Measures across Studies

This first page lists the measures assessed across studies and was not provided to participants. This does not include all measure included in each study, but provides a list of the measures we drew upon in the current manuscript.

	Study 1	**Study 2**
Goal Selection	Goal Selection Sheet	Goal Selection Sheet
Path A Variables	Support Seeker Self-Esteem	Support Seeker Self-Esteem
	Observer-Rated Indirect Support Seeking	Observer-Rated Indirect Support Seeking
Moderator	Support Seeker Self-Esteem	Support Seeker Self-Esteem
Path A1 and C Variables	Observer-Rated Partner Negative Support Provision	Observer-Rated Partner Negative Support Provision
	Seeker Perceived Partner Responsiveness	Seeker Perceived Partner Responsiveness
Control Variables	Baseline Relatedness Need Satisfaction	Baseline Perceived Partner Responsiveness
	Attachment Avoidance	Attachment Avoidance
	Attachment Anxiety	Attachment Anxiety

Study 1: Variable Instructions and Measures

[This first page lists the procedure, instructions and materials that were presented and was not provided to participants.]

Participants completed the following measures at a laboratory-based session:

I. Goal Selection Sheet
Note. Questions were utilized to select the topic of discussion and ensure that partners did not overlap in their goals.

II. Initial Questionnaire
Demographic Information
Self-Esteem
Attachment Insecurity
Baseline Relatedness

III. Post-Discussion
Post-Discussion Perceptions of Partners' Responsiveness

Observer-Rated Measures:

IV. Behavioral Coding
Indirect Support Seeking
Partners' Negative Support

Note. Blocks of questions are presented as they were presented to participants. This document has redacted other blocks of questions which are not germane to the current study and are being utilized as part of research currently being analyzed and written up for publication.

Background Information

What is your Gender?
❍ Male
❍ Female

What is your race/ethnicity?
❍ Caucasian/White
❍ African-American
❍ Latino/Hispanic
❍ Asian
❍ American Indian
❍ Other (please specify in the next question)

If you selected "other" in the previous question, please specify your race/ethnicity here.

How long have you been in a relationship with your romantic partner?
Years
Months

Since you woke up this morning, about how many hours have you spent with your relationship partner?
❍ 0
❍ Less than 1
❍ 1
❍ 2
❍ 3
❍ 4
❍ 5
❍ 6
❍ 7
❍ 8
❍ 9
❍ 10
❍ More than 10

About how many miles away do you live from your romantic relationship partner?
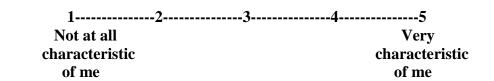
_____

Most people have self-improvement goals, or things about themselves they would like to change. For the purposes of today's study, please choose something that is *not* related to your relationship with your romantic partner. Please write this goal down in the space below, and keep it with you as you return to the room with your romantic partner.

_____

Please rate your level of agreement to the following statements.

I feel that I'm a person of worth, at least on an equal plane with others.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I feel that I have a number of good qualities.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

All in all, I am inclined to feel that I am a failure.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I am able to do things as well as most other people.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I feel I DO NOT have much to be proud of.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I take a positive attitude toward myself.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

On the whole, I am satisfied with myself.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I wish I could have more respect for myself.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I certainly feel useless at times.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

At times I think I am no good at all.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

Please read each of the following statements and rate the extent to which it describes your feelings about romantic relationships. Please think about all your relationships (past and present) and respond in terms of how you generally feel in these relationships. If you have never been involved in a romantic relationship, answer in terms of how you think you would feel.

Please use the scale below by placing a number between 1 and 5 in the space provided to the right of each statement.

1--------------2--------------3--------------4--------------5
Not at all   **Very**
characteristic   **characteristic**
of me   **of me**

1)   I find it relatively easy to get close to people.

2)   I find it difficult to allow myself to depend on others.

3)   I often worry that romantic partners don't really love me.

4)   I find that others are reluctant to get as close as I would like.

5)   I am comfortable depending on others.

6)   I <u>don't</u> worry about people getting too close to me.

