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## Rejection, Rumination, and Revenge: a Test of the Relational Goal Pursuit Theory of Stalking Perpetration

Benjamin A. Fay

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Rejection, rumination, and revenge: A test of the Relational Goal Pursuit Theory of  
stalking perpetration

By

Benjamin Fay

A Thesis  
Submitted to the Faculty of  
Mississippi State University  
in Partial Fulfillment of the Requirements  
for the Degree of Master of Science  
in Experimental Psychology  
in the Department of Psychology

Mississippi State, Mississippi

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2012

Rejection, rumination, and revenge: A test of the Relational Goal Pursuit Theory of  
stalking perpetration

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Applying Relational Goal Pursuit Theory (RGT), the present study examined the motivations for obsessive relational intrusion (ORI). Participants ( $n = 509$ ) were randomly assigned to conditions that 1) primed relational or retaliatory goals, then 2) exposed to a negative romantic relationship vignette (relationship disappointment vs. explicit rejection vs. “nice” rejection), and 3) then were either induced to ruminate about the vignette events or were not. Participants reported how likely they would be to think about pursuit (e.g., frequent calls) and aggressive (e.g., threats) ORI. Contrary to expectations, rejection elicited less ORI than the relationship disappointment condition. However, it was found that 1) the ORI scale broke into a three-factor, instead of two-factor, model of pursuit, aggressive, *and* surveillance behavior, and 2) that motivations for each type varied. Relational goals predicted pursuit. Retaliation predicted aggression. Motives for surveillance behaviors were linked to both desires for revenge and reconciliation.

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CHAPTER I  
INTRODUCTION

**Prevalence and Overview**

Approximately 25% of Americans will be stalked at some point in their lifetime (Spitzberg & Cupach, 2007), and half of these stalking situations will involve former or current romantic partners (Cupach & Spitzberg, 2004; Mohandie, Meloy, McGowan, & Williams, 2006). In fact, these former romantic partners are often the most violent compared to other categories of stalkers (e.g., stranger stalkers; Meloy, Davis, & Lovette, 2001; Mohandie et al., 2006; Sheridan, Blaauw, & Davies, 2003). Given the relational context in which most stalking incidents are embedded, it is important to examine the propensity for stalking-related behaviors in the context of former romantic relationships. Specifically, I tested the Relational Goal Pursuit Theory (RGT; Cupach & Spitzberg, 2004) of intimate stalking by examining the contribution of individual and dyadic variables to the likelihood of stalking within relational contexts. To begin, I will define stalking and related constructs, then I will move on to the RGT and the three theory-related factors which were examined in the present study, namely threats to relational goals, motivations for stalking, and rumination.

## **Defining Stalking and Obsessive Relational Intrusion**

Although many legal definitions of stalking require that the behavior cause the target fear of bodily harm or death, stalking research often operationalizes stalking behavior in terms of a continuum escalating from unwanted pursuit behaviors (e.g., repeated calling, texting, sending of gifts) to aggression and violence (Dutton & Winstead, 2006). One such continuum is captured by research on obsessive relational intrusion (ORI; Spitzberg & Cupach, 2007). ORI is defined as “repeated and unwanted pursuit and invasion of one’s sense of physical or symbolic privacy by another person, either stranger or acquaintance, who desires and/or presumes an intimate relationship” (Cupach & Spitzberg, 1998, p. 234-235). ORI often overlaps with legal definitions of stalking, but the two differ on two important factors. First, ORI does not require any perception of threat or fear on the part of the target, allowing for the study of a wider range of behaviors. Second, ORI involves behaviors designed to pursue or perpetuate a real or presumed intimate relationship (Spitzberg & Cupach, 2007), and stalking, on the other hand, can but does not inherently include the goal of an intimate relationship.

## **Relational Goal Pursuit Theory**

To explain the process by which ORI occurs, Cupach and Spitzberg (2004) developed the Relational Goal Pursuit Theory. The model focuses on stalking as the pursuit of a romantic relationship, whereby the relationship is the “goal” of the stalking-related behavior (Spitzberg & Cupach, 2007). The importance of attaining this relational goal for individuals can vary to the extent that they have linked the goal of the desired relationship with other goals, such as the need for self-worth (Cupach & Spitzberg,

2004). Goal linking occurs when an individual perceives that the achievement of one goal (e.g., self-worth) is contingent upon the achievement of another goal (e.g., a particular romantic relationship) (McIntosh & Martin, 1992). Cupach and Spitzberg (2004) propose that relational stalkers engage in stalking because they have linked their relational goal with other goals, such as the need for positive self-worth or the need for control. Once goal linking occurs, the importance of the relational goal becomes exaggerated, and abandonment of that relational goal when faced with failure becomes less likely (Cupach & Spitzberg, 2004).

However, once attainment of the important relational goal is frustrated, the RGT model indicates that frustration leads to rumination, i.e. the repetitive and aversive thoughts which are associated with the inability of the individual to achieve a goal (Martin & Tesser, 1996). The RGT proposes that this process is exacerbated when goal linking has occurred, and that rumination, in turn, promotes persistence in relational goal pursuit (Cupach & Spitzberg, 2004). *Figure 1* illustrates how a triggering event – in the form of a rejection which threatens a relational goal – rumination, and goal linking combine to promote ORI behavior in the pursuit of attaining the original relational goal (Note, their model also includes determination - i.e., a decision that one will work to attain the relational goal no matter what - but this aspect of the model has yet to be clearly defined by Spitzberg and Cupach in any of the published literature and thus was not tested in the present study.).

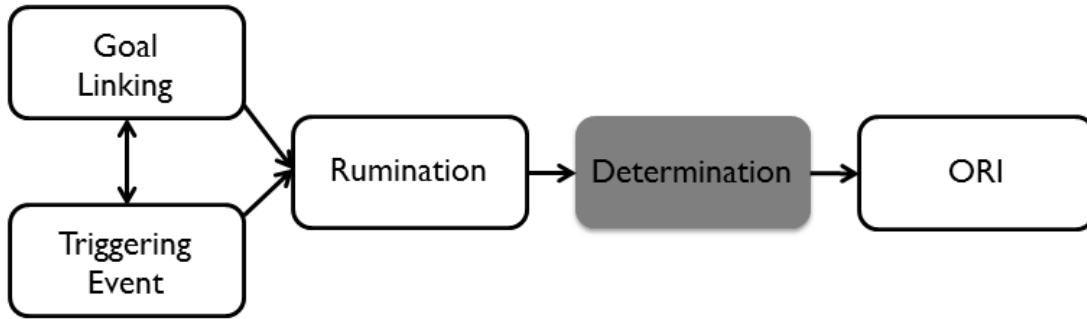


Figure 1 Relational Goal Pursuit Theory Model of Obsessive Relational Intrusion.

*Note.* The box in grey identifies a variable not examined in the current study. Adapted from B. H. Spitzberg, personal communication, November 5, 2010.

### Threats to Goals

Interpersonal rejection, such as that which is experienced during breakups, is a clear threat to relational goals. In their study of stalkers, Mullen, Pathé, Purcell, and Stuart (1999) found that the largest category of stalkers in their study were those for whom stalking was a reaction to rejection of a relationship. Basic Needs theory (Pittman & Zeigler, 2007) provides insight into why relational rejection instigates stalking behavior. The need to belong, as described by Baumeister and Leary (1995), establishes the desire for relationships as a basic need and core motivator for human behavior, producing goal oriented behavior. Thus, a threat to the need to belong in the form of rejection from an intimate partner might elicit pursuit related ORI behaviors with the goal of reestablishing the romantic relationship to satisfy the need to belong.

Many studies have found social rejection produces aggressive responding (see Leary, Twenge, & Quinlivan, 2006, for review). However, some consider anti-social behavior in reaction to threats to belonging a counter-intuitive response (Gerber & Wheeler, 2009) as aggression is unlikely to lead to social acceptance and interpersonal

intimacy, and thus is unlikely to lead to the satiation of one's need to belong.

Accordingly, this has led some to question whether it is the drive to restore a need for connection that promotes aggression or is it that interpersonal rejection threatens other needs. Gerber and Wheeler's (2009) meta-analysis of rejection research suggests that aggressive responses to rejection are an attempt to satisfy the need for control, as a rejection can represent a loss of control. A motivation to restore positive self-evaluations has also been shown to predict aggressive responding in reaction to social rejection (Baumeister, Smart, & Boden, 1996), especially for those with higher levels of narcissism (Bushman & Baumeister, 1998; Twenge & Campbell, 2003).

Thus, it may be that type of rejection - in terms of what type of basic need threat the rejection represents - matters for predicting the likelihood of aggressive responding. In fact, the implicit assumption that how a rejection is delivered affects the rejected individual's reaction to the rejection is evident in stalking victim advocacy manuals. A number of stalking advocates have made assertions about how a rejection to a potential stalker should be made, stressing the importance of making the rejection as clear and explicit as possible. Spence-Diehl (1999), for example, discusses the importance of making a clear "no-contact" statement to the stalker or potential stalker: "I'm not interested in having a relationship with you. Do not continue to call, stop by, or have any contact with me whatsoever" (Spence-Diehl, 1999, p. 17). Similarly, de Becker advocates for explicit rejections in reaction to potential stalking cases, suggesting "No matter what you may have assumed till now, and no matter for what reason you assumed it, I have no romantic interest in you whatsoever. I am certain I never will" (de Becker, 2002, p. 40). De Becker goes on to assert that ambiguous or conditional rejections – "I'm



not the one for you” or “it’s just that I don’t want to be in a relationship *right now* [emphasis added]” (de Becker, 2002, p. 39) – are unlikely to be interpreted by the stalker as a clear rejection, but instead will be seen as a challenge to be overcome (e.g., If you do not want a relationship *right now*, perhaps you will want one later.).

The first empirical test of such assertions with respect to stalking came from Sinclair, Ladny, and Lyndon (2011), who examined the effects of romantic rejection on ORI behavior perpetration. One type of rejection attributed the reason for a breakup to internal characteristics of the rejected party – an explicit rejection approach. Another type of rejection used attributed the reason for a breakup to external factors not related to the rejected party – the “letting them down easy” approach which de Becker (2002) warns against using. In the control condition, the participant faced disappointment when a romantic partner turned down an invitation to a concert, but did not terminate the relationship. Although both internal and external attribution rejection types threatened the need to belong, only the internal attribution rejection was expected to also be a threat to positive self-evaluation, because of its insulting internal attribution. Congruent with predictions, individuals faced with an explicit, internal rejection exhibited more aggressive ORI behaviors than those faced with the external rejection or the neutral condition. Externally attributed rejection did produce pursuit ORI behaviors, but this did not significantly differ from the pursuit tactics of those in the neutral condition (Sinclair, Ladny, & Lyndon 2011). This is because the neutral condition did not involve a relationship termination, thus continued pursuit (e.g., calling, leaving gifts, sending messages) was still relatively common in the neutral condition. These results contradicted the assertions of de Becker (2002), as well as Mumm and Cupach (2010)

who concluded from their examination of victim reports of turning points in stalking relationships that overt rejections deter further pursuit and less direct rejections cause ORI to escalate.

### **Rumination**

The RGT predicts that threats to relational goals (i.e., rejection from a romantic partner) produce rumination, leading to increased determination to obtain the relationship that is manifested in ORI in the RGT model. There is reason to believe that rumination plays a role in stalking perpetration. Carson and Cupach (2000), for example, found that rumination stimulated by jealousy was associated with a number of behaviors similar to ORI, such as surveillance or spying on the partner, threatening the partner with violence, and attempts to prove their love for the partner. Davis, Ace, and Andra (2000) found that items measuring rumination (e.g., “Couldn’t get him/her off my mind” and “Thought about him/her a lot”) were part of a cluster which predicted post breakup stalking. Studies have also found mania love styles – characterized by obsessively thinking about the love interest – to be associated with stalking and unwanted pursuit behaviors (Langhinrichsen-Rohling, Palarea, Cohen, & Rohling, 2000; Sinclair & Frieze, 2000).

Thought suppression has a well-documented association with rumination. The “white bear” study (Wegner, Schneider, Carter, & White, 1987) was the first to document the ineffectiveness of thought suppression. In this study, participants were told not to think of a white bear, and to ring a bell when thoughts of the white bear did occur. The results indicated that not only was the initial thought suppression ineffective, participants also experienced an increase in subsequent thoughts related to the white bear. Since then,

a growing body of research has supported the theory of ironic processes of mental control (Wegner, 1994), which proposes that attempted thought suppression actually serves to increase the accessibility of the thought being suppressed, and even exacerbates subsequent rumination (Abramowitz, Tolin, & Street, 2001; Giuliano & Wicha, 2010). Thus, attempted thought suppression among individuals facing a threat to a relational goal might create a paradoxical increase in rumination related to that threatened goal.

In fact, thought suppression was used as a form of self-regulation depletion by Sinclair, Ladny, and Lyndon (2011). In their study, self-regulation depletion interacted with rejection such that the self-regulation depletion increased ORI only for participants who had experienced rejection. Therefore, thought suppression should increase ORI, particularly for those who have been rejected, whether explicitly (e.g., internally attributed) or passively (e.g., externally attributed).

### **ORI Motivations: Relational or Revenge?**

The motivation driving stalking behavior in reaction to romantic rejection remains unclear. The RGT, as noted earlier, is predicated on the assumption that ORI is motivated by the end goal of obtaining a romantic relationship, especially when that relational goal is linked to other needs. However, Mullen and colleagues (1999) found that many of the rejected stalkers in their study admitted having contradicting desires for both reconciliation and revenge. It may be the case that pursuit ORI behaviors are exhibited when relational goals are, in fact, the motivator. Whereas, when the rejection presents a threat to other needs – such as self-worth – retaliation for an insult is the

primary motivator for aggressive ORI behaviors. It is important to parse whether relational or revenge goals underlie different types of stalking-related behavior.

