Psicothema

Adaptation of the Accommodation among Romantic Couples Scale (ARCS) to the Spanish Population

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Abstract

Background: The different conflict resolution strategies that couples use are crucial in preserving or ending their relationships. Despite the importance of these strategies, no instrument for measuring them has been adequately adapted to Spanish culture. The goal of this study is to adapt the Accommodation among Romantic Couples Scale to Spanish culture, filling this gap by providing a rigorous instrument to evaluate the construct. **Method:** A total of 489 participants from the general population responded to the instrument after adaptation. The scale's psychometric properties were then evaluated from a classical perspective. **Results:** The indexes of fit from confirmatory factor analysis indicated good fit to the four-factor structure proposed by the authors of the original scale: voice, loyalty, exit, and neglect. The reliability of these dimensions was similar to that obtained in the original version. Evidence of validity relative to other variables indicated good convergent and discriminant validity. **Conclusions:** The Spanish version of the Accommodation among Romantic Couples Scale is a reliable instrument with sufficient valid evidence to provide accurate measurement of conflict resolution strategies in couple relationships.

Keywords: Conflict resolution, couple relationships, reliability, validity, instrumental study.

Resumen

Adaptación de la Accommodation among Romantic Couples Scale (ARCS) a población española. **Antecedentes:** las diferentes estrategias de resolución de conflictos en la pareja son un aspecto fundamental en el mantenimiento o la ruptura de las relaciones. A pesar de su importancia, no existe un instrumento de medida adecuadamente adaptado a la cultura española. El objetivo de este estudio es realizar la adaptación al español de la Accommodation among Romantic Couples Scale (ARCS) con la finalidad de suplir dicha carencia y así contar con un instrumento adecuado para evaluar dicho constructo. **Método:** 489 participantes de población general respondieron al instrumento tras su adaptación. A continuación se evaluaron las propiedades psicométricas de la escala desde la perspectiva clásica. **Resultados:** los índices de ajuste del análisis factorial confirmatorio indicaron un buen ajuste a la estructura tetrafactorial propuesta por los autores de la escala original: expresión, lealtad, huida y negligencia. La fiabilidad de dichas dimensiones fue similar a la obtenida en la versión original. Las evidencias de validez en relación con otras variables indicaron una adecuada validez tanto convergente como discriminante. **Conclusiones:** la versión española de la Accommodation among Romantic Couples Scale es un instrumento fiable y con suficientes evidencias de validez para medir las estrategias de resolución de conflictos en la pareja de un modo adecuado.

Palabras clave: resolución de conflictos, relaciones de pareja, fiabilidad, evidencias de validez, estudio instrumental.

Conflicts are inherent in any type of interpersonal relationship (Kulik, Walfisch, & Liberman, 2016), and they are not necessarily damaging (Siffert & Schwarz, 2011). When couples resolve conflicts in a maladaptive way, however, they can create situations that are stressful for both members (Overall & McNulty, 2017), potentially leading to processes that dissolve the relationship (Fariña, Arce, & Seijo, 2015).

In 2017, Spain registered 102,341 separations and divorces (Instituto Nacional de Estadística, 2018). This process impacts the health and well-being of each partner in the couple, as well as

of the other family members. For example, at the economic level, a break-up brings greater risk of impoverishment (Seijo, Fariña, Corrás, Novo, & Arce, 2016). The break-up also has a series of consequences for the children, constituting a risk factor for their physical health by increasing the probability of genitourinary, gastrointestinal, dermatological, and neurological problems (Martiñón et al., 2017; Reiter, Hjörleifsson, Breidablik, & Meland, 2013). At the psychological level, research confirms that the children of separated parents may behave more aggressively (Estévez, Jiménez, & Moreno, 2018; Jiménez & Estévez, 2017) or have higher levels of hostility, anxiety, or depression, as well as lower scores on self-esteem and self-control in social relationships (Seijo et al., 2016). It is thus vitally important to study conflict resolution in couples, since insufficient ability to face conflicts can have serious consequences for both the partners and the people around them (Fariña et al., 2015; Gordon & Chen, 2016).