7)   I find that people are never there when you need them.

8)   I am somewhat <u>un</u>comfortable being close to others.

9)   I often worry that romantic partners won't want to stay with me.

10)   When I show my feelings for others, I'm afraid they will not feel the same about me 11)

       I often wonder whether romantic partners really care about me.

12)   I am comfortable developing close relationships with others.

13)   I am <u>un</u>comfortable when anyone gets too emotionally close to me.

14)   I know that people will be there when I need them.

15)   I want to get close to people, but I worry about being hurt.

16)   I find it difficult to trust others completely.

17)   Romantic partners often want me to be emotionally closer than I feel comfortable being.

18)   I am not sure that I can always depend on people to be there when I need them.

Please answer the following questions with regards to how you feel right now on a sale from 1 = *not at all true* to 7 = *very true*.

1. When I am with my romantic partner, I feel loved and cared about.

2. When I am with my romantic partner, I feel a lot of distance in our relationship.

3. When I am with my romantic partner, I feel a lot of closeness and intimacy.

Please answer the following questions with respect to the discussion you just had with your partner,

On a scale of 1 to 7, how stressful was the discussion you had with your partner?

On a scale of 1 to 7, how upset were you during the discussion with your partner?

On a scale of 1 to 7, how much did you feel supported by your partner?

On a scale of 1 to 7, how much did you feel helped by your partner?

On a scale of 1 to 7, how much did you feel valued by your partner?

On a scale of 1 to 7, to what extent did you feel appreciated by your partner?

**Please answer the following questions about your current romantic partner on a scale of
1 = *not at all true* to 9 = *completely true*.**

1. My partner is an excellent judge of my character

2. My partner sees the "real" me.

3. My partner sees the same virtues and faults in me as I see in myself.

4. My partner "gets the facts right" about me.

5. My partner esteems me, shortcomings and all.

6. My partner knows me well.

7. My partner values and respects the whole package that is the "real" me.

8. My partner usually seems to focus on the "best side" of me.

9. My partner is aware of what I am thinking and feeling.

10. My partner understands me.

11. My partner really listens to me.

12. My partner expresses liking and encouragement for me.

13. My partner seems interested in what I am thinking and feeling.

14. My partner seems interested in doing things with me.

15. My partner values my abilities and opinions.

16. My partner is on "the same wavelength" with me.

17. My partner respects me.

18. My partner is responsive to my needs.

Coding Indirect Support Seeking

[This first page lists the background information for the coding schedule and information relevant to the study. This material was not presented to the coders.]

Coding Schedule Overview

We used a behavioral coding schedule designed to assess support recipients' indirect support seeking developed by Overall, Fletcher & Simpson (2010) that was developed from support-activation behaviours within the Support Activation Behaviour Coding System of Barbee and Cunningham (1995), support seeking behaviours described by Pasch, Bradbury & Davila (1997).

Coding Support Seeking Behaviour

Support-seeking behaviour will be coded globally, with coders taking into consideration the various behaviours associated with the support-seeking strategy. Each description will be rated on 7-pt scales the extent to which they exhibit the support-seeking strategy applying inference rules to score: low = 1-2, moderate = 3-5, high = 6-7. When rating, coders will take into account the frequency, intensity and duration of support-seeking behaviours evident within the interaction to determine magnitude (i.e., low, moderate, high).

Negative indirect support seeking

This support-seeking category includes behaviour in which the support-seeker complains about their problem, highlighting the negative and helpless situation they are in, trying to make the partner feel sympathy by highlighting negative consequences for self, acting ill or helpless, debasing self by acting weak, whining, or expressing emotion (pleading, crying) to elicit cooperation. These kinds of strategies are likely to also be associated with an appeal to partner's concern and love and an attempt to make the partner feel guilty for their role in the problem or for not helping to solve it.

When considering negative indirect support-seeking, think about:

➢ How much the male/female appealed to his/her partner's love/concern for him/her to get help or understand their position.

➢ How much the male/female emphasized the negative consequences the situation has on self, particularly partner's role in the situation (e.g., 'how much it hurts me', etc.) in order to receive help or sympathetic understanding of their position.