A number of stalking typologies differentiate between those motivated by revenge and those motivated by relational goals (Cupach & Spitzberg, 2004, for review). The typology developed by Spitzberg and Cupach (2003) identifies greater danger from stalkers seeking revenge – who they categorize as being motivated by hate, and seek to harm, scare, etc. – when compared to those seeking relational goals – who they categorize as motivated by love. If this typology is valid, one might assume that priming relational goals should promote the elevated importance of relational goals associated with goal linking, leading to less dangerous stalking-related behavior (i.e., pursuit ORI) motivated by love and a desire for connection. Priming retaliation, on the other hand, should promote goals of revenge for the affront to the individual’s self-evaluation, leading to more dangerous stalking behavior (i.e., aggressive ORI) motivated by hate.

### **Current Study**

To review, the current study experimentally examined the RGT model. First, I primed participants for relational goals, retaliation goals, and neutral goals to test the proposition of the RGT that stalking arises out of relational goal pursuit against an alternative hypothesis that stalkers might be revenge seekers – the “hate” motivated stalkers in Spitzberg and Cupach’s (2003) typology. Next, I created short hypothetical stories describing a romantic relationship with a romantic partner who terminated the relationship by an internally attributed or externally attributed rejection (based on the rejection manipulation used by Sinclair, Ladney, and Lyndon, 2011), or a control

condition where no relationship termination occurred. Although both rejection types were expected to threaten the need to belong, only the internal rejection should also threaten a second linked need, the need for positive self-evaluations. By directly threatening these needs, the study examined whether perceived threats to other needs increased ORI in pursuit of the relational goal. Finally, rumination was manipulated using thought suppression to test the proposition of the RGT that “rumination fosters persistence in relational goal pursuit” (Cupach & Spitzberg, 2004, p. 99).

Consistent with previous research and predictions from the RGT, I hypothesized the following:

### **Hypothesis 1**

I expected that internally attributed rejection would lead to more aggressive ORI behaviors compared to externally attributed rejection, because internally attributed rejection would pose a threat to the need for positive self-worth. However, I did not expect pursuit ORI behaviors to differ between different types of rejection, because all rejection poses a threat to the need to belong.

### **Hypothesis 2**

I expected that participants who were primed for relational goals would express more pursuit ORI behaviors than participants who were primed for retaliation goals. On the other hand, I expected that participants primed for retaliation goals would express more aggressive ORI behaviors than participants primed for relational goals.

### **Hypothesis 3**

I expected that thought suppression would increase ORI, but only when participants faced a relational rejection (whether it is internally attributed or externally attributed).

### **Hypothesis 4**

Finally, I expected that participants who were primed with relational goals, externally rejected, and underwent thought suppression would express the most pursuit ORI behavior, consistent with RGT. On the other hand, participant who were primed for retaliation goals, internally rejected, and underwent thought suppression were expected to express the most aggressive ORI behavior.

## CHAPTER II

### METHOD

#### **Participants**

A total of 530 participants were recruited for the present study. The sample consisted of undergraduate students from Mississippi State University who were enrolled in an introductory psychology class and received class credit for completing the study. In all, 21 cases of outliers, missing data, and/or failing to correctly answer processing questions were excluded from analyses, leaving a total sample size of 509 participants.<sup>1</sup> Of the participants in the final sample who completed the demographic questions, 53.8% were female. The most common races reported by participants were white (64.6%) and African American (29.4%). Finally, the average age of participants was 19 ( $SD = 1.67$ ).

#### **Design**

The design of this study was a 3 (Priming: relational goals vs. retaliation goals vs. neutral control) x 3 (Rejection Type: internal vs. external vs. relationship disappointment control) x 2 (Thought Suppression: suppressed vs. not suppressed) x 2 (ORI Type: aggressive vs. pursuit – within-subjects) mixed factorial design. Priming, Rejection type, and Thought Suppression were between-subjects variables, and ORI type was a within-subjects variable. Participants were randomly assigned to Priming, Rejection type, and

Thought Suppression conditions by block randomization, with the restriction that each condition was used once before any duplication occurs.

### **Materials**

Participants completed tasks largely in the same order that the materials are described below. They completed the priming task, followed by reading the rejection vignette. They then completed the processing questions, followed by the thought suppression exercise, and ending with the ORI inventory, manipulation checks, and demographic questions.

#### **Priming: Relational Goals, Retaliation Goals, and Neutral Control**

Depending on condition, participants were given one of three sets of scrambled sentences (see Appendix B). Each set included 10 items consisting of five words each. Each string of words contained four words which formed a sentence when ordered correctly, and one extraneous word. Participants were informed that for each list of five words they had to identify the four which could form a sentence and correctly reorder them to form that sentence, leaving out the extraneous word. Each condition contained the same three neutral sentences for items three, five, and seven, which were unrelated to any of the three themes associated with the conditions (e.g., “juice healthy quick is orange” became “Orange juice is healthy.”). The conditions differed as follows:

**Relational goal.** Seven of the ten sentences reflected relationships and/or closeness (e.g., “for marriage life forget is” became “Marriage is for life.”).



**Retaliation goal.** Seven of the ten sentences reflected relationship failure and/or revenge (e.g., “retain sweet revenge her was” became “Her revenge was sweet.”).

**Neutral control.** Seven of the ten sentences reflected school work and/or school supplies (e.g., “pencil your out fun get” became “Get out your pencil.”).

### **Priming Manipulation Check**

For the first goal priming manipulation check, participants were presented with a list of words and asked to circle any words they remembered using during the sentence unscramble task. The list included the priming words from each of the seven priming sentences from each of the three conditions, as well as seven words not used by any of the conditions. Differences between priming conditions were expected such that the number of words circled for each given condition would be highest among participants in the associated priming condition (e.g., participants in the retaliation priming condition would circle more retaliation words than participants in the relational or neutral priming conditions).

In addition, there were six questions to assess how motivated participants were for relational goals or retaliation goals. The questions which corresponded to retaliation goals were “To what extent would this situation make you feel like getting revenge on your boyfriend/girlfriend (not that you would necessarily do something to get revenge)?” and “For the behaviors you just reported that you *would* do or think about doing, to what extent would you engage in those behaviors to get back at your partner in the story for rejecting you?”, rated on a scale from 0 (*definitely feel like it* and *definitely to get back at*

him/her, respectively) to 5 (*definitely NOT feel like it* and *definitely NOT to get back at him/her*, respectively). These items were significantly correlated,  $r(264) = .48, p < .001$ , and were combined into one average scale item of the participants' retaliation goals.

The questions which corresponded to relational goals were "To what extent would this situation make you feel like forgiving your boyfriend/girlfriend?", "To what extent would this situation make you feel like reaching out and connecting with others (e.g., forming a new relationship with someone else)?", "To what extent would this situation make you feel like withdrawing (e.g., not feel like doing anything, not want to see anyone)?" (this item will be reverse scored), and "For the behaviors you just reported that you *would* do or think about doing, to what extent would you engage in those behaviors to fix or improve your relationship with the partner in the story?", rated on a scale from 0 (*Definitely*) to 5 (*Definitely NOT*). These items did not show acceptable internal consistency so they were not combined, and were thus analyzed separately.

### **Rejection Type: Internal, External, and Control**

Depending on condition, participants were given one of three rejection vignettes (see Appendix C). The rejection vignettes that were used in this study were developed and used by Sinclair, Ladny, and Lyndon (2011) in a study which experimentally tested the effects of self-regulation depletion and rejection on ORI. The vignettes were slightly augmented for use in the current study so that they would include exact quotes from de Becker's (2002) assertions about appropriate rejections. Each vignette was written in first person and described an individual interacting with a romantic partner to whom he/she was devoted. The devoted individual met the romantic partner after class and

asked the romantic partner to attend a concert. The romantic partner declined the invitation and finished the interaction in one of three ways:

**Internal rejection.** “No matter what you may have assumed till now, and no matter for what reason you assumed it, I have no romantic interest in you whatsoever. I am certain I never will. You’ve changed a lot this past year. There is nothing I find appealing about you anymore. Not physically or emotionally. So, basically we don’t need to be together. As far as the concert goes, I am going with other people. I don’t want to see you anymore.”

**External rejection.** “You see, I have been so busy lately. I never have time to see my friends, or even my family. I am always stressed out over work and school. I need to focus more on those aspects of my life. School and work do not allow me to have time for a relationship. As far as the concert goes, I don’t even have time to go. It is just best for me that we not see each other anymore.”

**Disappointment control.** “I really want to go with you and I’m sorry I’m in such a bad mood, but my chemistry lab professor just dumped another assignment on us. He wants it by tomorrow! I am already behind on assignments. I have not had time to work on it yet because of my internship and midterm exams. Plus, my lab partner has been totally unreliable. I just feel overwhelmed. I would much rather go to the concert with you obviously, but I cannot afford to blow this assignment off.”

## Rejection Manipulation Check

To ensure that participants felt rejected by the scenario, two sets of questions were used from Sinclair, Ladny, and Lyndon's (2011) study to assess how rejected the participants felt (see Appendix F). The questions to assess whether the participants understood that the relationship is over were: "How *likely or unlikely* is it that your relationship with your boyfriend/girlfriend will survive?", "How *strong or weak* do you think your relationship with your boyfriend/girlfriend is?", and "To what extent do you feel your relationship with your boyfriend/girlfriend is *over or continuing*?" The possible responses to the questions ranged from 0 (*very unlikely to survive, very weak, and definitely over*, respectively) to 5 (*very likely to survive, very strong, and definitely NOT over*, respectively). Consistent with Sinclair, Ladny, and Lyndon (2011) results, these items had good internal consistency ( $\alpha = .76$ ), and were combined into one average scale item for understanding whether the relationship was over.

The second set of questions used to assess how hurt the participant was by the relationship termination were: "How *accepted or rejected* did you feel when talking to your boyfriend/girlfriend?", "How *hurt or unhurt* were your feelings by your boyfriend's/girlfriend's actions?", and "How *angry or not angry* were you when your boyfriend/girlfriend presented the situation to you?" The possible responses to the questions ranged from 0 (*very rejected, very much hurt, and very much angry*, respectively) to 5 (*very accepted, completely unhurt, and not angry at all*, respectively). Consistent with Sinclair, Ladny, and Lyndon (2011), these items had acceptable internal consistency ( $\alpha = .64$ ), and were combined into one average scale item of how hurt the participant was.

To explore the extent to which participants' needs (i.e., self-worth, control, belonging) were threatened by the various rejection types, eight questions were asked just prior to completing the ORI inventory (see Appendix F). All of these items were rated on a scale from 0 (*definitely feel like it*) to 5 (*definitely NOT feel like it*).

**Self-worth.** “To what extent would you feel you had many positive qualities? (reversed)”, “To what extent would you feel you had negative characteristics?”, and “To what extent would you feel bad about yourself?” ( $\alpha = .71$ )

**Control.** “To what extent would you feel you had control over whether your relationship could continue? (reversed)”, “To what extent would you feel you had no control over the situation?”, and “To what extent would you feel the situation was due to factors you had no control over?”

**Belonging.** “To what extent would you feel close and connected with other people who are important to you? (reversed)” and “To what extent would you feel you needed more relationships in your life?”

### **Thought Suppression: Suppressed and Not Suppressed**

Depending on condition, participants were given one of two writing exercises used by Sinclair, Ladny, and Lyndon (2011) (see Appendix E). Both conditions were instructed that they would be recording all thoughts that came to their minds for five minutes. Those participants in the suppressed condition were given an exercise titled “Clear Your Thoughts.” They were instructed to try not to think about anything related

to the scenario they read in the vignette. The purpose of this exercise was to manipulate thought suppression as a means of exacerbating rumination. Participants in the not suppressed condition were given an exercise titled “Free Thinking.” They were only instructed to record all of their thoughts for five minutes.

### **Thought Suppression Manipulation Check**

Participants in the suppressed condition were expected to write down fewer thoughts related to the vignette during the thought suppression exercise because they were instructed to avoid thinking about it. To check that participants were using effortful self-control to avoid thinking about the vignette as expected, the number of times each participant mentioned having thought about the vignette was counted and compared between the suppressed and not suppressed conditions.

Also, participants were asked four questions relating to rumination and the theory of ironic process of mental control that states that thought suppression may work temporarily, but it will exacerbate eventual rumination (Wegner, 1994). The four questions were “How often did you think about the scenario you read about during the clear your thoughts/free thinking exercise?”, “How often are you thinking about the scenario you read about now?”, “How often did you experience unwanted, negative thoughts relating to the situation in the story you read?”, and “How often did you experience intrusive thoughts about the story you read (e.g., thoughts would come to mind when you didn’t want them to)?” These questions were rated on a scale from 0 (*very often*) to 5 (*very infrequently*). These items had good internal consistency ( $\alpha = .74$ ) and were combined into one average scale item of the participants’ rumination.

## **Dependent Measure Materials**

**ORI type: Aggressive and pursuit.** All participants were given the Obsessive Relational Intrusion (ORI) inventory (see Appendix F) developed by Cupach and Spitzberg (2004). The measure assessed the participant's reported likelihood of committing ORI behavior. The inventory was designed to cover a large range of behaviors, from relatively benign (e.g., leaving gifts) to overtly aggressive (e.g., physically hurting him/her). Although some of these behaviors (e.g., leaving gifts) were not necessarily unwanted in the control rejection condition because the partner in the vignette does not terminate the relationship, any of these behaviors could be seen as *unwanted* pursuit in both the internal and external rejection conditions because the partner ended the relationship.