Studies categorize strategies for conflict management and resolution according to their destructive or constructive character (Rusbult & Zembrodt, 1983). Constructive strategies have a positive emotional tone, foster cooperation, and help to preserve the relationship (Overall & McNulty, 2017). Destructive strategies involve hostile behavior that demonstrates negativity, displeasure, and competitiveness, and such strategies damage the relationship (Overall, Sibley, & Travaglia, 2010). In the context of couple relationships, Rusbult and Zembrodt (1983) propose a classification based on four conflict resolution strategies: (a) exit, a destructive strategy in which one partner attempts to leave the relationship; (b) voice, a constructive strategy that involves finding a solution to the conflict through negotiation; (c) loyalty, a constructive strategy in which the partner passively expects problems to improve by themselves; and (d) neglect, a destructive strategy that leads to deterioration of the relationship because members avoid the problems and spend less time together (Brewer et al., 2018; Okutan, Buyuksahin-Sunal, & Sakalli-Ugurlu, 2017). Exit, loyalty, and neglect result in worse resolution of the conflict, while voice is the most effective strategy for resolving conflicts (Overall et al., 2010).

Conflict resolution strategies in couple relationships have been related to different psychological variables, such as machiavellianism, psychopathy, and narcissism (Brewer et al., 2018); cultural values of collectivism and individualism (Quek & Fitzpatrick, 2013); feelings of worth and closeness (Overall et al., 2010); and satisfaction and commitment to the relationship (Garrido-Macías, Valor-Segura, & Expósito, 2017). This study focuses specifically on the relationship of conflict resolution strategies to emotional intelligence, partner dependence, and self-esteem. Research confirms that constructive strategies are positively—and destructive strategies negatively—associated with emotional intelligence (Ahn, Sung, & Drumwright, 2016; Khanjani et al., 2012; Monteiro & Balogun, 2015; Stolarski, Postek, & Smieja, 2011). On the other hand, research finds a positive relationship between partner dependence and the use of destructive and inadequate conflict resolution strategies (Pradas & Perles, 2012; Valor-Segura, Expósito, Moya, & Kluwer, 2014). Finally, people with high self-esteem tackle conflict resolution through more use of cooperative, constructive, efficient, or voice-based strategies and less use of destructive or negligent ones (Garaigordobil, Machimbarrena, & Maganto, 2016; Overall et al., 2010).

Given the importance of problem-solving strategies in couple relationships, diverse instruments have been developed to evaluate these strategies. The most prominent tests are the Couple Assertiveness Questionnaire [*Cuestionario de Aserción en la Pareja*] (ASPA; Carrasco, 1998), the modified version of the Conflict Tactics Scale (M-CTS; Straus, 1979), the Conflict Resolution Styles Inventory (CRSI; Kurdek, 1994), and the Accommodation among Romantic Couples Scale (ARCS; Rusbult, Johnson, & Morrow, 1986). The ASPA (Carrasco, 1998) evaluates four types of communication strategies in specific situations of marital conflict, such as sexual relationship, expressions of affection, communication, free time, and domestic tasks. The M-CTS (Straus, 1979)—adapted to the Spanish adult population by Graña, Andreu, Peña and Rodríguez-Biezma (2013)—evaluates the prevalence or incidence of various types of aggressive behavior in couple relationships. The CRSI (Kurdek, 1994)—adapted to the Spanish adolescent population by Bonache, Ramírez-Santana and González-Méndez (2016)—evaluates the frequency with which both partners use a series of strategies to face arguments and disagreements. The scales mentioned above have the limitation of evaluating conflict resolution based on specific behavior associated with isolated contexts (ASPA), violent behavior of aggression and victimization (M-CTS), and behavior prototypical of adolescents (CRSI). The Accommodation among Romantic Couples Scale (Rusbult et al., 1986), however, evaluates the different conflict resolution strategies in couples in a general framework, enabling application of the scale to any relationship context.

