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Jill Marie Boelter

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**The Dissertation Committee for Jill Marie Boelter Certifies that this is the approved
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**Predicting Parents' Intentions to Support Their Adult Children's
Stigmatized Romantic Relationships**

Committee:

Timothy J. Loving, Supervisor

Marci Gleason

Su Yeong Kim

Justin Lehmler

Lisa Neff

Jennifer Priem

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Relationships

by

Jill Marie Boelter, B.S.; M.A.

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Dedication

I dedicate this work to my partner, Stephen Durham. Your unwavering support and encouragement throughout my graduate school career have been a constant source of strength for me. Thank you for the sacrifices you have made to help me pursue this academic achievement. I truly believe that I would not have accomplished this goal without you.

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**Predicting Parents' Intentions to Support their Adult Children's Stigmatized
Romantic Relationships**

Jill Marie Boelter, Ph.D.

The University of Texas at Austin, 2011

Supervisor: Timothy J. Loving

Some romantic relationship types have a greater likelihood of receiving parental support than do others. Specifically, adults in traditional romantic relationships (i.e., same-race, opposite-sex) perceive more parental support for their relationships than do individuals in socially stigmatized relationships (e.g., interracial, same-sex relationships; Lehmler & Agnew, 2006). The goal of the current study was to understand better what motivates parents to provide support for their adult children's romantic relationships. To address this question, the original and a modified version of the Theory of Reasoned Action (TRA; Ajzen & Fishbein, 1975) were tested. The TRA was implemented to measure whether parents' attitudes toward showing support and the parents' subjective norms were associated with the parents' intentions to provide support for their children's relationships in the future. In the modified model, subjective norms was reconceptualized to include parents' perceptions of stigma by associating with their children's relationships and the perceived threat of sanctions from the parent's social networks if the parents were to provide support for their children's relationships in the future. To improve predictive ability of the models, theoretically relevant covariates were included in each model. To capitalize on a variety of viewpoints, this study

included parents whose children were either single or in dating relationships. Parents whose child was single completed the questionnaire while imagining his or her child in a traditional, interracial, or same-sex relationship whereas parents whose child was in a dating relationship reported on his or her child's current relationship. A sample of 438 parents completed an online survey. Overall, across all groups, parents' attitudes toward providing support were consistently associated with parents' intentions to provide support. Associations between the parents' subjective norms and intentions to provide support varied across groups and were not always significantly associated with parents' intentions to provide support in the future. Furthermore, parents' motivations to provide support differed among parents who imagined their children in relationships compared to parents whose children were in real relationships, suggesting parents may overestimate problems with their children's interracial and same-sex relationships and underestimate problems with their children's traditional relationships than may occur in real-life situations.

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Introduction

Adult romantic relationships are likely to progress from dating to life-long commitment or marriage when daters feel positively about their partner choice. Parents play an important role in influencing daters' positive perceptions of their partner choice by showing support for their children's relationships (Felmlee, 2001, Parks, Stan, & Eggert, 1983). Researchers find, for instance, that couples who perceive support for their romantic relationships from their parents and other network members report higher levels of romantic relationship quality than do couples who do not perceive support for their relationships (e.g., Kurdek, 2004; Sprecher & Felmlee, 1992, 2000). Yet, some relationship types have a greater likelihood of receiving parental support than others. Specifically, individuals in traditional relationships (i.e., same-race, opposite sex couples) perceive more parental support for their relationships and experience higher levels of relationship quality than do individuals in socially stigmatized relationships (e.g., interracial and/or same-sex relationships; Lehmler & Agnew, 2006). Given the importance of parental support for couples' relationship quality, particularly for stigmatized couples, understanding what motivates parents to provide support (or not) for their children's stigmatized romantic relationships will provide key insight into nontraditional relationship functioning.