Following the strategy utilized by Sinclair, Ladny, and Lyndon (2011), items covered the eight sub-categories of ORI behavior that fall into two types of ORI – pursuit and aggression:

***Pursuit ORI.*** Hyper-intimacy (6 items), mediated contacts (5 items) and interactional contacts (5 items).

***Aggressive ORI.*** Surveillance (5 items), invasion (4 items), harassment and intimidation (4 items), coercion and threat (6 items), and aggression and violence (7 items).

Also following the strategy of Sinclair, Ladny, and Lyndon (2011), in an attempt to reduce socially desirable responding, participants rated each item on the likelihood that

they would *think* about performing that ORI behavior and the likelihood that they would *do* that ORI behavior. Responses to items were in a Likert scale, ranging from 0 (*not likely at all*) to 5 (*very likely*). Sinclair, Ladny, and Lyndon (2011) found that both *think* and *do* responses yielded the same pattern of results. Thus, they combined *think* and *do* responses, and found good internal consistency for the two resulting DVs: combined pursuit ORI ( $\alpha = .88$ ) and combined aggressive ORI ( $\alpha = .95$ ).

However, to examine whether this pursuit vs. aggressive ORI dichotomy is the most appropriate model for the ORI scale, a principle components analysis was used to explore how many factors might be present in the scale. This resulted in *three* factors instead of two: pursuit ORI, surveillance ORI, and harassment/violence ORI (see Results section for more information on this analysis). *Think*, *do*, and combined think/do scores were examined for each factor. As suggested by Bulmer (1979), skewness scores beyond the range of -1 and +1 were considered highly skewed. A square root transformation was used to correct for a high skew in the harassment violence *think*, *do*, and combined scores (a log +1 transformation was attempted first, but failed to correct the skew). However, even after being transformed, harassment/violence *do* and combined scores did not fall within the accepted range. Thus, all *do* and combined scores were excluded from further analysis; only *think* scores for each of the three factors were used. The primary dependent variable is now *thoughts* of unwanted pursuit. The resulting three subscales had good internal consistency: pursuit *think* ( $\alpha = .86$ ), surveillance *think* ( $\alpha = .92$ ), and harassment/violence *think* ( $\alpha = .85$ ). To compare frequencies of endorsement across these three types of ORI, pursuit vs. surveillance vs. harassment/violence ORI were treated as a within subjects variable.



## **Other Materials**

**Processing questions.** All participants were given the same processing questions used by Sinclair, Ladny, and Lyndon (2011). Following the rejection vignette, participants were asked to summarize the story in their own words. There were then four processing questions designed to assess accuracy of recall as well as three open ended questions to ensure that the participants process the scenario. An example of one of the processing questions is: “What were you hoping would take place at the end of the concert? A) you would get to meet his/her family, B) you could find a way to break up with him/her, C) discussion about making a final commitment to each other, D) discussion about future vacation plans” (see Appendix D). A participant’s failure to correctly answer two or more of the processing questions was interpreted as indicating that he/she did not correctly recall the scenario. Such participants were eliminated from the data used.

## **Procedure**

The Mississippi State University SONA systems website was used to recruit undergraduate students from the university enrolled in an introductory psychology course to complete the study for partial course credit. The title for the study was listed on the website as “Memory for Interpersonal Events.” Participants were run in groups of up to 20, depending on how many signed up for a particular time slot. At the beginning of the study, participants were given a packet with all of the materials for the study as well as a consent form on top. Participants began by reading and signing the consent form. Because participants were run in groups, each group was either in the suppressed or not

suppressed condition, so that the entire group would be given the same directions as read aloud by the experimenter. Packets were organized using block randomization to ensure that all possible combinations of rejection type and priming conditions were used before any repeats were allowed. Neither the participant nor the experimenter was aware of the rejection type or priming conditions of individual participants. Participants were read the rules of the study and told the different types of activities they will be completing.

The experimenter explained the directions for the priming task to the group, and participants were given 5 minutes to complete the “scrambled sentence task.” The experimenter then explained to the participants that they would read a story that they would have to recall details of later, and that they should try to put themselves in the shoes of the individual in the story while reading it. Next, the participants were given five minutes to read the vignette. After reading the vignette, participants were instructed to summarize the events in the story and respond to the four processing questions about the vignette.

Depending on condition, participants were then provided the directions for either the “Clear Your Thoughts” (suppressed) or “Free Thinking” (not suppressed) exercise and given five minutes to write down the thoughts that occurred in their head. Following this, participants were given directions for completing the ORI inventory, rejection manipulation check questions, thought suppression manipulation check questions, priming manipulation check questions and exercises, and demographic question and given as much time as necessary to complete them. Once participants completed the survey packet, they were thanked for their time and offered a debriefing sheet (Appendix G).

## CHAPTER III

### RESULTS

#### **Principal Component Analysis**

To explore the premise that the ORI scale consists of two factors (i.e., pursuit and aggressive), a principal component extraction with varimax rotation was performed on the 42 items within the scale. Examining the scree plot, a single straight line can fit the first four eigenvalues, with the four factor solution having an eigenvalue of 1.8. A separate line, with a flattened slope, can fit the remaining eigenvalues. Following the scree test, as described in Tabachnick and Fidell (2007), a four factor solution was chosen. *Table 1* contains the list of items and their highest loading scores, as well as any cross loading scores above .2. Only three items' highest loading score were in factor 4 and this factor added no theoretical value to the rest of the analysis, so the items in factor 4 were removed from further analysis. The three remaining factors were surveillance (e.g., following him/her; accounted for 18.09% of the variance;  $\alpha = .92$ ), harassment/violence (e.g., saying you might hurt him/her personally; accounted for 14.29% of the variance;  $\alpha = .85$ ), and pursuit (e.g., messages of affection; accounted for 11.36% of the variance;  $\alpha = .86$ ). Factor scores were created by averaging the items in each factor and these factor scores were used as the dependent variables in further analyses.

Table 1

*Factor Loading Scores*

Item	Factor			
	1	2	3	4
following him/her	.760	.204		
surprising/approaching him/her in public	.750		.315	
obtaining private information (stealing mail, listening to messages)	.696	.240		
watching him/her (driving by home, work, public)	.687	.329		
looking through his/her possessions	.676	.345		
accessing his/her living space (walking on lawn, into his/her house)	.670			
putting yourself in his/her interactions	.651		.283	.204
coordinating activities around person	.629		.274	.213
putting yourself in his/her personal space	.624		.313	.240
monitoring his/her behavior (calling to see whereabouts)	.619			.328
contacting his/her friends/family	.582	.236		
loitering around places hoping to see him/her	.579		.245	.341
involving him/her in activities (putting him/her on mailing lists)	.569	.231	.248	
making appearances at work, school, etc.	.567		.303	.334
involving others in contacting person	.538			.379
Spamming	.441			
saying you might hurt him/her personally		.745		
taking some valued possessions (damaging property)		.698		
taking physical action towards him/her		.686		.319
physically restraining him/her		.671		.238
saying you might hurt others he/she cares about		.664		
engaging in behavior that endangers (his/her or your own) wellbeing		.653		
leaving/sending atypical objects	.245	.628		
physically hurting him/her		.614		.366
trying to get him/her to go with you even though they don't want to (bind him/her)	.335	.610		
getting him/her in trouble with authority	.306	.561		
making vague actions and statements (hang up calls)	.414	.561		
saying you might hurt yourself	.224	.528		
showing up at places they might perceive as unusual (their work, office)	.457	.550		
sexually coercing him/her	.271	.471		
messages of affection in person			.763	

Table 1 (continued)

ingratiation (performing favors)		.744	
leaving gifts		.687	
leaving affectionate electronic messages		.676	.220
Flirting		.673	
exaggerated expressions of affection	.286	.657	
contacting live through electronic media		.644	.267
trying to repair relationship		.562	.239
sending messages through mail (letters)	.273	.446	
leaving insulting/demanding electronic messages			.644
having arguments/conflicts with person	.210		.610
approaching person physically	.311	.359	.383

*Notes.* Shaded items were excluded from the subsequent analyses. Only loading scores above .2 were included.

As discussed in the Method section, *do* and combined think/*do* scores were excluded from analysis because skewness scores on the harassment/violence factor did not fall within accepted range even after a square root transformation. Further references to pursuit, surveillance, or harassment/violence scores refer to the *think* scores for that factor, even if not specified. Note that in analyses comparing the three types of ORI (i.e., where ORI Type was used as a within-subjects variable), the analyses were run with and without the transformation on the harassment/violence scores. Although the results reported utilized the transformed harassment/violence scores, the results remained the same regardless of whether the transformation was used.

## Manipulation Checks

### Goal Priming Manipulation Checks

The first priming manipulation check asked participants at the end of the survey to circle any of the words in a list of words that they remembered using during the

sentence unscramble task (the priming manipulation). To test this, three ANOVAs were run with the priming condition as the independent variable. The dependent variable was number of words circled that came from the relational prime manipulation in the first ANOVA, number of words circled that came from the retaliation prime manipulation in the second ANOVA, and number of words circled that came from the neutral prime manipulation in the third ANOVA. As expected, there were differences between priming conditions in the number of words from each priming task that participants reported remembering. Priming condition had a significant effect on number of relational words circled,  $F(2, 504) = 888.58, p < .001, \eta^2 = .779$ , number of retaliation words circled,  $F(2, 504) = 675.20, p < .001, \eta^2 = .728$ , and number of neutral words circled,  $F(2, 504) = 1058.04, p < .001, \eta^2 = .808$ .

Due to the large number of comparisons to be made throughout the manipulation checks and hypothesis testing, Bonferroni post hoc tests were used throughout the analysis. Bonferroni post-hoc tests indicated that average number of relational words circled was highest for participants in the relational priming condition ( $M = 5.33, SD = 1.61$ ), with those in the retaliation priming condition ( $M = 1.18, SD = .95$ ) circling more than those in the neutral priming condition ( $M = .26, SD = .82$ ). The average number of retaliation words circled was highest for participants in the retaliation priming condition ( $M = 5.29, SD = 1.88$ ), with those in the relational priming condition ( $M = 1.06, SD = .89$ ) circling more than those in the neutral priming condition ( $M = .29, SD = 1.05$ ).<sup>2</sup> Finally, the average number of neutral words circled was highest for participants in the neutral priming condition ( $M = 4.91, SD = 1.62$ ), with the number of words circled being statistically equivalent for those in the relational prime condition ( $M = .34, SD = .70$ ) and

the retaliation prime condition ( $M = .22$ ,  $SD = .54$ ). See *Table 2* for all means and standard deviations.

Table 2

*Number of Words Circled in the Word Search*

Prime Condition	Retaliation Words Circled		Relational Words Circled		Neutral Words Circled	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Relational	1.06 <sup>b</sup>	.89	5.33 <sup>d</sup>	1.61	.34 <sup>h</sup>	.70
Retaliation	5.29 <sup>a</sup>	1.88	1.18 <sup>e</sup>	.95	.22 <sup>h</sup>	.54
Neutral	.29 <sup>c</sup>	1.05	.26 <sup>f</sup>	.82	4.91 <sup>g</sup>	1.62

*Note.* Means with the same superscript are not significantly different from each other.

Finally, the priming manipulation was also checked using six questions. The first two questions related to the participants' retaliation goals: "To what extent would this situation make you feel like getting revenge on your boyfriend/girlfriend (not that you would necessarily do something to get revenge)?" and "For the behaviors you just reported that you *would* do or think about doing, to what extent would you engage in those behaviors to get back at your partner in the story for rejecting you?" These two items were combined into one average scale item of the participants' retaliation goals. The remaining four questions related to the participants' relational goals: "To what extent would this situation make you feel like forgiving your boyfriend/girlfriend?", "To what extent would this situation make you feel like reaching out and connecting with others (e.g., forming a new relationship with someone else)?", "To what extent would this situation make you feel like withdrawing (e.g., not feel like doing anything, not want to see anyone - reversed)?", and "For the behaviors you just reported that you *would* do or think about doing, to what extent would you engage in those behaviors to fix or improve

your relationship with the partner in the story?” These items did not show acceptable internal consistency so they were not combined. An ANOVA using priming condition as the independent variable and the combined retaliation goal items as the dependent variable did not reveal any significant effects,  $F(2, 506) = .46, p = \text{NS}$ . A MANOVA using priming condition as the independent variable did not reveal a significant effect of priming condition on any of the four relational goal items, Wilks' Lambda = .99,  $F(8, 520) = .25, p = \text{NS}$ .

In all, although the participants were able to remember the relational, retaliation, and neutral words they used in the priming task, there is no evidence that the priming task actually primed them for relational or retaliation goals. The priming manipulation will still be used in the repeated measures ANOVA (see below), but it is unlikely that the priming manipulation will have any effect.

### **Rejection Manipulation Checks**

The first rejection manipulation check was three items assessing whether the participants in the experimental conditions (internal rejection and external rejection) understood that the relationship was over. These three items were combined into one average scale item of whether the participant understood that the relationship was over. Next, three items assessed how hurt the participant was by the relationship termination. These items were combined into one average scale item of how hurt the participant felt. These two combined scores (understanding that the relationship was over and how hurt the participant felt) were correlated,  $r(507) = .41, p < .001$ , so they were used as the dependent variables in a MANOVA, with rejection condition as the independent variable.



