMILIES PROJECT

PAIRS Essentials Intake Form
‘The information on this form will be kept strictly confidential’

Identifying and Contact Information

Name: ____________________________________________
First1  MI2  Last3

Address: ____________________________________________

City5  State6  Zip Code7

Telephone:  
Home Phone  
Cell Phone  
Work Phone  

Which number is best? 1 Home  2 Cell  3 Work  

Email: ____________________________________________

Demographic Information – About You

Gender:  
1 Male  2 Female  
Your Date of Birth (mm/dd/yyyy)14: ___/___/_____

Ethnicity:  
1 White/Non-Hispanic  2 Hispanic/Latino  3 Black/Non-Hispanic

4 Native American  5 Asian American  6 Other

What language is spoken at home? 1 English  2 Spanish  3 Creole  4 Several  5 Other

Years of education completed 17  
(e.g. 12 years = High School Diploma; 14 years = Associate’s Degree; 16 years = Bachelor’s Degree; 18 years = Master’s Degree; 20 years or more = Doctorate Degree)

Demographic Information – About Your Spouse or Partner

Is your spouse or partner attending this PAIRS Program with you? 22  
1 Yes  2 No

If yes, what is their name? 23  
First  Last

Partner Date of Birth (mm/dd/yyyy)16: ___/___/_____

Partner Ethnicity:  
1 White/Non-Hispanic  2 Hispanic/Latino  3 Black/Non-Hispanic

4 Native American  5 Asian American  6 Other

Partner Years of Education Completed 21  
(e.g. 12 years = High School Diploma; 14 years = Associate’s Degree; 16 years = Bachelor’s Degree; 18 years = Master’s Degree; 20 years or more = Doctorate Degree)
Demographic Information – About Your Relationship

What is the status of your relationship? 
☐ 1. Married 
☐ 2. Engaged or Considering Marriage
☐ 3. Married, but separated or considering separation
☐ 4. Single, not in a romantic relationship
☐ 5. Other: ________________

How long have you been in a monogamous (e.g. not dating other people) relationship? _____ Years, _____ Months

If married, what is the estimated combined annual income for you and your spouse (per year)? (e.g. $1000 per year, $10,000 per year, $100,000 per year)
☐ $ __________

If you are not married or you are single, what is your estimated annual income (per year)? (e.g. $1000 per year, $10,000 per year, $100,000 per year)
☐ $ __________

Are you and your spouse or partner expecting a child? 
☐ 1. Yes
☐ 2. No

Demographic Information – About Your Children

Do you have children? 
☐ 1. Yes
☐ 2. No

How many children under the age of 18 are currently living in your household? _____

Have any of your children been diagnosed by a medical or mental health professional with an emotional, psychological, physical, or developmental disability? 
☐ 1. Yes
☐ 2. No

About the PAIRS Marriage Education Program

How did you find out about the PAIRS Marriage Education Program? 
☐ 1. Key word advertising on the Internet
☐ 2. Informational booths, signage, and banners at local event and fair
☐ 3. Billboard message
☐ 4. Brochures and posters displayed at a community locations
☐ 5. Friend or relative
☐ 6. Radio broadcasts, television and Internet program
☐ 7. Promotional e-mail
☐ 8. Professional in the Community (e.g. counselor, attorney, etc.)
☐ 9. Presentation at local community and faith-based organizations
☐ 10. Announcements and advertisements in local newspapers and magazines
☐ 11. Other: __________________________

Note: Please contact the Data Management Team if you would like results of any of these assessments mailed to you (datateam@pairs.com)

Thank You!

(Revised February 27, 2009)
PARTICIPANT AGREEMENT

INFORMED CONSENT

PAIRS is an educational program. It is not intended as therapy or treatment, or to replace therapy or treatment. The PAIRS seminars include a selection of educational, illuminating and often humorous experiences. At times, some highly charged emotional experiences may occur. The material presented in PAIRS may involve such emotions as anger, sadness, or desire. These experiences are included because it is part of the stated goals of PAIRS to expand options for understanding, pleasure and intimacy so that participants may develop their range of emotions in order to increase emotional and physical intimacy with their partner. It is always the option of each individual to choose to participate in any of the exercises offered or to choose not to participate.

The PAIRS Foundation, Inc., our officers, directors, employees, agents, contractors and/or service providers exercise no control over the actions of individual Providers in individual courses taught in whole or in part using materials provided by PAIRS Foundation. PAIRS Foundation assumes no liability for the actions of individual instructors. The Provider(s) recognizes his/her/their individual liability made upon him/her/them by any participant. The manner in which the course materials are presented, and the way in which the emotions and responses elicited from participants are handled, are at the sole discretion of the individual instructor and the participant, and in no way reflect upon PAIRS and its teachings.