➢ How much the male/female used emotional expression of hurt (e.g., tears, sulking, making sad face, pouting, whining etc) to get help or make partner feel sympathetic.

➢ How much the male/female debased self (e.g., portray self as less capable, worthy or powerful than partner, 'I'm worse off', etc.) and/or presented themselves as needing help, support and love from their partner in order to evoke sympathy and or receive help.

➢ How much the male/female attempted to make their partner feel guilty (e.g., reminding of past favours or partner transgressions, appealing to obligations/commitments or fairness) when discussing the issue.

Coding Negative Support Behavior

[This first page lists the background information for the coding schedule and information relevant to the study. This material was not presented to the coders.]

Coding Schedule Overview

We used a behavioral coding schedule designed to assess support providers' negative support behaviors developed by Overall, Fletcher & Simpson (2010) that incorporated relevant behaviors contained within the Interactive Coping Behavior Coding Systems (Barbee & Cunningham, 1995). Coders took into account both direct and indirect negative behaviors, and provided an overall rating of support providers' negative support.

Negative Support Provision

Negative support provision involves the support provider behaving in a negative rejecting manner toward the support recipient and includes:

    (1) Support providers engaging in active aggressive behaviours that reject and invalidate the partner (Negative direct support provision)

    (2) Support providers engaging in passive non-responsive and dismissing behaviours (Negative indirect support provision)

Negative direct support provision

Negative direct support provision is active and aggressive and includes rejecting or invalidating the partner by derogating the partner and their actions, finding fault in their efforts or progress in bringing about change, blaming the partner for the situation or aspect they desired change, as well as not listening to the recipient, interrupting the recipient and/or insisting the recipient adopts their own point of view. Behaviours that fit in this category include:

1. Displaying negative affect (e.g., anger, irritation, displeasure, frustration, yelling, cursing, violence etc.) toward the partner.
2. Derogating the partner (e.g., criticising, putting-down, insulting, belittling, ridiculing and making fun of the partner in a hurtful way).
3. Rejecting the partner and their views or talking to the partner in a way that expresses the partner is inferior or stupid (e.g., being patronising or condescending, using sarcasm)
4. Blaming the partner for the situation and/ or any lack of success in bringing about change
5. Expressing disagreement or disapproval of the partner's actions, desires and statements, or simply invalidating by ignoring the partner, refusing to listen to the partner, interrupting partner, repeating own point of view, arguing until partner agrees, or insisting the partner adopt his/her approach

Negative Indirect support provision

Negative indirect support provision is passive and dismissing and includes disengaging from the partner, withdrawing from the discussion, avoiding providing support or reassurance, and dismissing the importance of the partner's concerns, feelings and opinions. Behaviours that fit in this category include:

1. Disengaging from the partner (e.g., no, reduced or glazed eye contact, physical distancing, closing off) and withdrawing from the discussion (e.g., becoming silent)
2. Dismissing the importance of the partner's point of view, concerns or feelings (i.e. communicating little concern over the partner's issue or distress) and being non-responsive to the recipients' attempts to discuss the issue or seek support
3. Avoiding providing support or reassurance by hesitating, changing topics, diverting attention, or delaying the discussion .

References

Overall, N. C., Fletcher, G. J., & Simpson, J. A. (2010). Helping each other grow: romantic partner support, self-improvement, and relationship quality. *Personality & Social Psychology Bulletin*, *36*(11), 1496-1513.

Pasch, L. A., Bradbury, T. N., & Davila, J. (1997). Gender, negative affectivity, and observed social support behavior in marital interaction. *Personal Relationships*, *4*(4), 361-378.

Rosenberg, M. (1965). Rosenberg self-esteem scale (RSE). *Acceptance and commitment therapy. Measures package*, *61*, 52.

Simpson, J. A., Rholes, W. S., & Phillips, D. (1996). Conflict in close relationships: An attachment perspective. *Journal of Personality and Social Psychology, 71,* 899–914.

Study 2: Variable Instructions and Measures

[This first page lists the procedure, instructions and materials that were presented and was not provided to participants.]