Results indicated a significant effect of rejection condition, Wilks' Lambda = .78,  $F(4, 1010) = 33.87, p < .001, \eta^2 = .118$  at the multivariate level. Subsequent univariate tests revealed that this effect existed for both understanding the relationship was over,  $F(2, 506) = 67.60, p < .001, \eta^2 = .211$ , as well as for feeling hurt,  $F(2, 506) = 22.00, p < .001, \eta^2 = .080$ . Bonferroni post-hoc tests indicated that participants in the internal rejection condition ( $M = 1.45, SD = 1.69$ ) rated the relationship as significantly more over than participants in the external rejection condition ( $M = 1.85, SD = 1.15$ ), who rated the relationship as significantly more over than participants in the relationship disappointment (control) condition ( $M = 3.14, SD = 1.28$ ). Additionally, participants in the internal ( $M = .77, SD = .82$ ) and external ( $M = .85, SD = .88$ ) rejection conditions were significantly more hurt than participants in the control condition ( $M = 1.36, SD = .96$ ). Thus, consistent with previous findings (e.g., Sinclair, Ladny, & Lyndon, 2011), (a) average scores for both rejection conditions, although significantly different, were relatively low, indicating that participants in the external and internal rejection conditions understood that the relationship was unlikely to continue, and (b) both internal and external rejections made the participants feel hurt.

Finally, eight questions in the survey assessed to what extent participants' need for self-worth (three items), control (three items), and belonging (two items) were threatened by the rejection conditions. The self-worth items were combined into one average scale item of the participant's self-worth. An ANOVA was run using rejection condition as the independent variable and self-worth as the dependent variable. Results indicated a significant effect of rejection condition on the participant's self-worth,  $F(2, 505) = 6.05, p = .003, \eta^2 = .023$ . Bonferroni post-hoc tests indicated that participants in

the internal ( $M = 2.42$ ,  $SD = 1.16$ ) and external ( $M = 2.50$ ,  $SD = 1.24$ ) rejection conditions had lower ratings of self-worth than participants in the control condition ( $M = 2.84$ ,  $SD = 1.15$ ), but there were no differences between participants in the internal and external rejection conditions.

The control items were not combined due to poor internal consistency ( $\alpha = .40$ ). A MANOVA was run using rejection condition as the independent variable and the three control items as the dependent variables. Results indicated a significant effect of rejection, Wilks' Lambda = .86,  $F(6, 1004) = 12.93$ ,  $p < .001$ ,  $\eta^2 = .072$  at the multivariate level. At the univariate level, there were significant differences between rejection conditions on two of the three control items: feeling control over whether the relationship would continue,  $F(2, 504) = 37.65$ ,  $p < .001$ ,  $\eta^2 = .130$ , and feeling control over the situation,  $F(2, 504) = 4.06$ ,  $p = .018$ ,  $\eta^2 = .016$ . Bonferroni post-hoc tests revealed that participants in the internal rejection condition ( $M = 1.67$ ,  $SD = 1.47$ ) and the external rejection condition ( $M = 1.98$ ,  $SD = 1.39$ ) felt they had significantly less control over whether the relationship would continue than participants in the control condition ( $M = 2.95$ ,  $SD = 1.36$ ). Additionally, participants in the internal rejection condition ( $M = 2.05$ ,  $SD = 1.72$ ) felt they had significantly less control over the situation than participants in the control condition ( $M = 2.50$ ,  $SD = 1.42$ ), with no significant differences between the external rejection condition ( $M = 2.10$ ,  $SD = 1.58$ ) and the internal rejection condition or the control condition.

The belonging items were not significantly correlated with each other, so they were analyzed separately using two ANOVAs with rejection condition as the independent variable. Analyses did not indicate a significant effect of rejection condition on

participants' feelings of being close and connected with other people or feeling they needed more relationships. Overall, both rejection conditions appear to have significantly threatened the participants' need for positive self-worth and control.

### **Thought Suppression Manipulation Checks**

The first check of the thought suppression manipulation was to compare the number of times participants reported thinking about the vignette story during the thought suppression exercise. Participants in the control condition ( $M = 2.15$ ,  $SD = 2.96$ ) wrote down fewer thoughts about the vignette story than participants in the thought suppressed condition ( $M = 2.96$ ,  $SD = 2.89$ ),  $F(1, 507) = 9.64$ ,  $p = .002$ ,  $\eta^2 = .019$ . Thus indicating that, despite instructions *not* to think about the story, those trying to suppress their thoughts still thought about the story more than those not trying to suppress their thoughts. Thought suppression seemed unsuccessful, perhaps due to the ironic processes whereby trying not to think about something makes it more, instead of less, accessible.

Participants were later asked four questions relating to rumination and thinking about the vignette story. The responses to these items were combined into one average scale item of the participants' rumination. An ANOVA was run with thought suppression condition as the independent variable and rumination as the dependent variable. The effect of the thought suppression manipulation on rumination achieved marginal significance,  $F(1, 506) = 3.70$ ,  $p = .055$ ,  $\eta^2 = .007$ , with a trend towards participants in the thought suppressed condition ( $M = 2.57$ ,  $SD = 1.18$ ) having higher ratings of rumination than participants in the control condition ( $M = 2.77$ ,  $SD = 1.19$ ). Note that

higher scores represent less rumination. It appears that the thought suppressed participants did have slightly higher levels of rumination about the rejection vignette.

### **Hypothesis Testing**

A repeated measures ANOVA was run using Goal Priming, Thought Suppression, and Rejection Type as the between-subjects variables and ORI Type (pursuit vs. surveillance vs. harassment/violence) as the within-subjects variables. Results indicated a significant effect for rejection condition on ORI scores overall,  $F(2, 491) = 9.27, p < .001, \eta^2 = .036$ . Bonferroni post-hoc tests indicated that participants in the control condition ( $M = 1.63, SD = .69$ ) had higher ORI scores than participants in the internal rejection condition ( $M = 1.31, SD = .69$ ), but neither the control condition nor internal rejection condition significantly differed from the external rejection condition ( $M = 1.46, SD = .69$ ). There were also significant differences in ORI scores between ORI Types,  $F(2, 982) = 1358.66, p < .001, \eta^2 = .735$ . Bonferroni post-hoc tests indicated that participants' pursuit ORI scores ( $M = 2.77, SD = 1.17$ ) were higher than their surveillance ORI scores ( $M = 1.24, SD = 1.03$ ), which were higher than their harassment/violence ORI scores ( $M = .38, SD = .44$ ).

### **Interactions**

The main effects of Rejection Type and ORI Type were further explained by a significant interaction between rejection condition and type of ORI on ORI scores,  $F(4, 982) = 6.46, p < .001, \eta^2 = .026$ . Bonferroni post-hoc tests were used to explore this interaction. *Table 3* provides the means and standard deviations of each rejection

condition for each type of ORI (scores that are connected by an underline are not significantly different) and *Figure 2* illustrates this interaction. Contrary to the predictions of Hypothesis 1, there were no differences between rejection conditions (i.e., internal and external rejection) for any of the types of ORI and the control condition actually had higher ratings on surveillance behaviors than the internal rejection condition. Although participants in the control condition had higher pursuit scores than those in the rejection conditions, the control condition did not involve a relationship termination and behaviors within the pursuit ORI (e.g., “messages of affection”) could also be related to normal relationship behaviors. Thus, in the control condition these behaviors are not unwanted (and therefore not ORI) and it is not surprising that scores for pursuit ORI would be high in this condition.

Table 3

*Rejection Type x ORI Type Interaction*

ORI Type	Rejection		
	Control	External	Internal
Pursuit	3.10 (1.04)	<u>2.70 (1.17)</u>	<u>2.51 (1.21)</u>
Surveillance	1.40 (1.07)	<u>1.24 (.99)</u>	1.09 (1.01)
Harassment/Violence	<u>.37 (.45)</u>	.44 (.46)	.32 (.40)

*Note.* Scores that are underlined are not significantly different from each other. Standard deviations are in parentheses next to Means.

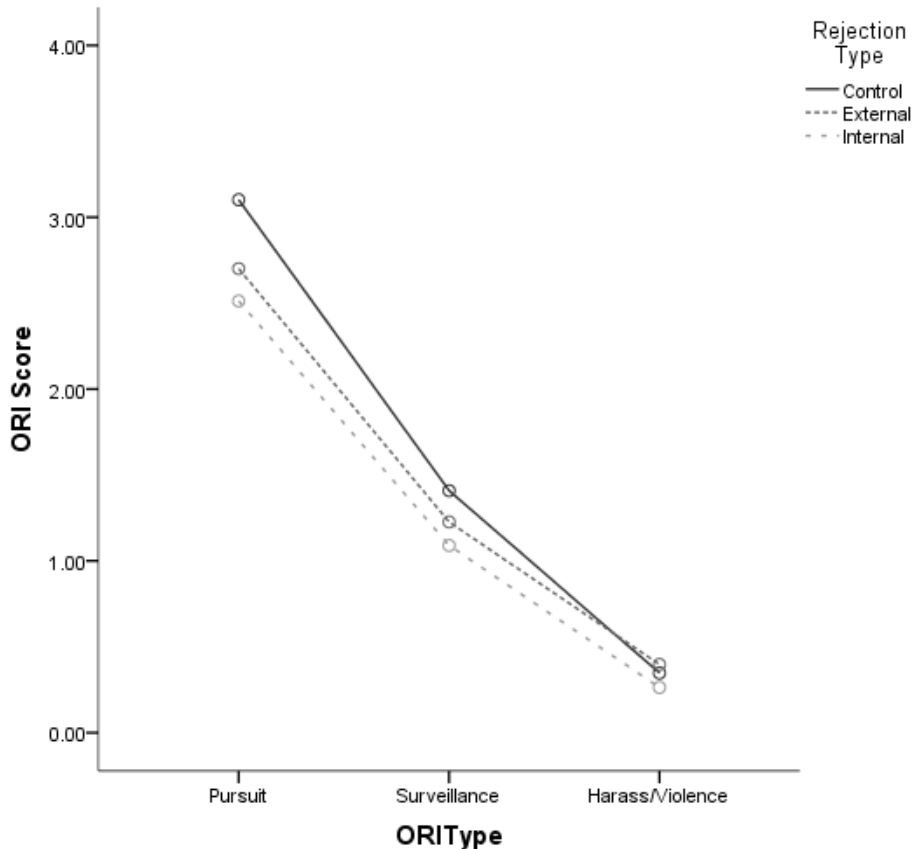


Figure 2 Rejection Type by ORI Type Interaction.

*Note.* Although analyses were run using a transformation of harassment/violence scores (i.e., a square root transformation), this figure illustrates the harassment/violence scores without the transformation.

Finally, results indicated a significant interaction between rejection condition, thought suppression condition, and type of ORI on ORI scores,  $F(4, 982) = 3.75, p = .005, \eta^2 = .015$ . Again, due to the large number of comparisons to be made between conditions, Bonferroni tests were used. There were no significant differences between conditions on surveillance scores or on harassment/violence scores. The means and standard deviations of pursuit scores by condition are presented in *Table 4* (scores that are connected by an underline are not significantly different). Contrary to the predictions of Hypothesis 3, Thought Suppression had a significant effect on the pursuit scores of

participants faced with an internal rejection, such that scores were *lower* – thus they thought of pursuit less – when they were thought suppressed than when they were not thought suppressed (see *Figure 3*).

Table 4

*Rejection Type x Thought Suppression Pursuit ORI Scores*

	Rejection x Thought Suppression					
	Control			External	External	Internal
	TS	Control NTS	Internal NTS	TS	NTS	TS
<i>M (SD)</i>	<u>3.20 (1.10)</u>	<u>3.00 (.97)</u>	<u>2.77 (1.24)</u>	<u>2.76 (1.18)</u>	<u>2.64 (1.16)</u>	2.26 (1.14)

*Notes.* (a) TS = Thought Suppressed, NTS = Not Thought Suppressed. (b) Scores that are underlined are not significantly different from each other.

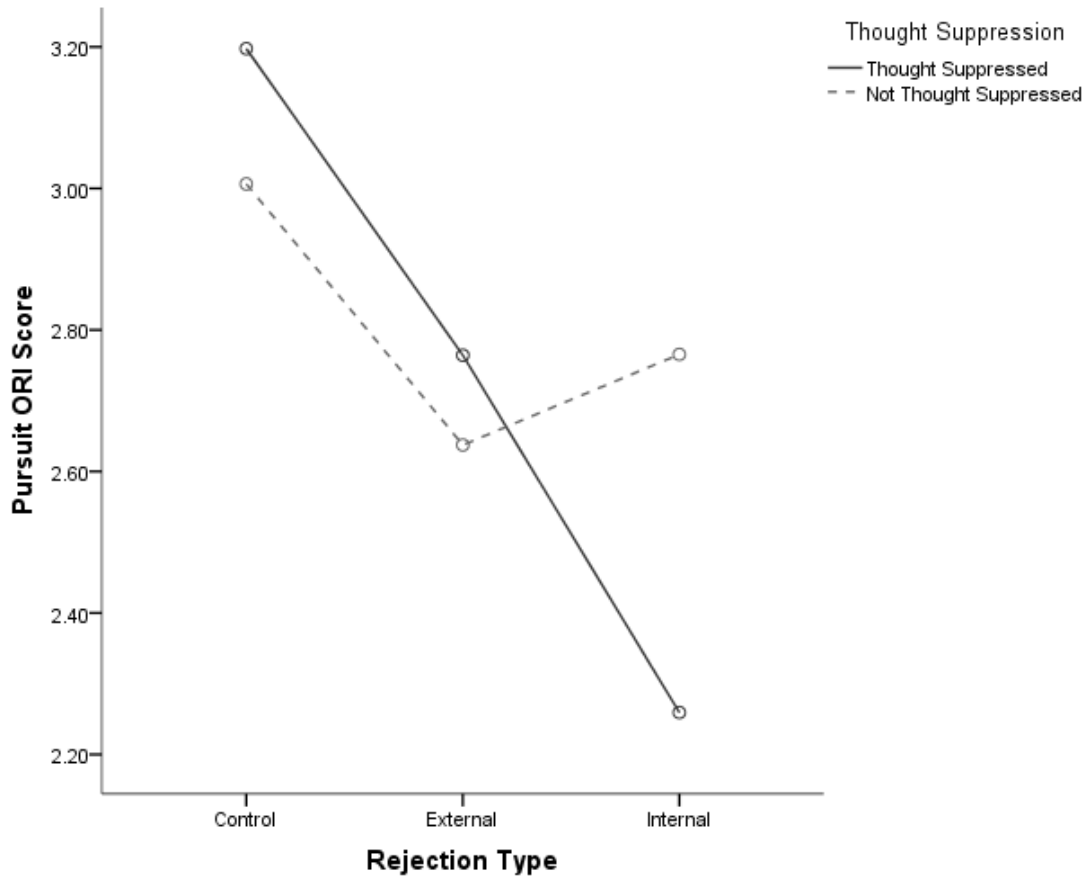


Figure 3 Rejection Type by Thought Suppression by ORI Type Interaction.