As a participant, I acknowledge that my experience in PAIRS, in whole or in part, may engender new perceptions and a range of emotions that at times may include uncomfortable emotions. I understand that the exercises are designed to expand perceptions and to facilitate the development of a range of emotions including pleasure, joy, love, pain, fear and anger in behalf of an enhanced capacity for empathy and mutual understanding. At times, I may experience uncomfortable, as well as pleasurable, feelings. I voluntarily choose to participate in this program, and I agree to hold the PAIRS Foundation and the Provider(s) of the PAIRS programs in which I participate harmless against any claims related to my experience in the PAIRS program. I understand that the instructor may audio or video tape class lectures, which may be submitted to PAIRS Foundation for quality and/or research purposes. Such audio or video tapes will not identify participants in any way.

I clearly understand that it is always my choice as to whether to participate in the experiences offered.

CONFIDENTIALITY AGREEMENT

I understand that PAIRS is a private and personal experience for each participant. As such, I agree to respect the confidentiality of all participants and their remarks and actions, and I agree to keep all such information private and confidential. I am also aware that PAIRS is protected by copyright, and cannot be reproduced, copied, stored electronically or otherwise duplicated or distributed without the express written permission of PAIRS Foundation. I agree not to violate this copyright.

DECLARATION AND PROMISE (AGREEMENT)

I declare that I have read and understand all of the information on this information form; that all of my responses are accurate and true to the best of my knowledge; and that I have read and understand the Informed Consent and Confidentiality Agreement and agree to abide by the terms of both.

PLEASE PRINT CLEARLY AND PROVIDE ALL REQUESTED INFORMATION:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
<th>Class City/State</th>
<th>PAIRS Instructor</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<th>Last Name</th>
<th>First Name</th>
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<th>Title</th>
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</table>

<table>
<thead>
<tr>
<th>Email Address</th>
<th>Daytime Phone</th>
<th>Evening Phone</th>
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<table>
<thead>
<tr>
<th>Street Address</th>
<th>City, State</th>
<th>ZIP Code</th>
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</table>
PARTICIPANT CLASS EVALUATION FORM

Name: _____________________________ Date: ________________________

Instructor Name(s): __________________ City/State: __________________

Please circle the number that best represents your overall satisfaction with your experience in PAIRS ESSENTIALS:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
<td></td>
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</tbody>
</table>

Please circle the number that best represents your overall satisfaction with the instructor(s) of PAIRS ESSENTIALS:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Poor</td>
<td>Average</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
<td></td>
</tr>
</tbody>
</table>

What did you most like about your experience in PAIRS ESSENTIALS?

How do you think the information and skills will be useful in your life?

Was there anything you did not like about PAIRS ESSENTIALS?

How would you describe the instructor(s), including presentation style, content knowledge, and anything else important to you?

Please let us know the value to you of each of the following exercises (listed below). Circle choice for each. Highest rating is 4.

<table>
<thead>
<tr>
<th>Content</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels of Learning</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Stages of Relationships</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Three Horizons/Three Feasts</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Relationship Road Map</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Communication Styles</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Lending Compass</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Daily Temperature Reading</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Good Talking &amp; Listening</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>PAIRS Talking Tips</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Love Bank Account</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Caring Behaviors Worksheet</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Emotional Stages of Development</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>The Emotional Jug</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Dirty Fighting Worksheet</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Embracing the Emotional Jug</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Fair Fight for Change (FFC)</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Time-Out Tip</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Fight Style Profile</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Fight Results Profile</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Coaching Guidelines</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Fair Fight Checklist (Scorecard)</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Relationship Agreement</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Love Knots/Untangling Love Knots</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Powergram - Who Decides</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Decision Making Worksheet</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Emotional/Alcohol Infinity Loop</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Emotional/Alcohol Worksheet</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Confusing Emotional Allergy</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>Transforming the Loop</td>
<td>4:3:2:1</td>
</tr>
<tr>
<td>The Language of Love</td>
<td>4:3:2:1</td>
</tr>
</tbody>
</table>

Would you recommend PAIRS? ☐ Yes ☐ No

Would you like to participate in other PAIRS experiences? ☐ Yes ☐ No

Would you like to receive follow-up information about opportunities to participate in online programs for graduates? ☐ Yes ☐ No

Please use the reverse side of this sheet for any additional comments. Your feedback is important. Thank you!
RELATIONSHIP PLEASURE SCALE

We experience pleasure when our needs are met. Experiencing pleasure with another person creates the emotion of love toward that person. Not having our needs met creates pain, disappointment, displeasure, and loss of the feeling of love. How well is your relationship meeting your needs in each of the following areas critical to intimate, bonded relationships? How much pleasure and satisfaction are you deriving from each of these happiness resources?