Given the important role that different use of conflict resolution strategies plays for couples in preserving or breaking relationships, it is crucial to have a good instrument to evaluate this construct. Of all scales mentioned, the Accommodation among Romantic Couples Scale (Rusbult et al., 1986) possesses the most robust theoretical framework and wide acceptance in the scholarly community, as shown in the numerous studies that use it in countries including the U.S. (e.g., Quek & Fitzpatrick, 2013), Canada (e.g., Kammrath & Dweck, 2006), Turkey (e.g., Okutan et al., 2017), the United Kingdom (e.g., Brewer et al., 2018), Poland (Stolarski et al., 2011), and New Zealand (e.g., Overall et al., 2010).

Since the Accommodation among Romantic Couples Scale is the most commonly used measurement in the literature for evaluating conflict resolution strategies in couple relationships, and since it has not been adapted to the Spanish population, the goal of this study is to adapt the scale to this population. Such adaptation will give research on this construct in Spain an instrument with good psychometric properties and make transcultural studies possible due to the wide international dissemination of the scale.

Method

Participants

The sample was composed of 485 participants (219 men and 266 women) who fulfilled the following inclusion criteria: (a) being at least 18 years old, (b) having been in a couple relationship for at least two months at the time they completed the questionnaire, (c) being heterosexual, and (d) being a Spanish citizen. The participants were recruited from the Spanish population through a non-random selection procedure. As to age, 42.4% of participants were 18-30 years old, 31% ages 31-50, and 26.6% over 50 ($M = 37.72$; $SD = 14.38$). Of the total participants, 49.6% were married, 12.4% living with their partner, and 38% not living with their partner ($M = 174$ months in the relationship; $SD = 148.56$); 53.8% had children. Finally, 18.2% had completed primary education, 39.2% secondary education, and 42.1% higher education.

Instruments

Spanish adaptation of the Accommodation among Romantic Couples Scale (Rusbult et al., 1986). For cultural coherence, we translated the scale's name as *Escala de Resolución de Conflictos de Pareja* (ERCP). The scale is composed of 28 items, with response choices on a 9-point Likert scale ranging from 1 (*I never do that*) to 9 (*I always do that*). These items evaluate four dimensions (voice, loyalty, exit, and neglect). To avoid possible bias, all items were phrased positively (Suárez-Álvarez et al., 2018), such that higher scores indicated a higher degree of the dimension evaluated. In the original scale, the reliability coefficients were .72 for voice, .53 for loyalty, .91 for exit, and .76 for neglect.

Spanish version of the partner-specific dependency scale (SSDS; Valor-Segura, Expósito, & Moya, 2009). This scale is composed of 17 items with response choices on a 6-point Likert scale from 1 (*completely disagree*) to 6 (*completely agree*). This scale evaluates the dimension of Exclusive Dependence, Emotional Dependence, and Anxious Attachment. High scores indicate a greater degree of the different dimensions evaluated. The original scale's internal consistency is .89 for Exclusive Dependency, .84 for Emotional Dependency, and .89 for Anxious Attachment (Rathus & O'Leary, 1997). The version of the scale adapted to the Spanish population shows good reliability coefficients (.89, .89, and .90, respectively). The sample used in this study obtained coefficients of .72, .80, and .72, respectively.

Spanish version of the Rosenberg self-esteem scale (EAR; Baños & Guillén, 2000). The questionnaire consists of 10 items with responses on a 4-point Likert scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). High scores on the scale are associated with higher levels of self-esteem. The internal consistency of the adapted scale is .86, and that of our study sample is .82.

Spanish version of the Trait Meta-Mood Scale (TMMS-24; Fernández-Berrocal, Extremera, & Ramos, 2004). This scale consists of 24 items with 5 Likert-format response options ranging from 1 (*completely disagree*) to 5 (*completely agree*). The scale evaluates three dimensions: Attention, Clarity, and Repair. A high score indicates greater presence of the construct evaluated. The reliability of the adapted version was calculated using the test-retest procedure (4 weeks later) and obtained correlations of .60 for Attention, .70 for Clarity, and .83 for Repair. Fernández-Berrocal et al. (2004) also indicate that the internal consistency of the various dimensions was higher than .85, but they do not specify the exact values for each dimension. For our sample, the α-coefficient obtained was .89 for Attention, .88 for Clarity, and .87 for Repair.