In this paper, I will draw on two theoretical perspectives to explain parental motivations to support their children's stigmatized relationships. The first perspective incorporates key concepts from interdependence theory (Kelley, 1979) and group norm adherence (Milardo & Allen, 1997; Sherif & Sherif, 1969). According to this perspective, parents' decisions to show support for their children's relationships are

expected to be influenced by established group norms, including group values and expectations, prevalent in parents' social networks. Parents who feel closer to others in their networks may use their relationships with their children to preserve the values of the group. If, for example, influential members of the parents' social networks typically discourage support for nontraditional relationships, parents may feel pressured to withhold support for their children's nontraditional relationships or face the possibility of social rejection from members of their social networks.

I also contend that parents' decisions about whether to provide relationship support may stem from their desires to elude personal embarrassment by purposefully choosing not to associate publicly with stigmatized couples. The concept, referred to in this study as stigma-by-association, is based on experimental studies indicating that individuals disassociate themselves from social deviants in effort to preserve their own social standing (Cialdini, Borden, Thorne, Walker, Freeman, & Sloan, 1976; Cooper & Jones, 1969; Fortune & Newby-Clark, 2008; Snyder, Lassegard, & Ford, 1986). If entering a nontraditional relationship is viewed as a socially deviant act, either publicly or within one's family, parents may be motivated to avoid association with their children's relationships.

Currently, there are no established models that provide an explanation for parental motivations to support stigmatized relationships. There are, however, models that explain processes of decision-making, in general, that can be adopted to provide a fuller understanding of why parents do versus do not support stigmatized relationships. The theory of reasoned action (TRA; Fishbein & Ajzen, 1975) is one such model. The TRA posits that individuals' beliefs influence their intentions to perform specific behaviors and the strength of these intentions predicts the likelihood that individuals will enact the

behaviors. The goal of this dissertation is to test a modified version of the TRA that will assess specifically whether parents consider how others in their networks would react to the parents' show of support for their children's stigmatized relationships. The TRA incorporates two latent factors, *subjective norms* (SN) and *attitude toward the behavior* (ATB), as predictors of behavioral intentions. The modification of the TRA employed in this project differs from the original model by integrating a new conceptualization of subjective norms. I argue that the proposed change is necessary to measure more accurately the unique experiences of parents of adult children who are in interracial, gay, or lesbian relationships. Accounting for these unique experiences should better predict parents' willingness to support their children's stigmatized relationships.

WHAT IS A STIGMA?

The crux of the proposed model focuses on the role of social stigmatization in influencing parents' intentions to show support for their children's relationships. A social stigma is a socially instituted belief that a particular aspect of one's character, behavior, or physicality is socially unacceptable or flawed (Goffman, 1963; Miller & Kaiser, 2001; Pryor, Reeder, Yeadon, & Hesson-McInnis, 2004). Despite increased social acceptability of nontraditional relationships, many individuals and families continue to harbor prejudices based on race (Passel, Wang, & Taylor, 2010; Porterfield, 1978; Rosenblatt, Karis, & Powell, 1995) and sexuality (Goldfried & Goldfried, 2001; Herek, 2003). Parents who are prejudiced against individuals of a different race or sexual orientation may perceive their children's entrance into a different-race or same-sex relationship as an affront to established social norms. In this study, a couple is considered stigmatized, or nontraditional, if their relationship composition differs from the social norm. Adult relationships that may enter marriage are considered

nonnormative when they do not abide by the predominant social trends for marital relationships. Given that the vast majority of marriages in this country include a man and woman of the same race (U. S. Bureau of the Census, 2003), opposite-sex, same-race couples are considered to represent the social norm for relationships.

SELECTION OF INTERRACIAL AND SAME-SEX RELATIONSHIPS

I have selected interracial and same-sex couples as representatives of stigmatized relationships for two primary reasons. First, interracial and same-sex couples share a similar social history of societal-level discrimination, legal sanctions, and lack of social support or acceptance that most other stigmatized relationships have not had to endure. Given this country's history of strong public rejection of interracial and same-sex relationships, it is probable that a significant percentage of parents today still feel these relationship types are unacceptable options for their children. Second, each type of relationship endures a visible dyadic characteristic that differentiates them from traditional relationships and opens them to public criticism in ways other stigmatized couples are not exposed to (e.g., couples with religious differences). For example, when same-sex couples show romantic affection in the presence of their families, they reveal their nontraditional relationship status, which potentially exposes them to judgment and criticism. The same is true for an interracial couples who, by a simple act of holding hands in the presence of family or friends, reveal their nontraditional relationship status. Consequently, same-sex and interracial couples may encounter similar reactions of disapproval from their social networks.