*Note.* Although analyses were run using a transformation of harassment/violence scores (i.e., a square root transformation), this figure illustrates the harassment/violence scores without the transformation.

No significant main effects or interactions involving Goal Priming were found, thus failing to find support for Hypothesis 2 or Hypothesis 4. However, the goal priming manipulation checks indicated that the participants were not actually primed for relational or retaliation goals. Thus, the lack of success of the prime likely explains the lack of effects.



## CHAPTER IV

### DISCUSSION

The current study failed to find support for any of the hypotheses, or for the RGT model as a whole. The results, instead, contradict previous findings from studies that have manipulated the type of rejection given to romantic partners and subsequent aggressive thinking or intent to act (e.g., Sinclair, Ladny, & Lyndon, 2011). Specifically, the current study failed to find significant differences between internally and externally rejected individuals on thoughts about different types of ORI behaviors. Further studies may be needed to establish whether these different types of rejection elicit different stalking related reactions, because thus far the results appear mixed.

The use of explicit, internally attributed rejections when ending the relationship did result in rejected individuals having a better understanding that the relationship was over, compared to rejected individuals who faced an externally attributed rejection, which is consistent with some of the assertions of de Becker (2002) and Spence-Diehl (1999). However, this difference is small and both rejections led individuals to report that the relationship was at least unlikely to continue. Moreover, it does not appear that this difference in understanding that the relationship was over resulted in differences in ORI thoughts between the two types of rejection, because once the control condition was removed, there was no link between perceiving the relationship was over and ORI.<sup>3</sup>

Additionally, results suggest that both types of rejection used may have threatened the individuals' needs for positive self-worth and control, yet neither rejection condition led to aggressive lashing out as predicted by previous research on these basic needs. However, it is worth noting that lower ratings of self-worth were correlated with higher rates of thoughts of engaging in surveillance,  $r(506) = -.13, p = .002$ , and pursuit,  $r(506) = -.10, p = .023$ . On the other hand, higher ratings of control over whether the relationship would continue were modestly associated with higher rates of thoughts of engaging in surveillance,  $r(506) = .09, p = .048$ , and pursuit,  $r(506) = .10, p = .020$ . Typically, researchers argue that both aggressive and pro-social (i.e., pursuit ORI) behaviors can result from feeling out of control, not due to having more control (Gerber & Wheeler, 2009), so these correlations are somewhat contrary to that assertion. No significant correlations with aggression, specifically, were found though and correlations with surveillance and pursuit were small. Accordingly further studies may be needed to better parse rejections that do and do not threaten the need for positive self-worth and the need for control and to better understand the consequences of those threats. As in the present study, both internal and external rejections appeared to threaten these basic needs.

Although the priming manipulation did not appear to have any effect on the motivation of the participants, this is likely due to the failure of the prime and does not say much about whether relational or retaliation motives underlie different types of ORI. Accordingly, to test this premise of the RGT, additional follow-up analyses were run that showed evidence of differences in motives relating to thoughts about different types of ORI. Specifically, the results of three multiple regressions using the motivation manipulation check ratings to predict thoughts about the three types of ORI are shown in

*Table 5.* The results indicated that as predicted, thoughts about pursuit are related to relational motives, whereas thoughts about more aggressive ORI behaviors are related to motives of retaliation. Thus, the assumption of the RGT that ORI is the result of pursuing relational goals seems to hold up for pursuit ORI behaviors. However, given that a motivation for revenge appears to be related to harassment/violence behaviors and, to some extent, surveillance behaviors, the RGT may be unable to explain this range of the stalking continuum.

Table 5

*Regression of Motivation Items on Types of ORI*

Variables	Pursuit			Surveillance			Harassment/Violence		
	B	SE	$\beta$	B	SE	$\beta$	B	SE	$\beta$
Combined Retaliation Items	-.058	.056	-.064	-.242	.047	-.311 *	-.162	.020	-.473 *
Behaviors to Fix the Relationship	-.203	.047	-.255 *	-.124	.039	-.181 *	-.012	.017	-.039
Feel Like Forgiving the Partner	-.216	.051	-.258 *	-.134	.043	-.186 *	-.036	.018	-.115
Feel Like Reaching Out	.008	.046	.010	-.013	.039	-.019	.015	.017	.050
Feel Like Withdrawing	-.046	.044	-.062	-.104	.037	-.164 *	-.025	.016	-.091

*Note.* \*  $p < .01$

Finally, although, counter to hypotheses and past self-regulation research, thought suppression appears to have led to *lower* levels of considering pursuit ORI behaviors when the individual is faced with an internally attributed rejection, this effect is difficult to interpret due to the ambiguity of the manipulation check results. Further, this result even runs contrary to the correlational data within the present study that show modest

relationships between the rumination manipulation check and thinking about surveillance,  $r(506) = -.14, p = .001$ , and pursuit,  $r(506) = -.15, p = .001$ . These correlations indicate that higher levels of rumination are associated with more thoughts about these two types of ORI (note, rumination scores were such that lower scores equated to more rumination). There were no significant correlations with thoughts about aggressive ORI. Thus, more research is needed to perfect the rumination manipulation to better examine the relationship between rumination and ORI. Focusing on the content of the rumination (e.g., negative rumination) might also be valuable.

### **Limitations**

The current study is limited by the fact that all participants were university undergrads, with 73.1% of participants being 18 or 19 years of age. However, there is evidence that college samples are particularly relevant to stalking perpetration. For example, most stalking victims are college age (18-24 years old; Baum, Catalano, Rand, & Rose, 2009).

Of greater concern to the limitations of this study is the effectiveness of the manipulations used. Although participants were able to remember which priming words had been used in the priming manipulation, no evidence was found that the participants were primed for relational goals or retaliation goals via the goal priming manipulation. Further, although both of the rejections used appear to have threatened the participants' needs for positive self-worth and control, there was limited evidence that the participants' need to belong was threatened. Future research regarding threats to the need to belong in regards to stalking related behaviors may need to explore other measures of the need to

belong. Also, the effect of thought suppression on rumination was only marginally significant. Thus, interpreting the effects of thought suppression as being due to rumination may be inaccurate, especially as thought suppression is an indirect means of trying to create rumination (e.g., I cannot be sure that thought suppression led to rumination). Rumination may be better directly manipulated in the future (e.g., Watkins & Brown, 2002). Overall, the interpretation of the results of this study in relation to the RGT model is limited.

It is also important to note that the differences between conditions found in this study appear to be isolated to thoughts about pursuit ORI behaviors (not thoughts of surveillance or harassment/violence ORI behaviors). While this includes behaviors that are reported as the most commonly experienced by stalking victims (Baum et al., 2009), these behaviors are not necessarily stalking. In fact, for those participants who were not faced with a breakup (i.e., the control condition), the pursuit behaviors were not unwanted and therefore do not represent ORI. Instead, these may be normal relationship behaviors (e.g., messages of affection) and interpretation of differences in these behaviors is limited. Indeed, correlations in the present study suggest that engaging in pursuit behaviors has little to do with a desire to get back at or hurt one's partner but is about improving the relationship.

Additional concerns about the current study include the distribution of responses and the inconsistencies between the current study and Sinclair, Ladny, and Lyndon (2011), despite the use of similar manipulations and similar participant demographics. First, the distribution of responses on the dependent measure in the current study, particularly the harassment/violence factor, are concerning. Nearly half of the

respondents (47.5%) responded with “not likely at all” to all of the harassment/violence items, creating a floor effect. This problem is reflected in the skew that was present in the harassment/violence items. Sinclair, Ladny, and Lyndon (2011) did not find a skew in the data for their aggressive ORI behaviors, despite using the same ORI scale, thought suppression manipulation, and similar rejection vignettes, which may indicate respondents in the current study engaged in higher levels of underreporting, particularly with regards to the harassment/violence behaviors. This may have caused the lack of differences between the two rejection conditions (internal and external rejection), despite congruent results on several of the rejection manipulation check items used by Sinclair, Ladny, and Lyndon (2011). Perhaps the addition of the relational vs. retaliation goal priming task added too much length or complexity to the design, leading to the loss of effects found previously due to survey fatigue or confounds.

Also, the results of the first thought suppression manipulation test (comparing how many thoughts the participants wrote down about the rejection vignette they read) indicated that contrary to Sinclair, Ladny, and Lyndon (2011) findings, participants in the current study actually thought about the rejection vignette more when they were in the thought suppression condition. This might be due to the ironic process of thought suppression, but Sinclair, Ladny, and Lyndon (2011) did not find that the ironic process took effect during the thought suppression task itself. Rather, consistent with thought suppression research, occurred post-suppression attempt when the suppression attempt would have used up self-regulation resources needed to maintain avoidance.

Alternatively, this might indicate that participants did not engage in thought suppression as instructed, resulting in no depletion of self-regulation or increases in rumination, and

thus few differences between the thought suppressed and not thought suppressed participants.

Furthermore, the current study only examined participants' ratings of thinking about ORI behaviors, not engaging in them. Thus, interpretation about performing stalking related behaviors is limited. However, accessibility of thoughts about ORI behaviors may increase the likelihood of the behavior, and previous studies have found the same patterns in reports of thinking about and being likely to perform these behaviors (Sinclair, Ladney, & Lyndon, 2011). Nevertheless, the lack of inclusion of the likelihood to engage ratings makes comparison of results from the current study to prior research (Sinclair, Ladney, & Lyndon, 2011) more difficult as they included the combined scores of thinking about and reporting as likely to engage in ORI.

Another difference is that the inclusion of the sentence scrambles at the outset of the present study as well as inclusion of the manipulation checks for this additional manipulation might have made the survey too long. Thus, participants may have experienced survey fatigue by the time they reached completing the ORI. Also, placement of the priming manipulation checks late in the survey rather than proximally to the manipulation may have decreased the likelihood of finding significant differences on some of the priming manipulation checks. In order to abbreviate the survey, it might be better to measure propensity to ruminate, as Sinclair, Ladney, and Lyndon (2011) measure rejection sensitivity, in a screening survey instead of attempt to manipulate it.

Lastly, it is important to note that the wording of the rejections in the vignettes was not exactly the same as the rejection vignettes in Sinclair, Ladney, and Lyndon (2011). Rather, I included wording from de Becker's (2002) recommendation for how to

issue an explicit rejection. I felt this would be a more direct test of his assertions that explicit rejections were ideal. Indeed, inclusion of the additional wording seems to have made the explicit/internal attribution rejection just as effective as the “let him down easy” rejection was found to be in Sinclair et al.’s (2011) study. Thus, de Becker may be half right – that the explicit rejection, when worded a particular way – can potentially help to reduce, in this case, thoughts of aggression. However, it doesn’t seem to be any more effective than the “nicer” rejection that de Becker decries.

### **Implications and Future Directions**

Three components of the RGT model were tested in this study: (1) whether stalking is motivated by relational goals, (2) whether goal linking is an important factor in stalking, and (3) whether rumination increases stalking behaviors. Because the goal priming manipulation did not effectively prime the participants for relational goals or retaliation goals, conclusions are difficult to draw regarding the first component. However, additional follow up analysis using the participants’ ratings of relational goals and retaliation goals revealed relationships consistent with the predictions of this study. In sum, relational goals were the better predictor of thoughts about pursuit and had nothing to do with aggressive thoughts. Instead, retaliation was the better predictor of aggressive thoughts, and surveillance was predicted by both retaliation and relational goals. Thus the different categories of stalking related behavior examined in this study appear to have differing motivations, and explaining them may require a model that takes these motivational differences into account in ways that the RGT does not.



Next, contrary to assumptions drawn from the goal linking component of the RGT model, increased threats to goals presented by the rejections did not lead to increased ORI cognitions. In fact, the internally attributed rejection led to lower ratings of considering ORI behaviors compared to the control condition. However, lower ratings of self-worth and higher ratings of control over the relationship were associated with more thoughts about pursuit and surveillance. Although contrary to previous literature on the need for control (Gerber & Wheeler, 2009), this may indicate that individuals will consider these forms of ORI in an attempt to reestablish a relationship to fulfill the need for positive self-worth, but only when they feel that they are in control over whether the relation is going to continue. These results highlight a need for future research on different reactions to types of rejection, as the results of the current study are inconsistent with Sinclair, Ladney, and Lyndon (2011). It may be necessary to construct vignettes that better differentiate rejections that threaten the need for positive self-worth and control from rejections that do not.

Lastly, although thought suppression may have caused *some* rumination, it was actually associated with particularly low amounts of pursuit ORI behaviors for those who experienced an internally attributed rejection. On the other hand, overall ratings of rumination were associated with more thoughts about pursuit and surveillance behaviors. Thus, the current study failed to find any direct support for the RGT model as a whole and instead produced results that called into question some parts of the RGT model as well as some of the assumptions of self-regulation theory. However, it is difficult to claim that the present study counters either theory, as the weaknesses of the manipulations make clear interpretations difficult.