Score each from 0 – 4
0 = none;
1 = much too little;
2 = some;
3 = satisfied;
4 = very satisfied;
5 = (last item only) All I’ve dreamed of.

<table>
<thead>
<tr>
<th>RESOURCES OF A RELATIONSHIP</th>
<th>SCORE (CURRENT LEVEL OF SATISFACTION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensuality (0–4)</td>
<td></td>
</tr>
<tr>
<td>(touch, aroma, five senses)</td>
<td></td>
</tr>
<tr>
<td>Sexuality (0–4)</td>
<td></td>
</tr>
<tr>
<td>(passion, lust, tension release)</td>
<td></td>
</tr>
<tr>
<td>Intellectuality (0–4)</td>
<td></td>
</tr>
<tr>
<td>(sharing ideas, interests)</td>
<td></td>
</tr>
<tr>
<td>Emotionality (0–4)</td>
<td></td>
</tr>
<tr>
<td>(confiding feelings)</td>
<td></td>
</tr>
<tr>
<td>Friendship/Trust/Shared Interests (0–4)</td>
<td></td>
</tr>
<tr>
<td>(activities to do together)</td>
<td></td>
</tr>
<tr>
<td>What’s been built together (0–5)</td>
<td></td>
</tr>
<tr>
<td>(children, friends, family, home, acquisitions, property)</td>
<td></td>
</tr>
</tbody>
</table>

Add the scores together then multiply TOTAL by four (100 is maximum score)

TOTAL _____ X 4 =

# Outcome Questionnaire (OQ®-45.2)

**Instructions:** Looking back over the last week, including today, help us understand how you have been feeling. Read each item carefully and mark the box under the category which best describes your current situation. For this questionnaire, work is defined as employment, school, housework, volunteer work, and so forth. Please do not make any marks in the shaded areas.

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date / /</th>
</tr>
</thead>
</table>

1. I get along well with others.  □ 4 □ 3 □ 2 □ 1 □ 0  □ □ □ □ □
2. I tire quickly.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
3. I feel no interest in things.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
4. I feel stressed at work/school.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
5. I blame myself for things.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
6. I feel irritated.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
7. I feel unhappy in my marriage/significant relationship.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
8. I have thoughts of ending my life.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
9. I feel weak.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
10. I feel fearful.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
11. After heavy drinking, I need a drink the next morning to get going. (If you do not drink, mark "never")  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
12. I find my work/school satisfying.  □ 4 □ 3 □ 2 □ 1 □ 0  □ □ □ □ □
13. I am a happy person.  □ 4 □ 3 □ 2 □ 1 □ 0  □ □ □ □ □
14. I work/study too much.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
15. I feel worthless.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
16. I am concerned about family troubles.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
17. I have an unfulfilling sex life.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
18. I feel lonely.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
19. I have frequent arguments.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
20. I feel loved and wanted.  □ 4 □ 3 □ 2 □ 1 □ 0  □ □ □ □ □
21. I enjoy my spare time.  □ 4 □ 3 □ 2 □ 1 □ 0  □ □ □ □ □
22. I have difficulty concentrating.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
23. I feel hopeless about the future.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
24. I like myself.  □ 4 □ 3 □ 2 □ 1 □ 0  □ □ □ □ □
25. Disturbing thoughts come into my mind that I cannot get rid of.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
26. I feel annoyed by people who criticize my drinking (or drug use).  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
   (If not applicable, mark "never")
27. I have an upset stomach.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
28. I am not working/studying as well as I used to.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
29. My heart pounds too much.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
30. I have trouble getting along with friends and close acquaintances.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
31. I am satisfied with my life.  □ 4 □ 3 □ 2 □ 1 □ 0  □ □ □ □ □
32. I have trouble at work/school because of drinking or drug use.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
   (If not applicable, mark "never")
33. I feel that something bad is going to happen.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
34. I have sore muscles.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
35. I feel afraid of open spaces, of driving, or being on buses, subways, and so forth.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
36. I feel nervous.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
37. I feel my love relationships are full and complete.  □ 4 □ 3 □ 2 □ 1 □ 0  □ □ □ □ □
38. I feel that I am not doing well at work/school.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
39. I have too many disagreements at work/school.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
40. I feel something is wrong with my mind.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
41. I have trouble falling asleep or staying asleep.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
42. I feel blue.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
43. I am satisfied with my relationships with others.  □ 4 □ 3 □ 2 □ 1 □ 0  □ □ □ □ □
44. I feel angry enough at work/school to do something I might regret.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □
45. I have headaches.  □ 0 □ 1 □ 2 □ 3 □ 4  □ □ □ □ □