Procedure

This is an instrumental study (Montero & León, 2007), since it evaluates the psychometric characteristics of a psychological questionnaire adapted to the Spanish population. In composing this study, we followed the recommendations by Hartley (2012) and Carretero-Dios and Pérez (2007).

The Accommodation among Romantic Couples Scale was adapted following the recommendations of Muñiz, Elosua and Hambleton (2013). First, as recommended by Elosua, Mujica, Almeida and Hermosilla (2014), two independent bilingual translators with good knowledge of both U.S. and Spanish culture translated the scale from English to Castilian Spanish. Following the procedure used by Pacheco, Rey and Sánchez-Álvarez (2019), after obtaining the two versions, the members of the research team individually analyzed the translations of the questionnaire. They then met and shared the changes each expert considered helpful to ensuring that the items evaluated the study construct in the Spanish population. Subsequently, the researchers shared their proposed changes, resulting in changes in 3 of the 27 items composing the scale.

The participants were recruited from the general Spanish population following a non-random sampling procedure. Previously trained researchers administered questionnaires individually in various public places, informing the participants that they could interrupt completion of the questionnaire at any time. Before completing the questionnaires, the participants read and signed informed consent forms, and they submitted the questionnaires in closed envelopes. The University of Granada's Human Research Ethics Committee approved the study.

Data analysis

To confirm validity of the questionnaire's internal structure, we performed Confirmatory Factor Analysis (CFA) using the Robust Maximum Likelihood Method (RMLM). The analyses were performed with Mplus 7.3 software. After confirming the scale's dimensional structure, we calculated reliability, using the α coefficient for each dimension, as well as the discrimination index of each item. All items were confirmed to have a good discrimination index (Muñiz, Fidalgo, García-Cueto, Martínez, & Moreno, 2005). To prove validity of the relationship to other variables and enable construction of a nomological network (Muñiz & Fonseca-Pedrero, 2019), we correlated the scores obtained in the different dimensions of the ERCP with those obtained in the dimensions of the SSDS, EAR, and TMMS-24. Following the Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014), these correlations were attenuated to eliminate measurement error. We calculated the Confidence Interval at a Confidence Level of 95% for both the correlations and the attenuated correlations (American Educational Research Association et al., 2014). Since the correlations did not follow a normal distribution, we had to perform the Fisher Z transformation of the scores to obtain their confidence interval.

Results

In performing CFA to confirm the four-factor structure proposed by the authors in the original version of the scale, we confirmed that the weight of Item 21 in the dimension Loyalty was not statistically significant (p =.587). We also confirmed that the correlations of the dimension Exit with Voice and Loyalty were not statistically significant (p = .651 and .978, respectively). After eliminating both Item 21 and the non-significant correlations among the dimensions, and confirming the modification indexes, we calculated the covariance between residuals of the different items (see Figure 1). Since respecification of the model cannot be based only on the modification indices, logical reasons for covarying these residuals should be due both to apparent item content overlap and to the fact that forcing large error terms to be uncorrelated is rarely appropriate with real data (Bentler & Chou, 1987). After the modifications mentioned above, the model's fit with the data can be considered as good: $\chi^2(314) = 478.6$, $p < .001$, RMSEA = .037, 90% CI [.03, -.04], CFI = .89, SRMR = .08. With the exception of the CFI, which should be greater than .90, the values obtained for the other fit indices indicate good fit of the model to the data (Cuesta, Suárez-Álvarez, Lozano, García-Cueto, & Muñiz, 2018).

Although we confirmed fit of the four-factor model proposed by the authors of the original version, we also evaluated the fit of possible competing models, such as the one- and two-dimensional models (Destructive vs. Constructive). In both cases, the fit indices were worse than in the four-dimensional structures,

and the hierarchical χ^2 tests indicated a better fit of the original model's.

Item analysis showed that the fit indices were more than sufficient (see Table 1), as all values were above the threshold of .20 (Muñiz et al., 2005). We also confirmed that the reliability evaluated using the α coefficient exceeded the cut-off of .70 for all dimensions except loyalty, for which reliability was slightly below this value. This result may be due to elimination of Item 21, which left only 6 items in this dimension.