Future studies may shed more light on the RGT model through the use of a nonexperimental approach to studying motivation to test the first component (e.g., such as ratings of motivation for repairing the relationship vs. retaliation for a perceived wrong) and the use of more established measures of rumination (e.g., adaptations of items from the rumination scale analysis in Roelofs, Muris, Huibers, Peeters, & Arntz, 2006), or direct manipulations of rumination via instructing respondents to think about negative thoughts and emotions (e.g., Watkins & Brown, 2002). Such methods may more clearly answer the research questions of the current study without relying on untested manipulations of motivation and rumination.

### **Take Home Points**

#### **Contributions**

Consistent with the expectations of the current study, thoughts regarding pursuit ORI appear to be motivated by relational goals, whereas thoughts about harassment/violence ORI appear to be related to revenge. Thus, the RGT may be insufficient to explain the full range of ORI behavior, given that the model is predicated on the assumption that all ORI is motivated by relational goals. Models of stalking behavior may need to account for differences in motivations relating to different kinds of behaviors.

Also, both explicit, internally attributed rejection and indirect, externally attributed rejection appear to prevent thoughts about post-breakup ORI behaviors. Further research may be needed to clarify what, if any, differences occur in stalking-related thoughts and behaviors in response to these different rejections. Although

inconsistent with some previous findings, the current study is consistent in refuting the notions of de Becker (2002) and Spence-Diehl (1999), as well as the conclusions of Mumm and Cupach (2010), that explicit and direct rejection is necessary to deter stalking. Letting the partner down easy seems to work just as well (if not better, per Sinclair et al.'s 2011 findings) as saying no in no uncertain terms. Everyone seems to understand that "it's not you, it's me" or "I don't have time for a relationship" still means the relationship is over.

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## FOOTNOTES

<sup>1</sup> Missing values on the ORI scale resulted in four cases being removed from analysis. Stem-and-leaf plots in SPSS indicated five cases that were outliers on the transformed harassment/violence factor scores, and one case that was an outlier on the surveillance factor scores (See the Materials section for a discussion of the three factors of the ORI scale). Also, 11 participants failed to answer at least two of the four processing questions correctly.

<sup>2</sup> The relational prime manipulation has one item that unscrambles to say “there is always hope” and the retaliation prime manipulation has one item that unscrambles to say “all hope is lost.” Thus, the difference in the number of relational words circled between those in the retaliation prime condition and those in the neutral prime condition as well as the difference in the number of retaliation words circled between those in the relational prime condition and those in the neutral condition is likely due to the word “hope” being used by both the relational prime manipulation and the retaliation prime manipulation.

<sup>3</sup> Additional analyses included a mediation analysis following the steps of Baron and Kenny (1986). Results indicated that the effect of rejection type on pursuit ORI thoughts was mediated by scores of whether individuals understood that the relationship was over. However, once the control rejection condition was removed, there was no relationship between rejection condition and pursuit ORI thoughts to be mediated.



APPENDIX A  
MEMORY FOR INTERPERSONAL EVENTS  
CONSENT FORM

## **Memory for Interpersonal Events Consent Form**

You are invited to participate in a research study of interpersonal interactions in romantic relationships. We ask that you read this form and ask any questions you may have before agreeing to be in this study. This study is being conducted by Colleen Sinclair and Benjamin Fay, Department of Psychology.

### **Background Information:**

The purpose of this study is to gain information on the different perspectives of individuals at the end of a relationship. There is very little research on this topic at the moment, and we hope to use this study to help increase the knowledge and data on this topic.

### **Procedures:**

If you agree to this study you will be asked to read a scenario involving an interaction between two people and to respond honestly to the items in the survey that follow it. You are given an hour to complete the survey, and are encouraged to write as much detail as you choose for the appropriate questions. Some of the issues raised in these measures are of a sensitive nature (asking what you would do in different interpersonal situations). For all parts completed, feedback is welcome.

### **Risks and Benefits of Being in the Study:**

There are risks associated with participation in this survey. The primary risk of this study is that of personal disclosure. While answering questions you may feel discomfort, recall an unpleasant experience or feel offended. To minimize risk, you will be advised that any time you feel uncomfortable, need to go to the bathroom or need a drink of water, you should feel free to leave, and it will not affect your credit award. If at any time a question item makes you uncomfortable you do not have to respond. In fact, you can skip questions even if they do not elicit distress. If distress does arise, however, you are strongly encouraged to stop so as not to further cause you any unintentional discomfort. If any unpleasant memories are raised you are encouraged to contact the University student counseling services (662-325-2091).

### **Compensation:**

You will receive a minimum of one research experience credit for completing the survey (estimated time to complete: 45 minutes). Credit is awarded at the rate of 1 point per hour invested (1/2 point for each half hour).

### **Confidentiality:**

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be kept in a locked file; only researchers will have access to the records. Names may be used for the purposes of matching data with related studies you may choose to participate in. Once data has been entered, a code number will be used to identify materials but names will be stripped from the dataset. This code number will only be released to investigators in this study. Also, to reduce the experimenter linking

code numbers with faces, surveys will not be handed directly to a researcher, but rather placed in a box at the front of the room.

**Voluntary Nature of the Study:**

Your decision whether or not to participate will not affect your current or future relations with Mississippi State University. If you decide to participate, you are free to withdraw at any time without affecting this relationship. If at any point during the study you need to withdraw, you will receive the standard extra credit points for this study.

**Contact and Questions:**

csinclair@psychology.msstate.edu. For questions regarding your rights as a research participant, or to express concerns or complaints, please feel free to contact the MSU Regulatory Compliance Office by phone at 662-325-3994, by e-mail at irb@research.msstate.edu, or on the web at <http://orc.msstate.edu/participant/>. You will be given a copy of this form to keep for your records.

**Statement of Consent:**

I have read and understand the above information. I acknowledge I am at least 18 years of age and I consent to my participation in this study. By signing here, I further acknowledge that am aware that my participation in this study will at least partially fulfill the research requirements for my Psychology 1 class or go for extra credit in my advanced courses. I am also aware that there are alternative ways of fulfilling my research requirement (e.g., completing a short paper; completing an exam on alternative readings).

Name \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_  
Signature of Investigator \_\_\_\_\_ Date \_\_\_\_\_

APPENDIX B  
SCRAMBLED SENTENCE PRIMING TASK

I-Pro-relational Goals, II-Retaliatioin Goals, III-Neutral Control

**I. Following are lists of five words. Within each list of words is one possible four word sentence, as well as one unnecessary word. Cross out the unnecessary word and unscramble the sentence in the space provided.**

1) their he strong was commitment

\_\_\_\_\_.

2) for marriage life forget is

\_\_\_\_\_.

3) juice healthy quick is orange

\_\_\_\_\_.

4) close wrinkle their is relationship

\_\_\_\_\_.

5) is new car the recalls

\_\_\_\_\_.

6) completing way love a finds

\_\_\_\_\_.

7) is exercise walking sampled good

\_\_\_\_\_.

8) is hope there retain always

\_\_\_\_\_.

9) signs forgive learn others to

\_\_\_\_\_.

10) her blue with reunited he

\_\_\_\_\_.

**II. Following are lists of five words. Within each list of words is one possible four word sentence, as well as one unnecessary word. Cross out the unnecessary word and unscramble the sentence in the space provided.**

1) signs accuse you him should

\_\_\_\_\_.

2) her will abandon he very

\_\_\_\_\_.

3) juice healthy quick is orange

\_\_\_\_\_.

4) retain sweet revenge her was

\_\_\_\_\_.

5) is new car the recalls

\_\_\_\_\_.

6) punished be will wrinkle they

\_\_\_\_\_.

7) is exercise walking sampled good

\_\_\_\_\_.

8) with completing fill hatred you

\_\_\_\_\_.

9) are hurt emotions easily test

\_\_\_\_\_.

10) tree lost hope is all

\_\_\_\_\_.

**III. Following are lists of five words. Within each list of words is one possible four word sentence, as well as one unnecessary word. Cross out the unnecessary word and unscramble the sentence in the space provided.**

1) many car grade teachers papers

\_\_\_\_\_.

2) foot the book in write

\_\_\_\_\_.

3) juice healthy quick is orange

\_\_\_\_\_.

4) pencil your out fun get

\_\_\_\_\_.

5) is new car the recalls

\_\_\_\_\_.

6) be not retain tardy do

\_\_\_\_\_.

7) is exercise walking sampled good

\_\_\_\_\_.

8) work finish always your very

\_\_\_\_\_.

9) carpet the completed she assignment

\_\_\_\_\_.

10) his grabbed backpack he blue

\_\_\_\_\_.

APPENDIX C  
REJECTION VIGNETTES



I-Internal, II-External, III-Control

**I. NOTE: Please read the following scenario carefully, as you will be asked to recount the story in your own words and provide answers to questions based on the scenario details afterwards. Remember, you are to read the scenario as if the events are actually happening to you. Imagine how you could think, act, and feel in the situation.**

You glance at the clock above you. Finally, 5:00 pm. It is the end of your last class of the day! You gather up your books and leave psychology class. You walk out the classroom and head next door, where your boyfriend/girlfriend is having his/her class. You decide to wait outside until his/her class is over. That's what you always do on Friday afternoons since your class gets out a few minutes earlier than his/hers. As you near the entrance of his/her classroom, you can't help but smile as you imagine seeing your partner. You two have been dating three years. All the memories you have of the two of you are some of the happiest moments of your life. You remember when you first started dating and how much fun it was. You could talk to him/her about anything. Not to mention all the "family" gatherings you guys shared with each other. You felt a part of his/her family. And s/he really got along great with your friends.

In fact, recently, as you've been thinking about the future-and talking about it more with him/her, you find you can't really imagine your future without him/her. S/he has been such an important part of your life. And so you've come to realize how lucky you are to have finally found the person you think you want to spend the rest of your life with. You can't help but smile even more as you realize how wonderful the two of you are together. You peek into the window on the door, and spot him/her packing up while chatting with a few friends. You reach into your backpack and pull out the concert tickets that you have been waiting to surprise him/her with for your anniversary. You know that he/she has always wanted to see that band play and you are hoping at the end of the night there might be some final discussion about making the final commitment.

The door opens and students stream out. You walk into the classroom and head towards his/her seat. He/she doesn't seem to see you. Perfect! You can surprise him/her now with the tickets! You grab him/her by the hand and pull him/her for a hug. To your surprise, he/she pulls back a little bit. You don't know why. You immediately hand him/her the tickets, forcing a smile on your face. He/she simply looks at them. There is no emotion of any sort on his/her face. S/he seems to be avoiding looking at you. You feel uncomfortable suddenly and look around. The room is empty aside from the two of you. You turn and look at him/her again. You speak up.

"Surprise! I know you have wanted to go. I figured we could grab dinner before and then head to the concert afterwards. Sounds good, right?"

You reach in to give him/her a kiss but once again he/she pulls back. Now you really wonder what is going on. Finally, he/she begins to talk.

“Well, uh...I don’t think that’s a great idea really. No matter what you may have assumed till now, and no matter for what reason you assumed it, I have no romantic interest in you whatsoever. I am certain I never will. You’ve changed a lot this past year. There is nothing I find appealing about you anymore. Not physically or emotionally. So, basically we don’t need to be together. As far as the concert goes, I am going with other people. I don’t want to see you anymore.”

S/he motions towards the door and begins to head that way.

“Listen, I have to go though, because I need to find my lab partner. Sorry.”

Before you can react, s/he walks off with his/her friends, apparently to go find his/her “lab partner.” You are stunned. It is like that came out of nowhere. You try not to think about it but all you can think of is all the memories you have of the love of your life. Over the last three years you gave to him/her: all the time invested, all the friends shared, all the plans for the future. He/she was the “one.” What are you supposed to do now?

**II. NOTE: Please read the following scenario carefully, as you will be asked to recount the story in your own words and provide answers to questions based on the scenario details afterwards. Remember, you are to read the scenario as if the events are actually happening to you. Imagine how you would think, act, and feel in the situation.**

You glance at the clock hanging above you. Finally, 5:00 pm. It is the end of your last class of the day! You gather up your books and leave your psychology class. You walk out the classroom and head next door, where your boyfriend/girlfriend is having his/her class. You decide to wait outside until his/her class is over. After all, that's what you always do on Friday afternoons since your class gets out a few minutes earlier than his/hers. As you near the entrance of his/her classroom, you can't help but smile as you imagine seeing your partner. You two have been dating three years. All the memories you have of the two of you are some of the happiest moments of your life. You remember when you first started dating and how much fun it was. You could talk to him/her about anything. Not to mention all the "family" gatherings you guys shared with each other. You felt a part of his/her family. And s/he really got along great with your friends.

In fact, recently, as you've been thinking about the future-and talking about it more with him/her, you find you can't really imagine your future without him/her. S/he has been such an important part of your life. And so you've come to realize how lucky you are to have finally found the person you think you want to spend the rest of your life with. You can't help but smile even more as you realize how wonderful the two of you are together. You peek into the window on the door, and spot him/her packing up while chatting with a few friends. You slowly reach into your backpack and pull out the concert tickets that you have been waiting to surprise him/her with for your anniversary. You know that he/she has always wanted to see that band play and you are hoping at the end of the night there might be some final discussion about making the final commitment.