One primary difference between interracial and same-sex couples is that interracial marriage has been legal on a national level for over four decades. Following the 1967 Supreme Court overturning of anti-miscegenation laws, rates of interracial

marriage have increased steadily to the current average of 8% of all marriages and about 15% of newly married individuals (Passel, Wang, & Taylor, 2010). Although the rates of interracial marriage suggest greater social approval for nontraditional unions of this type, individuals today continue to endure pressure from network members to enter same-race relationships, particularly when it comes to choosing a marriage partner (Clark- Ibáñez & Felmlee, 2004). Similarly, same-sex relationships are widely discriminated against, and currently there is stark state-level and public opposition to allowing same-sex partners the legal right to marriage.

IMPACT OF PERCEIVED SUPPORT FOR ONE'S ADULT ROMANTIC RELATIONSHIP

As mentioned previously, parents' supportive or nonsupportive behaviors influence their children's relationship quality. Parental support contributes positively to couples' relationship quality by providing reassurance that they have made good partner choices (Berger, 1979; Berger & Calabrese, 1975; Parks & Adelman, 1983). I use the term parental support specifically in reference to the parents' support for their children's romantic relationships (i.e., the parent values the child's relationship as it is). Encompassed in this definition of support is the parents' conveyance of overt approval for their children's relationships. For the purposes of this study, overt approval refers to verbal affirmations of support for the relationship, (e.g., "I think you and Sarah make a great couple"; Lewis, 1973, Sprecher & Felmlee, 1992; 2000), nonverbal displays of approval or acceptance (e.g., giving the partner a hug), and parents' willingness to integrate their children's partners into the family network (e.g., meet with face-to-face; Parks, Stan, & Eggert, 1983). Parents' supportive behaviors reduce the children's relationship uncertainty by demonstrating to the children that important people in their networks value their relationships.

Researchers commonly evaluate perceived support to assess the effects of stigmatization on relationship outcomes, yet only one set of studies has compared multiple types of stigmatized relationships with traditional relationships (Lehmiller & Agnew, 2006, 2007). Comparing multiple types of nontraditional relationships allows one to generalize the effects of perceived support across different types of nontraditional relationships regardless of compositional differences in race and sexuality. Moreover, demonstrating that multiple types of nontraditional relationships differ significantly from traditional relationships suggests nontraditional dating may carry unique consequences for daters.

In a study using multi-group comparisons, Lehmiller and Agnew assessed differences in levels of commitment (2006, 2007) and relationship stability (2007) for individuals in same-sex, interracial, age-gap (age difference of 10 years or greater), and traditional relationships (same-race, heterosexual, less than 10 year age difference). The researchers' goal was to determine whether perceiving one's relationship as marginalized contributed to predictions of commitment above and beyond the variance explained by variables in the Investment Model (i.e., satisfaction, quality of relationship alternatives, investments in the relationship; Rusbult, 1983). Individuals completed a measure of perceived marginalization, operationalized as perceived acceptance and approval for their relationships globally and from family and friends (e.g., "My family and/or friends are not accepting of this relationship"). The measure included four items, two reflecting perceived disapproval and two reflecting perceived approval (reverse scored). Overall, the three nontraditional groups reported greater perceived marginalization than the traditional group. In turn, individuals in nontraditional relationships who perceived

greater disapproval reported less commitment to their partners than their counterparts who perceived greater amounts of acceptance and approval.