**Total=**
DYADIC ADJUSTMENT SCALE

Date: ____________ Identification: ________________________________

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

5 = Always agree
4 = Almost always agree
3 = Occasionally disagree
2 = Frequently disagree
1 = Almost always disagree
0 = Always disagree

1. Handling family finances
2. Matters of recreation
3. Religious matters
4. Demonstrations of affection
5. Friends
6. Sex relations
7. Conventionality (correct or proper behavior)
8. Philosophy of life
9. Ways of dealing with parents or in-laws
10. Aims, goals, and things believed important
11. Amount of time spent together
12. Making major decisions
13. Household tasks
14. Leisure time interests and activities
15. Career decisions

Dyadic Adjustment Scale by G. B. Spanier
**DYADIC ADJUSTMENT SCALE**

How often would the following thoughts, discussions, or events occur?

0 = All the time/ Every Day  
1 = Most of the time/ Almost Every Day  
2 = More often than not  
3 = Occasionally  
4 = Rarely  
5 = Never

___ 16. How often do you discuss or have you considered divorce, separation, or terminating your relationship?  
___ 17. How often do you or your mate leave the house after a fight?

How often would the following thoughts, discussions, or events occur?

5 = All the time/ Every Day  
4 = Most of the time/ Almost Every Day  
3 = More often than not  
2 = Occasionally  
1 = Rarely  
0 = Never

___ 18. In general, how often do you think that things between you and your partner are going well?  
___ 19. Do you confide in your mate?

How often would the following thoughts, discussions, or events occur?

0 = All the time/ Every Day  
1 = Most of the time/ Almost Every Day  
2 = More often than not  
3 = Occasionally  
4 = Rarely  
5 = Never

___ 20. Do you ever regret that you married?  
___ 21. How often do you and your partner quarrel?  
___ 22. How often do you and your mate get on each other’s nerves?
**DYADIC ADJUSTMENT SCALE**

How often would the following thoughts, discussions, or events occur?

4 = Every Day  
3 = Almost Every Day  
2 = Occasionally  
1 = Rarely  
0 = Never

23. Do you kiss your mate?

24. Do you and your mate engage in outside interests together?

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

0 = Never  
1 = Less than once a month  
2 = Once or twice a month  
3 = Once or twice a week  
4 = Once or twice a day  
5 = More often

25. Have a stimulating exchange of ideas

26. Laugh together

27. Calmly discuss something

28. Work together on a project

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

29. Being too tired for sex  
   Yes__  No__

30. Not showing love  
   Yes__  No__
DYADIC ADJUSTMENT SCALE

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

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extremely Unhappy</td>
<td>Fairly Unhappy</td>
<td>A Little Unhappy</td>
<td>Happy</td>
<td>Very Happy</td>
<td>Extremely Happy</td>
<td>Perfect</td>
</tr>
</tbody>
</table>

32. Please circle one of the following statements that best describes how you feel about the future of your relationship.

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

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

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

2 It would be nice if my relationship succeeded, but I can't do much more than I am doing now to help it succeed.

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

0 My relationship can never succeed, and there is no more that I can do to keep the relationship going.
Funding for this project was provided by the United States Department of Health and Human Services, Administration for Children and Families - Grant 90FE0029/05. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the United States Department of Health and Human Services, Administration for Children and Families.
To Parents/Legal Guardians:

Your student has been invited to participate in an extraordinary private program called PEERS, presented by the PAIRS Foundation. This federally funded program empowers teenagers to embrace knowledge and practical, usable skills for understanding emotions while learning to communicate effectively with their peers and to deepen the most treasured relationships in their lives.

As a part of this grant, The PAIRS Foundation is conducting pre and post research of this project in the form of confidential questionnaires that participants will need to fill out.

This ten session course will teach your student to deal with conflict, disagreements and differences in ways that are beneficial to everyone involved and in ways that the relationship wins. Students will learn how to read their emotional pulse and better understand themselves so they can become empathetic to others. The skills they will learn will teach them how to listen, to understand, and speak to be understood – key elements of communication.