In seeking evidence of validity relative to other variables, the scores for the different dimensions of the ERCP were correlated with the total scores obtained by the participants in the different dimensions
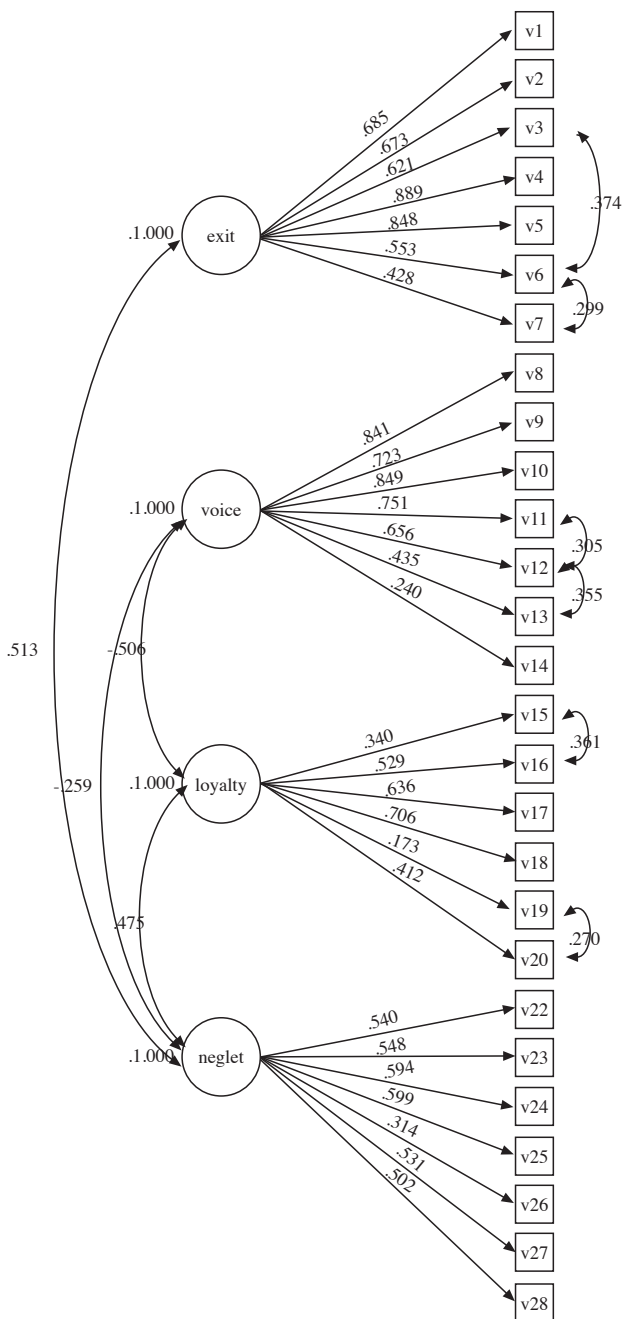
Table 1
Reliability and item analysis

Dimensions		D.I.	Dimensions		D.I.
Exit (α = .87)	Item1	.64	Voice (α = .82)	Item8	.70
	Item2	.67		Item9	.62
	Item3	.68		Item10	.70
	Item4	.77		Item11	.71
	Item5	.77		Item12	.67
	Item6	.60		Item13	.46
	Item7	.46		Item14	.22
Loyalty (α = .68)	Item15	.38	Neglect (α = .75)	Item22	.48
	Item16	.48		Item23	.48
	Item17	.47		Item24	.51
	Item18	.47		Item25	.52
	Item19	.30		Item26	.26
	Item20	.37		Item27	.47
				Item28	.59

Note: D.I.: Discrimination Index; α: Alpha Cronbach Coefficient

of the tests applied (SSDS, EAR, and TMMS-24). Table 2 shows the value of both the correlation and the attenuated correlation, as well as the confidence interval at a Confidence Level of 95% (American Educational Research Association et al., 2014). The correlations are considered as significant if 0 is not included in the interval.