In a 7-month follow-up, Lehmiller and Agnew (2007) evaluated longitudinal changes in commitment and relationship stability for these individuals. In this study, in effort to increase sample power in light of subject attrition, the marginalized and traditional partners were collapsed into a single group. The researchers again compared perceived marginalization to variables in the Investment Model. Perceived marginalization from family and friends significantly accounted for unique variance in predicting breakup status whereas perceived marginalization from the general public did not. Relationship quality for marginalized individuals mediated the association between perceived support and relationship stability such that partners who perceived higher levels of network disapproval reported lower commitment to their partners. Lowered commitment was associated with increased likelihood of breakup. These results suggest that nontraditional relationships, regardless of the type, endure stressors not experienced by those in traditional relationships.

Others have obtained similar findings (Blair & Holmberg, 2008; Kurdek, 2004; LaSala, 1998, 2002; Murphy, 1989; Rostosky, Korfhage, Duhigg, Stern, Bennett, & Riggle, 2004; Smith & Brown, 1997). Importantly, the majority of this work is limited because the studies compare only one type of stigmatized relationship to traditional relationships, or they only assess a single type of stigmatized relationship without a comparison group. That said, findings across these studies consistently indicate that stigmatized individuals perceive less support for their relationships from parents and other family than do individuals in traditional relationships (Blair & Holmberg, 2008; Kurdek, 2004). Further, couple members in stigmatized relationships report negative

relationship outcomes, and attribute those outcomes to a lack of parental support for their relationships (LaSala, 1998, 2002; Murphy, 1989; Rostosky et al., 2004). Couple members who perceive less support also report lower levels of relationship commitment (Smith & Brown, 1997) and satisfaction (Kurdek, 2004), and an increased risk of poor physical and mental health (Blair & Holmberg, 2008). Positive perceptions of perceived support from parents and family, in particular, appear to buffer these effects and contribute to improved relationship quality for couples (Murphy, 1989; Rostosky, et al., 2004). Thus, perceived relationship support, especially from parents, has a positive impact on relationship quality for couples.

Although these studies demonstrate the influential role of parental support in predicting relationship quality and stability across different types of relationships, the results do not explain specifically why parents choose whether or not to provide support. One may infer across these studies that parents are motivated to withhold support from those who are in nontraditional relationships more so than from those in traditional relationships; however, researchers have yet to analyze this question directly. In this study, I intend to examine whether parents' motivations to provide support do indeed stem from a preference for their children to enter into traditional marital relationships and, if so, why this might be the case. Next, I will present a theoretical argument to explain what factors motivate parents to provide, or fail to provide, support for their children's stigmatized relationships.

MAINTENANCE AND ADHERENCE TO GROUP NORMS

To better explain parental motivations to show support, I argue here that parents make decisions whether to support their children's relationships based in part upon the parents' felt obligations and closeness to others in their social networks. Interdependence

theory provides one framework for understanding the relationship between parents' behavioral intentions to show support and the influences from the parents' social network. Interdependence, defined broadly, refers to the impact one's behaviors, attitudes, and emotions have on others (Felmlee, 2006; Kelley, 1979). Individuals in groups or relationships intrinsically affect each other by the choices they make and the beliefs they hold (Sroufe & Fleeson, 1988). There is a reciprocal relationship between two individuals who are interdependent, such that the actions or beliefs of one individual influence the beliefs and behaviors of the other, and vice versa. Those who are close to another individual typically will strive to maintain a congenial relationship to benefit the well-being of the relationship.

Group norms are one mechanism for maintaining congenial relationships with others in one's network. A group norm is an attitude toward a particular belief or action that is shared among group members (Friedkin, 2001). Norms regulate the behaviors of group members by enforcing specific group values, which contributes to a sense of group solidarity (Sherif & Sherif, 1969). In the context of the family, the social network regulates, through established group norms, what are considered acceptable relationships. When a group norm is violated, such as when group members date outside of their racial group, individuals within the group may enact sanctions, or correctives, in effort to bring the deviant back in line with group expectations (e.g., looks of disapproval, disownment; Abrams, Marques, Brown, & Henson, 2000; Goode, 1960; Levinger & Rands, 1985; Marques, Abrams, & Serodio, 2001). Moreover, the salience of the group norm increases efforts to maintain the status quo such that the threat of sanctions should act as a deterrent for parents to support their children's nontraditional relationships. In this study, the

perceived salience of the parents' group norms is expected to influence parents' motivations to support their children's stigmatized relationships.