Participants completed the following measures at a laboratory-based session:

I. Goal Selection Sheet
Note. Questions were utilized to select the topic of discussion and ensure that partners did not overlap in their goals.

II. Initial Questionnaire
Questionnaire Instructions
Demographic Information
Self-Esteem (Rosenberg, 1965)
Adult Attachment Questionnaire (Simpson, Rholes & Phillips, 1996)
Baseline Perceptions of Partners' Responsiveness

III. Post-Discussion
Post-Discussion Perceptions of Partners' Responsiveness

Observer-Rated Measures:

IV. Behavioral Coding
Indirect Support Seeking (Overall, Fletcher & Simpson, 2010)
Partners' Negative Support (Overall, Fletcher & Simpson, 2010)

Note. Blocks of questions are presented as they were presented to participants. This document has redacted other blocks of questions which are not germane to the current study and are being utilized as part of research currently being analyzed and written up for publication.

Everybody has goals which they are trying to achieve. They can be things like being healthier, working or studying harder, saving money, or running a marathon. They might also involve aspects of yourself that you want to change or improve, such as losing weight, being more patient, or spending more time with family or friends.

Please think about your personal goals – goals you are working toward and wanting to achieve or aspects of yourself that you want to change or improve.

Please list your three most important personal goals below. Make sure that these goals are something that you have been thinking about and/or been actively trying to achieve and will continue to be working on for at least the next six months.

Please write a brief description of each goal below and answer the questions below with regard to each goal.

GOAL 1: A personal goal that I have been actively trying to achieve is:

Rank:

_____

_____

	Not at all ▼				▼		Very
This goal was really important to me over the last month	1	2	3	4	5	6	7
This goal was a priority for me over the last month	1	2	3	4	5	6	7
I put a lot of effort into achieving this goal over the last month	1	2	3	4	5	6	7
How important is this goal to being who you want to be?	1	2	3	4	5	6	7
How important is this goal to being who other people want you to be?	1	2	3	4	5	6	7
To what extent do you desire change in yourself regarding this goal?	1	2	3	4	5	6	7
To what extent does YOUR PARTNER desire change in you regarding this goal?	1	2	3	4	5	6	7
To what extent is this goal a serious problem in your relationship?	1	2	3	4	5	6	7
To what extent have you already discussed this goal with your partner?	1	2	3	4	5	6	7
How close are you to achieving this goal?	1	2	3	4	5	6	7

GOAL 2: A personal goal that I have been actively trying to achieve is:

_____

_____

	Not at all ▼				▼		Very
This goal was really important to me over the last month	1	2	3	4	5	6	7
This goal was a priority for me over the last month	1	2	3	4	5	6	7
I put a lot of effort into achieving this goal over the last month	1	2	3	4	5	6	7
How important is this goal to being who you want to be?	1	2	3	4	5	6	7
How important is this goal to being who other people want you to be?	1	2	3	4	5	6	7
To what extent do you desire change in yourself regarding this goal?	1	2	3	4	5	6	7
To what extent does YOUR PARTNER desire change in you regarding this goal?	1	2	3	4	5	6	7
To what extent is this goal a serious problem in your relationship?	1	2	3	4	5	6	7
To what extent have you already discussed this goal with your partner?	1	2	3	4	5	6	7
How close are you to achieving this goal?	1	2	3	4	5	6	7

GOAL 3: A personal goal that I have been actively trying to achieve is:

_____

_____

	Not at all ▼				▼		Very
This goal was really important to me over the last month	1	2	3	4	5	6	7
This goal was a priority for me over the last month	1	2	3	4	5	6	7
I put a lot of effort into achieving this goal over the last month	1	2	3	4	5	6	7
How important is this goal to being who you want to be?	1	2	3	4	5	6	7
How important is this goal to being who other people want you to be?	1	2	3	4	5	6	7
To what extent do you desire change in yourself regarding this goal?	1	2	3	4	5	6	7
To what extent does YOUR PARTNER desire change in you regarding this goal?	1	2	3	4	5	6	7
To what extent is this goal a serious problem in your relationship?	1	2	3	4	5	6	7
To what extent have you already discussed this goal with your partner?	1	2	3	4	5	6	7
How close are you to achieving this goal?	1	2	3	4	5	6	7

*Now that you have outlined 3 goals, please rank in order of importance each goal in the boxes provided

General Instruction Sheet

Thank you for participating in this study.