Finally, as to proof of validity relative to the other variables, we confirm (see Table 2) that effective strategies for conflict resolution (Voice) are positively related to self-esteem (Garaigordobil et al., 2016; Overall et al., 2010) and emotional intelligence (Khanjani et al., 2012; Monteiro & Balogun, 2015; Stolarski et al., 2011). Inadequate strategies for conflict resolution (exit, neglect, and loyalty), in contrast, were negatively related to self-esteem and emotional intelligence (except for the relationship between exit and attention, which shows direct correlation). People with greater use of strategies oriented to remaining in the relationship (high scores for loyalty) score high on partner dependence (Valor-Segura et al., 2014). People with higher scores in use of strategies associated with leaving the relationship (high scores for exit) score low on partner-specific dependence.

Discussion

The serious consequences of inadequate strategies for facing and resolving conflicts in couple relationships confirm the importance of studying these constructs. Consequences can range from economic to psychological (Estévez et al., 2018; Jiménez & Estévez, 2017; Martiñón et al., 2017; Reiter et al., 2013; Seijo et al., 2016). Evaluating strategies for facing conflict with one's partner must therefore be a central issue in study of and intervention in marital conflicts. As Spain lacks a measurement instrument adapted to the general population that can evaluate this construct with good psychometric properties, the goal of this study is to adapt the ERCP to the general Spanish population in order to fill this gap.

The ERCP's factor structure is equivalent to that of the original scale (Rusbult et al., 1986). As the authors propose, the 28 items composing the original scale are distributed across the four dimensions that compose the scale. The only difference occurs in

Figure 1. Factor Structure of Couple Conflict Resolution Scale (ERCP)

Table 2
Correlations among ERCP, SDSS, EAR, and TMMS-24

Scales		EXIT		VOICE		LOYALTY		NEGLECT	
		r_{xy}	$r_{xy\text{-}a}$	r_{xy}	$r_{xy\text{-}a}$	r_{xy}	$r_{xy\text{-}a}$	r_{xy}	$r_{xy\text{-}a}$
SSDS	Em. D.	-.27 [-.36, -.19]	-.33 [-.41, -.25]	.18 [.09, .27]	.23 [.14, .31]	-.01 [-.10, .08]	-.02 [-.11, .08]	-.20 [-.28, -.11]	-.25 [-.34, -.17]
	Ex. D.	-.17 [-.26, -.08]	-.22 [-.30, -.13]	-.27 [-.35, -.18]	-.35 [-.43, -.27]	.14 [.05, .23]	.20 [.12, .29]	-.01 [-.10, .08]	-.02 [-.11, .07]
	An. A.	.26 [.17, .34]	.32 [.24, .40]	-.02 [-.11, .07]	-.03 [-.12, .06]	.10 [.01, .18]	.14 [.05, .22]	.30 [.21, .38]	.40 [.32, .47]
	Tot. D.	-.11 [-.20, -.01]	-.13 [-.22, -.04]	-.06 [-.15, .03]	-.07 [-.16, .02]	.11 [.02, .20]	.15 [.06, .24]	.02 [-.07, .11]	.03 [-.06, .12]
EAR	Self.	-.17 [-.26, -.08]	-.20 [-.29, -.11]	.14 [.04, .22]	.17 [.07, .25]	-.16 [-.25, -.07]	-.21 [-.30, -.13]	-.19 [-.28, -.10]	-.24 [-.32, -.15]
TMMS-24	Atten.	.10 [.01, .19]	.12 [.03, .21]	.27 [.18, .35]	.32 [.23, .40]	-.08 [-.17, .02]	-.10 [-.19, -.01]	.03 [-.06, .12]	.04 [-.05, .13]
	Clar.	-.13 [-.22, -.04]	-.15 [-.24, -.06]	.24 [.15, .32]	.28 [.19, .36]	-.06 [-.16, .03]	-.08 [-.17, .01]	-.20 [-.29, -.11]	-.25 [-.33, -.16]
	Rep.	-.07 [-.16, .02]	-.08 [-.17, .01]	.16 [.07, .24]	.19 [.10, .27]	.01 [-.08, .10]	.01 [-.08, .10]	-.13 [-.22, -.04]	-.16 [-.25, -.07]

Note: r_{xy}: Pearson correlation; $r_{xy\text{-}a}$: attenuated correlation; Em. D.: Emotional Dependency; Ex. D.: Exclusive Dependency; An. A.: Anxious Attachment; Tot. D.: Total Dependence; Self.: Self-esteem; Atten: Attention; Clar: Clarity; Rep.: Repair.