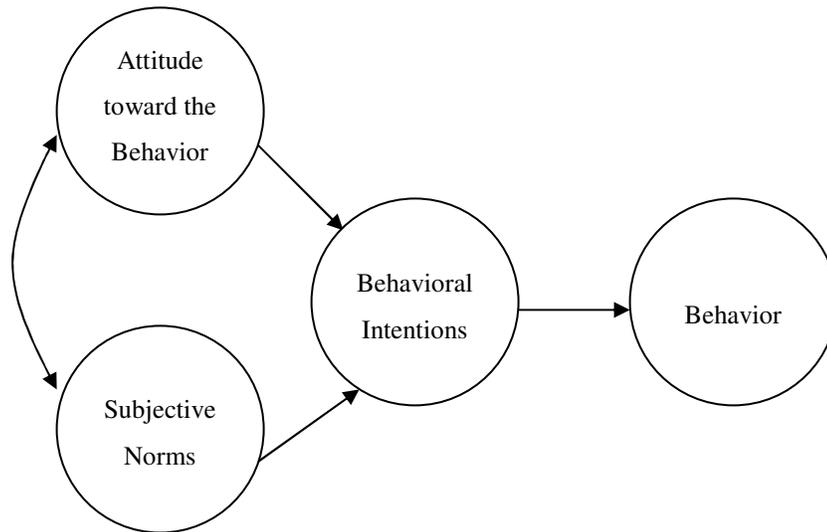
PROPOSED CHANGES TO THE THEORY OF REASONED ACTION

To this point, I have provided evidence that daters in nontraditional relationships perceive less support from network members for their relationships than daters in traditional relationships (Lehmiller & Agnew, 2006, 2007). I also argued that parents' motivations to support their children's relationships are influenced by their drive to adhere to group expectations regarding the acceptability of supporting nontraditional relationships. In regard to these points, I hypothesize that there may be a link between parents' perceptions of group norms and their willingness to provide support for nontraditional relationships such that parents who perceive greater risk in supporting their children's nontraditional relationships will be less motivated to provide support in the future. In effect, I hypothesize that the stigmatizing nature of their children's relationships plays an integral role in parents' willingness to provide support.

To address this hypothesis, I propose a change in the conceptualization of one component of the theory of reasoned action (TRA; Fishbein & Ajzen, 1975), subjective norms. The TRA (Figure 1) posits that people's attitudes and subjective norms about a specific behavior influence behavioral intentions to perform the given behavior, and the strength of those intentions predicts the likelihood individuals will perform the behavior in the future. Behavioral intentions represent the degree of effort a person is willing to put forth to perform a behavior (Ajzen, 1991). The proposed change addresses the distinctive influences of stigmatization on parental motivations to show support for their children's relationships. To do this, I propose a new factor, stigma-by-association (i.e.,

the latent variable representing one's desire to distance oneself from a social deviant), to improve measurement of the predictor subjective norms.

Figure 1. Theory of Reasoned Action Model



SUBJECTIVE NORMS

Subjective norms refer to the perceived likelihood that others in one's referent group will think favorably or unfavorably toward a particular behavior (Ajzen, 1991; Fisbein & Ajzen, 2010). The strength of one's subjective norms is weighted by the motivation to comply with the perceived group norms, and this combined effect influences the strength of one's intentions to perform the behavior, as shown here:

$$\Sigma (\text{normative beliefs} \times \text{motivation to comply})$$

Typically, motivation to comply is measured as a general statement to gauge one's intention to act in accordance with what another person thinks (e.g., "In general, I want to do what my mother thinks I should do"; Fisbein & Ajzen, 2010). Motivation to comply with a specific referent is measured globally because measurement of subjective