To ensure that your data can be used as part of this research program it is important that you follow the instructions outlined below:
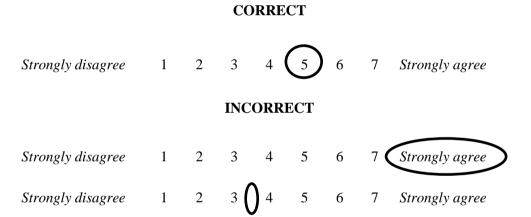
Read each item carefully to make sure you understand it before answering.

Make sure you answer **EVERY** question.

You must always circle only **ONE** number on each scale.

Make sure you circle a **number**. **DO NOT** circle the words at the end of the numbers or in between two numbers.

For example:

<div align="center">CORRECT</div>

Strongly disagree   1   2   3   4   (5)   6   7   *Strongly agree*

<div align="center">INCORRECT</div>

Strongly disagree   1   2   3   4   5   6   7   (*Strongly agree*)

Strongly disagree   1   2   3 () 4   5   6   7   *Strongly agree*

If you change your mind once you have circled a number, please mark a cross through the original circle and then circle your new response.

For example,

Strongly disagree   1   2   (3)   4   ⊗   6   7   *Strongly agree*

There are no right or wrong answers. Some of the questions may be difficult but please try your best to answer as honestly and accurately as you can.

Remember that all your answers are strictly confidential. Your data will be entered into a computer without your name, and your questionnaires will be held in a secure place with no accompanying name attached. Your partner will NOT get to see your questionnaire.

Background Information

Gender (please tick ☑):

    ☐ Male

    ☐ Female

Age:

_____ years old

Please tick (☑) the category that best describes your relationship.

    ☐ Casual

    ☐ Steady

    ☐ Serious

    ☐ Living together

    ☐ Married

How long have you been in your current relationship?

_____ years _____ months

If you are married, how long have you been married?

_____ years _____ months

If you are living with your partner (but not married), how long have you been living together?

_____ years _____ months

If you are living with your partner (but not married), please tick (☑) the category that best describes your reasons for living together?

    ☐ Temporary for convenience

    ☐ Extension of affectionate, steady relationship

    ☐ Trial marriage (if contemplating marriage)

    ☐ Temporary alternative to marriage

    ☐ Permanent or semi-permanent alternative to marriage

Please tick (☑) the category that best describes you.

    ☐ Full-time Student

    ☐ Part-time Student

    ☐ Employed Part-time

    ☐ Employed Full-time

    ☐ Unemployed

Please tick (☑) the ethnic group(s) that you belong to:

    ☐ NZ European/Pakeha

    ☐ Maori

    ☐ Pacific Nations

    ☐ Asian

    ☐ Indian

    ☐ European (non-NZ)

    ☐ Other (please specify) _____

Please tick (☑) the category that best describes your highest educational level attained:

    ☐ Postgraduate Qualification

    ☐ Tertiary Qualification

    ☐ Higher School Certificate/Bursary

    ☐ School Certificate

    ☐ Other (please specify) _____

Please estimate your _personal_ annual income (*not* your joint income with your partner)

    ☐ $10,000 or under

    ☐ $11,000 - $20,000

    ☐ $21,000 - $30,000

    ☐ $31,000 - $40,000

    ☐ $41,000 - $50,000

    ☐ $51,000 - $60,000

    ☐ $61,000 - $70,000

    ☐ $71,000 - $80,000

    ☐ $81,000 +

Below is a list of statements dealing with your general feelings about YOURSELF. Rate the extent to which you agree with each item by circling ONE number in each scale.