Item 21, whose factor loading is not significant for the dimension Loyalty. Item 21 also had a discrimination index below .20, leading us to eliminate it from the questionnaire and leaving the dimension Loyalty composed of 6 items. The other dimensions are composed of 7 items each.

The analyses of each item's discrimination capability were more than satisfactory, obtaining results above .20 in all cases except the above-mentioned Item 21. This index suggests that the different items have good capability to differentiate among persons with high and low scores in the dimension the item evaluates.

The reliability of each dimension is good (always above .70), except for the dimension of loyalty ($\alpha = .68$). Although the value obtained is below the classical cut-off point, the result is higher than the reliability of the dimension in the original version ($\alpha = .53$). Still, eliminating one of the items composing the dimension affects reliability negatively, and the results obtained in this dimension should be taken with caution.

In this study, proof of validity in the relationship to other variables has shown that the correlations—both direct and attenuated—obtained of the ERCP to the SSDS, EAR, and TMMS-24 are consistent with the prior literature, even though they show lower values than expected. Self-esteem and emotional intelligence are thus related positively to voice and negatively to exit, neglect, and loyalty (e.g., Monteiro & Balogun, 2015; Overall et al., 2010). Partner dependence is positively related to loyalty and negatively related to exit (Pradas & Perles, 2012; Valor-Segura et al., 2014).

This study has several limitations. First, although the participants are men and women with different sociodemographic characteristics, the sample selection procedure was incidental. Further, the study was performed with a sample of the general population. In future studies, it would be interesting to validate the ERCP for other age groups or fields of study, such as adolescents or clinical samples of women who are victims of gender violence, in order to identify and intervene in the most damaging patterns of conflict resolution. Although it would be interesting to analyze how the two members of the couple resolve the conflict together as a unit, the main goal of this study was to establish an accurate tool with good psychometric properties to evaluate conflict resolution in couples. It would also be interesting for future studies to confirm whether or not inadequate conflict resolution predicts dissolution of the relationship, since unpublished studies by the research group have obtained inconclusive results.

Accommodation among Romantic Couples Scale is one of the instruments with the fullest theoretical framework and the widest use in evaluating couples' strategies to resolve their conflicts. It thus provides Spain with a scale that has good psychometric properties, enabling application to any context of the couple relationship (see Table 3).

Acknowledgements

Note

* The first two authors contributed equally to this work and share first autorship.

Table 3
Escala de Resolución de Conflictos de Pareja (ERCP)[Accommodation among Romantic Couples Scale]

People respond differently when they face situations of conflict in a romantic relationship. Please respond to the following statements by indicating how you face problems with your romantic partner. Use the 9-point scale beside each sentence. Mark with an X the number that best expresses your degree of agreement with each of the sentences:

I never do that								I always do that
1	2	3	4	5	6	7	8	9

1. When I am unhappy with my partner, I suggest breaking up [Cuando soy infeliz con mi pareja, me planteo romper]

2. When I get angry with my partner, I suggest breaking up [Cuando me enfado con mi pareja, le planteo romper]

3. When we have serious problems in our relationship, I do everything necessary to leave it [Cuando tenemos problemas serios en nuestra relación, hago lo necesario para dejarla]

4. When I am irritated with my partner, I consider leaving the relationship [Cuando estoy irritado/a con mi pareja, me planteo dejar la relación]

5. When we have problems, I consider ending our relationship [Cuando tenemos problemas, me planteo terminar nuestra relación]

6. When things go badly between us, I do things so my partner will leave the relationship [Cuando las cosas van mal entre los dos, hago cosas para que mi pareja lo deje]