The door opens and all the students stream out, except your boyfriend/girlfriend. You walk into the classroom and head towards his/her seat. He/she doesn't seem to see you. Perfect! You can surprise him/her now with the tickets! You grab him/her by the hand and pull him/her for a hug. To your surprise, he/she pulls back a little bit. You don't know why. You immediately hand him/her the tickets. He/she simply looks at them. There is no emotion of any sort on his/her face. S/he seems to be avoiding looking at you. You feel uncomfortable suddenly and look around. The room is empty aside from the two of you. You turn and look at him/her again. You speak up.

"Surprise! I know you have wanted to go. I figured we could grab dinner before and then head to the concert afterwards. Sounds good, right?"

You reach in to give him/her a kiss but once again he/she pulls back. Now you really wonder what is going on. You wish s/he would say something. Finally, he/she begins to talk.

“Well, uh...I don’t think that’s a great idea really. You see, I have been so busy lately. I never have time to see my friends, or even my family. I am always stressed out over work and school. I need to focus more on those aspects of my life. School and work do not allow me to have time for a relationship. As far as the concert goes, I don’t even have time to go. It is just best for me that we not see each other anymore.”

S/he motions towards the door and begins to head that way.

“Listen, I have to go though, because I need to find my lab partner. Sorry.”

Before you can react, she/he walks off with his/her friends, apparently to go find his/her “lab partner.” You are stunned. It is like that came out of nowhere. You try not to think about it but all you can think of is all the memories you have of the love of your life. Over the last three years you gave to him/her: all the time invested, all the friends shared, all the plans for the future. He/she was the “one.” What are you supposed to do now?

**III. NOTE: Please read the following scenario carefully, as you will be asked to recount the story in your own words and provide answers to questions based on the scenario details afterwards. Remember, you are to read the scenario as if the events are actually happening to you. Imagine how you would think, act, and feel in the situation.**

You glance at the clock above you. Finally, 5:00 pm. It is the end of your last class of the day! You gather up your books and leave psychology class. You walk out the classroom and head next door, where your boyfriend/girlfriend is having his/her class. You decide to wait outside until his/her class is over. That's what you always do on Friday afternoons since your class gets out a few minutes earlier than his/hers. As you near the entrance of his/her classroom, you can't help but smile as you imagine seeing your partner. You two have been dating three years. All the memories you have of the two of you are some of the happiest moments of your life. You remember when you first started dating and how much fun it was. You could talk to him/her about anything. Not to mention all the "family" gatherings you guys shared with each other. You felt a part of his/her family. And s/he really got along great with your friends.

In fact, recently, as you've been thinking about the future-and talking about it more with him/her, you find you can't really imagine your future without him/her. S/he has been such an important part of your life. And so you've come to realize how lucky you are to have finally found the person you think you want to spend the rest of your life with. You can't help but smile even more as you realize how wonderful the two of you are together. You peek into the window on the door, and spot him/her packing up while chatting with a few friends. You reach into your backpack and pull out the concert tickets that you have been waiting to surprise him/her with for your anniversary. You know that he/she has always wanted to see that band play and you are hoping at the end of the night there might be some final discussion about making the final commitment.

The door opens and all the students stream out, except your boyfriend/girlfriend. You walk into the classroom and head towards his/her seat. He/she doesn't seem to see you. Perfect! You can surprise him/her now with the tickets! You grab him/her by the hand and pull him/her for a hug. To your surprise, he/she pulls back a little bit. You don't know why. You immediately hand him/her the tickets. He/she simply looks at them. There is no emotion of any sort on his/her face. S/he seems to be avoiding looking at you. You feel uncomfortable suddenly and look around. The room is empty aside from the two of you. You turn and look at him again. You speak up

"Surprise! I know you have wanted to go. I figured we could grab dinner before and then head to the concert afterwards. Sounds good, right?" You reach in to give him/her a kiss but once again he/she pulls back. Now you really wonder what is going on. Finally, he/she begins to talk.

"Well, uh...I really want to go with you and I'm sorry I'm in such a bad mood, but my chemistry lab professor just dumped another assignment on us. He wants it by

tomorrow! I am already behind on assignments. I have not had time to work on it yet because of my internship and midterm exams. Plus, my lab partner has been totally unreliable. I just feel overwhelmed. I would much rather go to the concert with you obviously, but I cannot afford to blow this assignment off.”

S/he motions towards the door and begins to head that way.

“Listen, I have to go though, because I have to track down my lab partner. Sorry. Love ya!”

Before you can react, she/he walks off, apparently to go find this “lab partner.”

You are stunned. It is like that came out of nowhere. All your planning went to waste.

What are you supposed to do now?

APPENDIX D  
FORCED CHOICE QUESTIONS

**“What Just Happened?”**

Based on what you have just read, please write a summary of the events that happened to you and your partner. Describe what your partner did and how you reacted.

To be clear in stating: Please put all details in first person terms such as: "I felt..." and "My partner did..."

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- 1) Who was present (aside from you and your significant other) when he/she declined your invitation/tickets to the concert?
  - A) teacher
  - B) his/her parents
  - C) his/her friends/classmates
  - D) no one, you two were alone.
  - E) your friends
  
- 2) How was the relationship between you and his/her family, as conveyed by the scenario?
  - A) you have never met his/her family
  - B) they did not like you at all and never invited you to any family events
  - C) they got along with you very well and you went to his/her family events
  - D) you fought with his/her family often
  - E) there was no information about his/her family
  
- 3) What class were you in at the beginning of the scenario?
  - A) Calculus
  - B) English Literature
  - C) Psychology
  - D) Art History
  
- 4) What were you hoping would take place at the end of the concert?
  - A) you would get to meet his/her family
  - B) you could find a way to break up with him/her
  - C) discussion about making a final commitment to each other
  - D) discussion about future vacation plans



APPENDIX E  
THOUGHT SUPPRESSION MANIPULATION





APPENDIX F  
ORI INVENTORY, PROCESSING QUESTIONS, MANIPULATION  
CHECK QUESTIONS, AND DEMOGRAPHIC  
QUESTIONS

**If the story happened to you...**

1. How often did you think about the scenario you read about during the clear your thoughts/free thinking exercise?

<b>0- very often</b>	<b>1-somewhat often</b>	<b>2-slightly often</b>	<b>3- slightly infrequently</b>	<b>4- somewhat infrequently</b>	<b>5-very infrequently</b>
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2. How often are you thinking about the scenario you read about now?

<b>0- very often</b>	<b>1-somewhat often</b>	<b>2-slightly often</b>	<b>3- slightly infrequently</b>	<b>4- somewhat infrequently</b>	<b>5-very infrequently</b>
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3. How often did you experience unwanted, negative thoughts relating to the situation in the story you read?

<b>0- very often</b>	<b>1-somewhat often</b>	<b>2-slightly often</b>	<b>3- slightly infrequently</b>	<b>4- somewhat infrequently</b>	<b>5-very infrequently</b>
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4. How often did you experience intrusive thoughts about the story you read (e.g., thoughts would come to mind when you didn't want them to)?

<b>0- very often</b>	<b>1-somewhat often</b>	<b>2-slightly often</b>	<b>3- slightly infrequently</b>	<b>4- somewhat infrequently</b>	<b>5-very infrequently</b>
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5. To what extent would you feel you had control over whether your relationship could continue?

<b>0- Definitely feel like it</b>	<b>1- Probably feel like it</b>	<b>2- Maybe feel like it</b>	<b>3- Maybe NOT feel like it</b>	<b>4- Probably NOT feel like it</b>	<b>5-Definitely NOT feel like it</b>
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6. To what extent would you feel you had no control over the situation?

<b>0- Definitely feel like it</b>	<b>1- Probably feel like it</b>	<b>2- Maybe feel like it</b>	<b>3- Maybe NOT feel like it</b>	<b>4- Probably NOT feel like it</b>	<b>5-Definitely NOT feel like it</b>
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7. To what extent would you feel the situation was due to factors you had no control over?

<b>0- Definitely feel like it</b>	<b>1- Probably feel like it</b>	<b>2- Maybe feel like it</b>	<b>3- Maybe NOT feel like it</b>	<b>4- Probably NOT feel like it</b>	<b>5-Definitely NOT feel like it</b>
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8. To what extent would you feel you had many positive qualities?

<b>0- Definitely feel like it</b>	<b>1- Probably feel like it</b>	<b>2- Maybe feel like it</b>	<b>3- Maybe NOT feel like it</b>	<b>4- Probably NOT feel like it</b>	<b>5-Definitely NOT feel like it</b>
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9. To what extent would you feel you had negative characteristics?
- |                                   |                                 |                              |                                  |                                     |                                      |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|
| <b>0- Definitely feel like it</b> | <b>1- Probably feel like it</b> | <b>2- Maybe feel like it</b> | <b>3- Maybe NOT feel like it</b> | <b>4- Probably NOT feel like it</b> | <b>5-Definitely NOT feel like it</b> |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|
10. To what extent would you feel bad about yourself?
- |                                   |                                 |                              |                                  |                                     |                                      |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|
| <b>0- Definitely feel like it</b> | <b>1- Probably feel like it</b> | <b>2- Maybe feel like it</b> | <b>3- Maybe NOT feel like it</b> | <b>4- Probably NOT feel like it</b> | <b>5-Definitely NOT feel like it</b> |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|
11. To what extent would you react out of impulse?
- |  |                                      |                                   |                                       |  |   |
|--|--------------------------------------|-----------------------------------|---------------------------------------|--|---|
| <b>0- Definitely react impulsively</b> | <b>1- Probably react impulsively</b> | <b>2- Maybe react impulsively</b> | <b>3- Maybe NOT react impulsively</b> | <b>4- Probably NOT react impulsively</b> | <b>5-Definitely NOT react impulsively</b> |
|--|--------------------------------------|-----------------------------------|---------------------------------------|--|---|
12. To what extent would you feel like reacting without fully considering all of your options?
- |                                   |                                 |                              |                                  |                                     |                                      |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|
| <b>0- Definitely feel like it</b> | <b>1- Probably feel like it</b> | <b>2- Maybe feel like it</b> | <b>3- Maybe NOT feel like it</b> | <b>4- Probably NOT feel like it</b> | <b>5-Definitely NOT feel like it</b> |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|
13. To what extent would you feel you were able to stop yourself from doing things you were worried might be a bad idea?
- |                                   |                                 |                              |                                  |                                     |                                      |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|
| <b>0- Definitely feel like it</b> | <b>1- Probably feel like it</b> | <b>2- Maybe feel like it</b> | <b>3- Maybe NOT feel like it</b> | <b>4- Probably NOT feel like it</b> | <b>5-Definitely NOT feel like it</b> |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|
14. To what extent would you feel close and connected with other people who are important to you?
- |                                   |                                 |                              |                                  |                                     |                                      |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|
| <b>0- Definitely feel like it</b> | <b>1- Probably feel like it</b> | <b>2- Maybe feel like it</b> | <b>3- Maybe NOT feel like it</b> | <b>4- Probably NOT feel like it</b> | <b>5-Definitely NOT feel like it</b> |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|
15. To what extent would you feel you needed more relationships in your life?
- |                                   |                                 |                              |                                  |                                     |                                      |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|
| <b>0- Definitely feel like it</b> | <b>1- Probably feel like it</b> | <b>2- Maybe feel like it</b> | <b>3- Maybe NOT feel like it</b> | <b>4- Probably NOT feel like it</b> | <b>5-Definitely NOT feel like it</b> |
|-----------------------------------|---------------------------------|------------------------------|----------------------------------|-------------------------------------|--------------------------------------|

## WHAT WOULD YOU THINK? WHAT WOULD YOU DO?

*Please answer the following questions:*

Think about the scenario you have just read, and consider all the aspects about it. If you were in that situation, how likely is it that you would **THINK** about doing the following behaviors concerning the boyfriend/girlfriend in the scenario? How likely is it that you would actually **DO** the following behaviors?

Use the following scale:

**0-definitely not, 1-probably not, 2- maybe not, 3- maybe, 4- probably, 5-definitely**

1. Leaving gifts (e.g., flowers, stuffed animals, photography, jewelry, etc.)

<b>Think</b>						<b>Do</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

2. Flirting (e.g., asked out on a date, smiled, engage in a small talk, be sexually suggestive, etc.)

<b>Think</b>						<b>Do</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

3. Making exaggerated expressions of affection (e.g., saying "I love you" after limited interaction, doing large and unsolicited favors for her/him, etc.)

<b>Think</b>						<b>Do</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

4. Being especially nice (ingratiation) (e.g., performed favors, offer to do things for the person, etc.)

<b>Think</b>						<b>Do</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

5. Leaving messages of affection in person (e.g., romantically-oriented notes, cards, letters, messages with friends, etc.)

<b>Think</b>						<b>Do</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

6. Trying to repair or deepen the relationship (e.g., ask for forgiveness, ask to talk, ask to be friends, try to change their mind, ask to be taken back, etc.)

<b>Think</b>						<b>Do</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

7. Leaving affectionate electronic messages (e.g., expression of attraction or affection left on voice-mail, e-mail, instant messages, fax, etc.)

<b>Think</b>						<b>Do</b>					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

8. Leaving electronic messages that he/she might consider “not nice” (e.g., expressions of insult or demands left on voice-mail, e-mail, instant messages, fax, etc.)

**Think**

0 1 2 3 4 5

**Do**

0 1 2 3 4 5

9. Contacting 'live' through electronic media (e.g., talking to on the phone, exchanging e-mails-chat-IM, etc.)

**Think**

0 1 2 3 4 5

**Do**

0 1 2 3 4 5

10. Sending messages through the mail (e.g., mailing notes, letters, pictures, etc., through the mail)

**Think**

0 1 2 3 4 5

**Do**

0 1 2 3 4 5

11. Spamming (e.g., dumping large quantities of messages into his/her email, intruding into his/her chat or game space, crashing their computer)

**Think**

0 1 2 3 4 5

**Do**

0 1 2 3 4 5

12. Having arguments or conflicts with the person (e.g., arguing about relationship, complaining to in person, conversing with at work or school, etc.)