Deemed “Emotional Literacy," PEERS has made a positive impact on the lives of many student participants, the relationships they create and the choices they make. Seminole Ridge High School, in partnership with the PAIRS Foundation, is offering this program with your students. Please visit the PAIRS website (www.pairs.com ) for detailed information and to learn about PAIRS history.

Please answer the question below:

Has either parent/guardian completed a PAIRS program? □ Yes □ No

If yes, please indicate an approximate date of completion (mm/yy): ____/_____

Sincerely,

Seth Eisenberg
Executive Director

Student’s Name_______________________ Signature________________________

Parent/Guardian_______________________ Signature________________________
# Contact Information

Name: ___________________ ________________

First1 ___________ MI2 ___________________ Last3 _____________________

Address4: ______________________________________

City5 ___________________ State6 ___________________ Zip Code7 ______________

Telephone: (____)______________ (____)_______________

Home Phone8 ___________ Cell Phone9 ________________

Email10: ________________________________

# Parent/Guardian Information

Name: ___________________ ________________

First11 ___________ Last12 _______________________

Telephone: (____)______________ (____)_______________

Home Phone13 ___________ Cell Phone14 ________________

Email15: ________________________________

Relation to you16: □Mother □Father □Legal Guardian

**Being able to contact you for participation in the follow-up assessments is important to us. Please provide us with the name and contact information for an adult relative whom we can contact to reach you in the event you move.**

Name: ___________________ ________________

First17 ___________ Last18 _______________________

Telephone: (____)______________ (____)_______________

Home Phone19 ___________ Cell Phone20 ________________

Email21: ________________________________

Relation to you22: □Parent □Sibling □Aunt/Uncle □Cousin □Other ______________________

# Demographic Information – About You

Gender23: □1 Male □2 Female

Date of Birth24: ______/_____/______
**PAIRS FOR PEERS INTAKE**

*The information on this form will be kept strictly confidential*

**Contact Information**

Name: ___________________     ___________________     _____________________ 
First1       MI2                         Last 3

Address4:     _______________________________________ __________________________ 
___________________     ___________________ __    _____________________

City5       State6                 Zip Code 7

Telephone: (____)______________    (____)_______________ ___
Home Phone8     Cell Phone9

Email10:       ______________________________________

**Parent/Guardian Information**

Name:   ___________________          _______________________
First11            Last12

Telephone:  (____)______________    (____)__________________
Home Phone13         Cell Phone14

Email15: ______________________________________

Relation to you16:

□ Mother
□ Father
□ Legal Guardian

Being able to contact you for participation in the follow-up assessments is important to us. Please provide us with the name and contact information for an adult relative whom we can contact to reach you in the event you move.

Name:   ___________________          _______________________
First17            Last18

Telephone:  (____)______________    (____)__________________
Home Phone19         Cell Phone20

Email21:  ______________________________________

Relation to you22:

□ Parent
□ Sibling
□ Aunt/Uncle
□ Cousin
□ Other ___________________

**Demographic Information – About You**

Gender23:  □ 1 Male    □ 2 Female

Date of Birth24: ______/______/______

Ethnicity25: □ 1 White/Non-Hispanic    □ 2 Hispanic/Latino    □ 3 Black/Non-Hispanic
□ 4 Native American   □ 5 Asian American   □ 6 Other

Language spoken at home26: □ 1 English    □ 2 Spanish    □ 3 Creole    □ 4 Several    □ 5 Other

Grade Level27:  □ 9th    □ 10th    □ 11th    □ 12th

**Demographic Information – About Your Family**

How many biological brothers and sisters (i.e. you have the same mother and father) do you have28? _____

How many adopted brothers and sisters do you have29? _____

How many step-brothers and step-sisters do you have30? _____

How many individuals under the age of 18 reside in your current household31? _____

Are your biological parents still married to each other32? □ Yes    □ No

With whom do you reside (i.e. primary residence or the residence you spend more than 50% of the time)33?

□ 1 Biological/adoptive Mother and Father    □ 2 Biological/adoptive Mother and Step-Father
□ 3 Biological/adoptive Father and Step-Mother    □ 4 Biological/adoptive Mother only
□ 5 Biological/adoptive Father only    □ 6 Grandparents
□ 7 50/50 with Mother and Father    □ 8 Other Relative
□ 9 Foster Care    □ 10 Other:

Thank You!
PAIRS FOUNDATION
OUR MISSION & PROMISE

For over a quarter century, the mission of PAIRS has been to teach those attitudes, emotional understandings and behaviors that nurture and sustain healthy relationships and to make this knowledge broadly available on behalf of a safer, saner, more loving world.