I feel that I'm a person of worth, at least on an equal plane with others.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I feel that I have a number of good qualities.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

All in all, I am inclined to feel that I am a failure.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I am able to do things as well as most other people.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I feel I DO NOT have much to be proud of.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I take a positive attitude toward myself.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

On the whole, I am satisfied with myself.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I wish I could have more respect for myself.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

I certainly feel useless at times.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

At times I think I am no good at all.

Strongly disagree   1   2   3   4   5   6   7   *Strongly agree*

Rate each item below in reference to your ROMANTIC RELATIONSHIPS IN GENERAL by circling ONE number in each scale.

I find it relatively easy to get close to romantic partners.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

I'm NOT very comfortable having to depend on romantic partners.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

I'm comfortable having my romantic partners depend on me.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

I DON'T often worry about being abandoned by my romantic partners.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

I DON'T like my romantic partners getting too close to me.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

I'm somewhat uncomfortable being too close to my romantic partners.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

I find it difficult to trust my romantic partners completely.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

I'm nervous whenever any of my romantic partners gets too close to me.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

My romantic partners often want me to be more intimate than I feel comfortable being.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

My romantic partners are often reluctant to get as close as I would like.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

I often worry that my romantic partners DON'T really love me.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

I DON'T often worry about my romantic partners leaving me.

Strongly disagree　　1　　2　　3　　4　　5　　6　　7　　*Strongly agree*

I often want to merge completely with my romantic partners, and this desire sometimes scares them away.

Strongly disagree   1   2   3   4   5   6   7   ***Strongly agree***

I'm confident my romantic partners would never hurt me by suddenly ending our relationship.

Strongly disagree   1   2   3   4   5   6   7   ***Strongly agree***

I usually want more closeness and intimacy than my romantic partners do.

Strongly disagree   1   2   3   4   5   6   7   ***Strongly agree***

The thought of being left by my romantic partners <u>rarely</u> enters my mind.

Strongly disagree   1   2   3   4   5   6   7   ***Strongly agree***

I'm confident that my romantic partners love me just as much as I love them.

Strongly disagree   1   2   3   4   5   6   7   ***Strongly agree***

This questionnaire asks you about you and your partner's goals that you have just identified and are about to discuss.

These first set of questions asks you about your feelings, thoughts and behaviours in relation to YOUR goal that YOU are actively trying to achieve.

YOUR Goal: _____

_____

Thinking about how YOUR PARTNER thinks, feels and behaves with regard to YOUR GOAL, to what extent does YOUR PARTNERS' thoughts, feelings and behavior make you FEEL the following:

	Not at all ▼						*Very* ▼
I feel…							
close/intimate	1	2	3	4	5	6	7
understood/validated	1	2	3	4	5	6	7
accepted/valued	1	2	3	4	5	6	7

These set of questions asks you about you and your partner's feelings, thoughts and behaviours in relation to YOUR goal that YOU are actively trying to achieve and just discussed with your partner.

YOUR Goal: _____

_____

Thinking about how YOUR PARTNER thought, felt and behaved with regard to YOUR GOAL, to what extent did YOUR PARTNERS' thoughts, feelings and behavior make you FEEL the following:

	Not at all ▼						*Very* ▼
I feel…							
close/intimate	1	2	3	4	5	6	7
understood/validated	1	2	3	4	5	6	7
accepted/valued	1	2	3	4	5	6	7

Coding Indirect Support Seeking

[This first page lists the background information for the coding schedule and information relevant to the study. This material was not presented to the coders.]

Coding Schedule Overview

We used a behavioral coding schedule designed to assess support recipients' indirect support seeking developed by Overall, Fletcher & Simpson (2010) that was developed from support-activation behaviours within the Support Activation Behaviour Coding System of Barbee and Cunningham (1995), support seeking behaviours described by Pasch, Bradbury & Davila (1997).

Coding Support Seeking Behaviour

Support-seeking behaviour will be coded globally, with coders taking into consideration the various behaviours associated with the support-seeking strategy. Each description will be rated on 7-pt scales the extent to which they exhibit the support-seeking strategy applying inference rules to score: low = 1-2, moderate = 3-5, high = 6-7. When rating, coders will take into account the frequency, intensity and duration of support-seeking behaviours evident within the interaction to determine magnitude (i.e., low, moderate, high).