**Think**

0 1 2 3 4 5

**Do**

0 1 2 3 4 5

13. Approaching the person (i.e., physically approached the person in attempt to initiate conversation but without actually talking)

**Think**

0 1 2 3 4 5

**Do**

0 1 2 3 4 5

14. Making appearances (e.g., shown up at the person's work, school, gym, place of worship, etc.)

**Think**

0 1 2 3 4 5

**Do**

0 1 2 3 4 5

15. Putting yourself in her/his interactions (e.g., "hovering" around his/her conversations, interrupting an ongoing conversation with someone else, etc.)

**Think**

0 1 2 3 4 5

**Do**

0 1 2 3 4 5

16. Putting yourself in her/his personal space (e.g., getting too close to her/him in conversation, touching her/him, etc.)

**Think**

0 1 2 3 4 5

**Do**

0 1 2 3 4 5









**42.** Engaging in behavior that may endanger his/her or your own well-being (e.g., strangle her/him, trying to run her/him off the road, showing a weapon to her/him, using a weapon to subdue her/him, etc.).

**Think**

**0 1 2 3 4 5**

**Do**

**0 1 2 3 4 5**

**For the behaviors you just reported that you *would* do or think about doing:**

A) To what extent would you engage in those behaviors to fix or improve your relationship with the partner in the story?

<b>0- Definitely to fix/improve it</b>	<b>1- Probably to fix/improve it</b>	<b>2- Maybe to fix/improve it</b>	<b>3- Maybe NOT to fix/improve it</b>	<b>4- Probably NOT to fix/improve it</b>	<b>5-Definitely NOT to fix/improve it</b>
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B) To what extent would you engage in those behaviors to get back at your partner in the story for rejecting you?

<b>0- Definitely to get back at him/her</b>	<b>1- Probably to get back at him/her</b>	<b>2- Maybe to get back at him/her</b>	<b>3- Maybe NOT to get back at him/her</b>	<b>4- Probably NOT to get back at him/her</b>	<b>5-Definitely NOT to get back at him/her</b>
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What are FIVE things you would FEEL in the situation you read?


What are FIVE things you would THINK when in the situation you read about?


What are any FIVE other things you would DO in response to the situation you read about?


For the following questions, please select the one that answers the question best.

43. Do you feel like there was a breakup in the scenario? (Circle one)

**0- No, no breakup**      **1-Yes, I broke up with him/her**      **2-Yes, s/he broke up with me**      **3-Yes, it was a mutual breakup**

44. If there was a breakup, to what extent was the PRIMARY reason for the breakup due to something about you or some other reason?

- A) No breakup
- B) Was due to something about me
- C) Was due to something about my partner
- D) Was due to something about the both of us
- E) Was due to some external/situational factor (e.g., parental disapproval, moving, work/school demands)

45. How “easy or hard” was it to forget about the scenario?

**0- very easy**      **1-somewhat easy**      **2-slightly easy**      **3- slightly hard**      **4- somewhat hard**      **5-very hard**

46. How “accepted or rejected” did you feel when talking to your boyfriend/girlfriend?

**0- very rejected**      **1-somewhat rejected**      **2-slightly rejected**      **3-slightly accepted**      **4-somewhat accepted**      **5-very accepted**

47. How “avoidant or straightforward” do you think your boyfriend/girlfriend was when giving you reasons?

**0-very avoidant**      **1-somewhat avoidant**      **2-slightly avoidant**      **3-slightly straightforward**      **4-somewhat straightforward**      **5- very straightforward**

48. How “unresolved or resolved” do you think the current issue with your boyfriend/girlfriend is?

**0- completely unresolved**      **1- somewhat unresolved**      **2- slightly unresolved**      **3- slightly resolved**      **4- somewhat resolved**      **5- completely resolved**

49. How “likely or unlikely” is it that your relationship with your boyfriend/girlfriend will survive?

**0- very unlikely to survive**      **1- somewhat unlikely to survive**      **2- slightly unlikely to survive**      **3- slightly likely to survive**      **4- somewhat likely to survive**      **5- very likely to survive**

50. How “*strong or weak*” do you think your relationship with your boyfriend/girlfriend is?

<b>0- very weak</b>	<b>1- somewhat weak</b>	<b>2- slightly weak</b>	<b>3- slightly strong</b>	<b>4- somewhat strong</b>	<b>5-very strong</b>
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51. To what extent do you feel your relationship with your boyfriend/girlfriend is “*over or continuing?*”

<b>0- Definitely over</b>	<b>1- Probably over</b>	<b>2- Maybe Over</b>	<b>3- Maybe NOT Over</b>	<b>4- Probably NOT Over</b>	<b>5-Definitely NOT Over</b>
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52. How “*honest or dishonest*” do you think your boyfriend/girlfriend was when talking to you?

<b>0- completely dishonest</b>	<b>1-mostly dishonest</b>	<b>2-slightly dishonest</b>	<b>3-slightly honest</b>	<b>4-mostly honest</b>	<b>5- completely honest</b>
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53. To what extent do you feel your boyfriend/girlfriend was “*serious (meant what s/he said) or not serious (didn’t really mean it)?*”

<b>0- Definitely meant it</b>	<b>1- Probably meant it</b>	<b>2- Maybe meant it</b>	<b>3- Maybe didn’t mean it</b>	<b>4- Probably didn’t mean it</b>	<b>5-Definitely didn’t mean it</b>
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54. How “*hurt or unhurt*” were your feelings by your boyfriend’s/girlfriend’s actions?

<b>0- very much hurt</b>	<b>1- somewhat hurt</b>	<b>2- slightly hurt</b>	<b>3- slightly unhurt</b>	<b>4- mostly unhurt</b>	<b>5- completely unhurt</b>
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55. How “*angry or not angry*” were you when your boyfriend/girlfriend presented the situation to you?

<b>0- very much angry</b>	<b>1- somewhat angry</b>	<b>2- slightly angry</b>	<b>3- slightly not angry</b>	<b>4- somewhat not angry</b>	<b>5- not angry at all</b>
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56. To what extent would this situation make you feel like getting revenge on your boyfriend/girlfriend (not that you would necessarily do something to get revenge)?

<b>0- Definitely feel like it</b>	<b>1- Probably feel like it</b>	<b>2- Maybe feel like it</b>	<b>3- Maybe NOT feel like it</b>	<b>4- Probably NOT feel like it</b>	<b>5-Definitely NOT feel like it</b>
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57. To what extent would this situation make you feel like forgiving your boyfriend/girlfriend?

<b>0- Definitely feel like it</b>	<b>1- Probably feel like it</b>	<b>2- Maybe feel like it</b>	<b>3- Maybe NOT feel like it</b>	<b>4- Probably NOT feel like it</b>	<b>5-Definitely NOT feel like it</b>
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58. To what extent would this situation make you feel like reaching out and connecting with others (e.g., forming a new relationship with someone else)?

<b>0- Definitely feel like it</b>	<b>1- Probably feel like it</b>	<b>2- Maybe feel like it</b>	<b>3- Maybe NOT feel like it</b>	<b>4- Probably NOT feel like it</b>	<b>5-Definitely NOT feel like it</b>
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59. To what extent would this situation make you feel like withdrawing (e.g., not feel like doing anything, not want to see anyone)?

<b>0- Definitely feel like it</b>	<b>1- Probably feel like it</b>	<b>2- Maybe feel like it</b>	<b>3- Maybe NOT feel like it</b>	<b>4- Probably NOT feel like it</b>	<b>5-Definitely NOT feel like it</b>
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60. To what extent were you “*confused by* or *not confused by*” your boyfriend/girlfriend’s reasoning for the breakup?

<b>0- very confused</b>	<b>1- somewhat confused</b>	<b>2- slightly confused</b>	<b>3- slightly not confused</b>	<b>4- mostly not confused</b>	<b>5- completely not confused</b>
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61. Has the situation that you read about ever happened to you before?

NO      SOMEWHAT      YES

62. Out of the following list of words, which ones do you remember using in the scrambled sentence task you performed earlier? (*Circle all that apply*)

work, revenge, baseball, commitment, teachers, book, tardy, weights, lost, hope, forgive, assignment, reunited, love, pencil, train, hurt, abandon, punished, catch, backpack, hatred, score, marriage, accuse, basket, touchdown, close



**63. Please look through the following word search and circle the first EIGHT words that you find consisting of AT LEAST four letters.**

Q W E G E T O U C H D O W N T L C U F E  
 K J O S R N M T K E S Q N P E L A F T F  
 X Z O R C E R A F C G U U F K A T V W A  
 S L J O K M V E R A A N O M S B C J J J  
 C N A L L T V E R R I P S A A E H R H I  
 J S K J F I K S N S I S K O B S H M J A  
 B S R Y G M J D H G Q A X C C A C L C P  
 L W C R R M H E P T E P G R A B B C I V  
 Z I O O L O D R N E V O L E O B U B Q N  
 G F C G R C M E T A R D Y G P S R M Q J  
 P C S N O E M U B Y U V T T E O B V Y F  
 Q H A N E N H N W U N S R Q M Q H T V O  
 V J K P G P R I E D O A O B T U R P C J  
 X G O I V F K T I L I Y K N R W W F W P  
 K P S Y C F O E G N F A J N U Y A X L Y  
 B S E Z U O U D H D E R T A H Z J F T J  
 A S R E H C A E T A B A N D O N N W R D  
 Z P K L Q C X J S X I F O N O V D J E K  
 G X L J H H X D V L J J P S Y R T G P H  
 B O O K K I S E G E X N X X H A S P U Z

What is your Gender? **M F**

What is your age? \_\_\_\_\_

What is your race/ethnicity? *(Choose all that apply)*

**Caucasian African-American Asian-American Hispanic Pacific/Native Islander  
Other**

What is your current romantic relationship status?

**Single Divorced Widowed Married Exclusive Dating Casually Dating**

APPENDIX G  
DEBRIEFING SHEET

## **Memory for Interpersonal Events Survey: Debriefing Sheet**

The purpose of the study you have just participated in is to gain information on the different perspectives and actions of individuals at the end of a relationship. The knowledge we gain from the data we collect from your participation will help our understanding of how, why, and what factors influence how individuals react to the end of a relationship. Thank you for all your assistance and participation.

The following sources are available to you if needed.

**MSU Student Counseling Services:** Provides free and confidential therapy (individual, couple, and group), crisis intervention and workshop/resource center  
115C Hathorn Hall  
phone: 662-325-2091

**Sexual Assault Services:** Services are not limited to survivors of sexual assault. Able to help with relationship violence generally.  
phone: 662-325-3333

**Marion Counseling Services:** Long and short term therapy provided. Located in Columbus.  
phone: 662-328-2420

**MSU Police Department:** Immediate response for emergency, crisis, or safety concerns.  
phone: 662-325-2121

**National Domestic Violence Hotline:** Services not limited to “battered wives.” Able to deal with relationship violence issues.  
phone: 1-800-799-SAFE

APPENDIX H  
IRB APPROVAL



MISSISSIPPI STATE  
UNIVERSITY

**Compliance Division**  
Administrative Offices  
Animal Care and Use (IACUC)  
Human Research Protection  
Programs (HRP)  
1207 Hay 182 West, Suite C  
Starkville, MS 39759  
(662) 325-3496 - fax

**Safety Division**  
Biosafety (BC)  
Radiation Safety  
Hazardous Waste  
Chemical & Lab Safety  
Fire & Life Safety  
70 Morgan Avenue  
Mississippi State, MS 39762  
(662) 325-8776 - fax

<http://www.ocr.msstate.edu>  
[compliance@research.msstate.edu](mailto:compliance@research.msstate.edu)  
(662) 325-3294

September 22, 2010

Benjamin Fay  
990 Old Mayhew Rd  
Apt 13  
Starkville, Ms 39759

RE: IRB Study #10-217: Rejection, rumination, and revenge: A test of the Relational Goals Theory of stalking perpetration

Dear Mr. Fay:

The above referenced project was reviewed and approved via expedited review for a period of 9/22/2010 through 9/15/2011 in accordance with 45 CFR 46.110 #7. Please note the expiration date for approval of this project is 9/15/2011. If additional time is needed to complete the project, you will need to submit a Continuing Review Request form 30 days prior to the date of expiration. Any modifications made to this project must be submitted for approval prior to implementation. Forms for both Continuing Review and Modifications are located on our website at <http://www.ocr.msstate.edu>.

Any failure to adhere to the approved protocol could result in suspension or termination of your project. Please note that the IRB reserves the right, at anytime, to observe you and any associated researchers as they conduct the project and audit research records associated with this project.

**Please note that the MSU IRB is in the process of seeking accreditation for our human subjects protection program. As a result of these efforts, you will likely notice many changes in the IRB's policies and procedures in the coming months. These changes will be posted online at <http://www.ocr.msstate.edu/human/ahrrpp.php>. The first of these changes is the implementation of an approval stamp for consent forms. The approval stamp will assist in ensuring the IRB approved version of the consent form is used in the actual conduct of research. You must use copies of the stamped consent form for obtaining consent from participants.**

Please refer to your docket number (#10-217) when contacting our office regarding this project.

We wish you the very best of luck in your research and look forward to working with you again. If you have questions or concerns, please contact Christine Williams at [cwilliams@research.msstate.edu](mailto:cwilliams@research.msstate.edu) or call 662-325-5220.

Sincerely,

[For use with electronic submissions]

Christine Williams  
IRB Compliance Administrator

cc: H. Colleen Sinclair

Office of Regulatory Compliance & Safety • Post Office Box 6223 • Mississippi State, MS 39762