7. When I am not satisfied with our relationship, I consider going out with other people [Cuando no estoy satisfecho/a con nuestra relación, me planteo salir con otras personas]

8. When my partner tells me something I don't like, I tell him/her what is bothering me [Cuando mi pareja dice o hace algo que no me gusta, le comento lo que me está molestando]

9. When my partner and I have problems, I discuss things with him/her [Cuando mi pareja y yo tenemos problemas, discuto las cosas con él/ ella]

10. When I am unhappy with my partner, I tell him/her what bothers me [Cuando soy infeliz con mi pareja, le digo lo que me molesta]

11. When things aren't going well between us, I suggest changing things in the relationship to solve the problem [Cuando las cosas no van bien entre nosotros, sugiero cambiar cosas de la relación para solucionar el problema]

12. When my partner and I are angry with each other, I suggest a solution we both agree on [Cuando mi pareja y yo estamos enfadados el uno con el otro, sugiero una solución de mutuo acuerdo]

13. When we have had an argument, I solve it immediately with my partner [Cuando hemos tenido una discusión, lo soluciono con mi pareja inmediatamente]

14. When we have serious problems in our relationship, I propose asking other people for advice (friends, parents, a pastor, or a counselor) [Cuando tenemos problemas serios en nuestra relación, me planteo pedir consejo a otras personas (amigos, padres, un pastor, o terapeuta)]

15. When we have problems in our relationship, I wait patiently for things to get better [Cuando tenemos problemas en nuestra relación, espero pacientemente a que las cosas mejoren]

16. When I am disappointed with some aspect of our relationship, I wait before bringing it up to see if the problem gets resolved by itself [Cuando estoy decepcionado/a con algún aspecto de nuestra relación, espero antes de pronunciarme para ver si las cosas se resuelven por sí mismas]

17. When my partner hurts me, I don't say anything but simply forgive him/her [Cuando mi pareja me hace daño, no digo nada y simplemente le perdono]

18. When my partner and I are angry with each other, I leave a little time for things to cool down by themselves instead of doing something [Cuando mi pareja y yo estamos enfadados el uno con el otro, dejo un poco de tiempo para que las cosas se enfríen por sí mismas en lugar de hacer algo]

19. When there are things about my partner that I don't like, I accept his/her faults and weaknesses and do not try to change them [Cuando hay cosas de mi pareja que no me gustan, acepto sus fallos y debilidades y no intento cambiarlo/la]

20. When my partner is inconsiderate, I give him/her the benefit of the doubt and forget it [Cuando mi pareja es desconsiderado/a, le concedo el beneficio de la duda y lo olvido]

21. When I am disappointed with my partner, I get mad instead of facing the problem [Cuando estoy decepcionado/a con mi pareja, me enfurruño en lugar de enfrentarme al problema]

22. When something my partner has done really bothers me, I criticize him/her for things that are not directly related to the real problem [Cuando me molesta de verdad algo que ha hecho mi pareja, le critico por cosas que no están directamente relacionadas con el problema real]

23. When I am disappointed with my partner, I ignore him/her for a while [Cuando estoy decepcionado/a con mi pareja, le ignoro un rato]

24. When I am really angry, I mistreat my partner (for example, ignoring him/her or saying cruel things) [Cuando estoy realmente enfadado/a, trato mal a mi pareja (por ejemplo, ignorándolo/ la o diciendo crueldades)]

25. When we have a problem in our relationship, I ignore the whole thing and forget it [Cuando tenemos un problema en nuestra relación, lo ignoro todo y lo olvido]

26. When I am angry with my partner, I spent less time with him/her (for example, I spend more time with my friends, watch a lot of television, work longer hours, etc.) [Cuando estoy enfadado/a con mi pareja, paso menos tiempo con él/ella (por ejemplo, paso más tiempo con mis amigos, veo mucho la televisión, trabajo más horas, etc.)]

27. When my partner and I have problems, I refuse to talk to him/her [Cuando mi pareja y yo tenemos problemas, me niego a hablarle]

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