Negative indirect support seeking

This support-seeking category includes behaviour in which the support-seeker complains about their problem, highlighting the negative and helpless situation they are in, trying to make the partner feel sympathy by highlighting negative consequences for self, acting ill or helpless, debasing self by acting weak, whining, or expressing emotion (pleading, crying) to elicit cooperation. These kinds of strategies are likely to also be associated with an appeal to partner's concern and love and an attempt to make the partner feel guilty for their role in the problem or for not helping to solve it.

When considering negative indirect support-seeking, think about:

➢ How much the male/female appealed to his/her partner's love/concern for him/her to get help or understand their position.

➢ How much the male/female emphasized the negative consequences the situation has on self, particularly partner's role in the situation (e.g., 'how much it hurts me', etc.) in order to receive help or sympathetic understanding of their position.

➢ How much the male/female used emotional expression of hurt (e.g., tears, sulking, making sad face, pouting, whining etc) to get help or make partner feel sympathetic.

➢ How much the male/female debased self (e.g., portray self as less capable, worthy or powerful than partner, 'I'm worse off', etc.) and/or presented themselves as needing help, support and love from their partner in order to evoke sympathy and or receive help.

➢ How much the male/female attempted to make their partner feel guilty (e.g., reminding of past favours or partner transgressions, appealing to obligations/commitments or fairness) when discussing the issue.

Coding Negative Support Behavior

[This first page lists the background information for the coding schedule and information relevant to the study. This material was not presented to the coders.]

Coding Schedule Overview

We used a behavioral coding schedule designed to assess support providers' negative support behaviors developed by Overall, Fletcher & Simpson (2010) that incorporated relevant behaviors contained within the Interactive Coping Behavior Coding Systems (Barbee & Cunningham, 1995). Coders took into account both direct and indirect negative behaviors, and provided an overall rating of support providers' negative support.

Negative Support Provision

Negative support provision involves the support provider behaving in a negative rejecting manner toward the support recipient and includes:

(3) Support providers engaging in active aggressive behaviours that reject and invalidate the partner (Negative direct support provision)

(4) Support providers engaging in passive non-responsive and dismissing behaviours (Negative indirect support provision)

Negative direct support provision

Negative direct support provision is active and aggressive and includes rejecting or invalidating the partner by derogating the partner and their actions, finding fault in their efforts or progress in bringing about change, blaming the partner for the situation or aspect they desired change, as well as not listening to the recipient, interrupting the recipient and/or insisting the recipient adopts their own point of view. Behaviours that fit in this category include:

6. Displaying negative affect (e.g., anger, irritation, displeasure, frustration, yelling, cursing, violence etc.) toward the partner.
7. Derogating the partner (e.g., criticising, putting-down, insulting, belittling, ridiculing and making fun of the partner in a hurtful way).
8. Rejecting the partner and their views or talking to the partner in a way that expresses the partner is inferior or stupid (e.g., being patronising or condescending, using sarcasm)
9. Blaming the partner for the situation and/ or any lack of success in bringing about change
10. Expressing disagreement or disapproval of the partner's actions, desires and statements, or simply invalidating by ignoring the partner, refusing to listen to the partner, interrupting partner, repeating own point of view, arguing until partner agrees, or insisting the partner adopt his/her approach

Negative Indirect support provision

Negative indirect support provision is passive and dismissing and includes disengaging from the partner, withdrawing from the discussion, avoiding providing support or reassurance, and dismissing the importance of the partner's concerns, feelings and opinions. Behaviours that fit in this category include:

4. Disengaging from the partner (e.g., no, reduced or glazed eye contact, physical distancing, closing off) and withdrawing from the discussion (e.g., becoming silent)
5. Dismissing the importance of the partner's point of view, concerns or feelings (i.e. communicating little concern over the partner's issue or distress) and being non-responsive to the recipients' attempts to discuss the issue or seek support
6. Avoiding providing support or reassurance by hesitating, changing topics, diverting attention, or delaying the discussion .

References

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