norms already addresses behavior-specific beliefs (e.g., “My mother feels it is important to support my child’s relationship”). Fishbein and Ajzen argue that a general assessment of motivation to comply provides an indication of the referent’s overall power over the individual’s behavioral intentions. I propose, however, that a general assessment of motivation to comply fails to take into consideration unique influences for parents whose children are in stigmatized relationships, namely the threat of negative reactions from the parents’ social network members and the parents’ feelings of embarrassment when associating with their children’s relationships. To address this limitation, I hypothesize that the parents’ motivation to comply is influenced specifically by the parents’ perceived threat of sanctions from their networks, in conjunction with their perceptions of stigma-by-association.

$$\Sigma ((\text{normative beliefs}) * (\text{threat of sanctions} + \text{stigma-by-association}/2))$$

Stigma-by-association. As stated, this study modifies the TRA’s conceptualization of subjective norms with a variable that directly measures the role of stigmatization on parental motivations to comply with their group norms. Stigma-by-association refers to a person’s desire to maintain distance from someone who engages in a socially inappropriate action for fear of harsh judgment by observers who believe the two are closely associated. The concept is based upon similar concepts tested in experimental studies that demonstrate a link between an individual perceiving an association with a social deviant and a corresponding drive to socially separate oneself from the deviant (Cutting off reflected failure, Snyder, Higgins, & Stucky, 1983, see also Cialdini, et al., 1976; Opinion divergence, Cooper & Jones, 1969; Guilty-by-association, Fortune & Newby-Clark, 2008; Goffman, 1963; Miller & Kaiser, 2001). Findings in this area reveal that people feel embarrassed (Cialdini, et al.; Cooper & Jones) or perceive

their social status as lowered (Fortune & Newby-Clark) when they are associated with someone who commits a socially deviant act (e.g., academic misconduct).

Stigma-by-association also is evident in qualitative studies of parental reactions to their children's coming out as gay or lesbian (Fields, 2001; Goldfried & Goldfried, 2001; LaSala, 1998; Saltzburg, 2004). Due to their close associations with their children, parents fear that their children's socially deviant sexuality reflects a similar stigma upon themselves. Feelings of stigma-by-association are reflected in parents' fears of being perceived by others as poor parents, their perceived roles in passing on gay or lesbian genes to their children, and concern whether their social standing in the community is lowered (Fields; LaSala). Parents maintain positive network impressions by distancing themselves from their children's sexuality. Goldfried and Goldfried describe this trend as children coming out of the closet and parents "going in." The parents' personal embarrassment and shame are managed by attempting to hide their children's sexuality from the rest of their families (e.g., not allowing one's child to dance with his or her partner at a family wedding; Saltzburg) and communities (e.g., discouraging gay son's desire to hold a commitment ceremony; LaSala). These findings indicate that if a parent's network disapproves of nontraditional relationships, the parent is likely to try to disassociate himself or herself from their child's relationship as a method of controlling their image within his or her social network.

Further support for stigma-by-association stems from the concept of stigma consciousness (Pinel, 1999). Stigma consciousness refers to the extent to which an individual expects others to judge them based on stereotypes. Pinel examined whether individuals in minority groups (e.g., nonwhites, gays, lesbians) perceived more or less discrimination specifically because of their minority status. Findings indicated that those

who report greater stigma consciousness are more likely to perceive discrimination from others outside of their minority group. Although the focus of the study was on individuals within a particular minority group, it is possible that individuals perceived to be associated with a minority group would also perceive differential treatment as a result of the association. In this study, it is possible that parents may choose to avoid social interaction with their children and their children's partners in effort to protect themselves from the negative effects associated with having a social stigma, or being in a stigmatized minority group.

ATTITUDE TOWARD THE BEHAVIOR

Attitude toward the behavior refers to the degree to which an individual views a particular behavior as positive or negative (Ajzen, 1991; Armitage & Conner, 2001; Conner & Sparks, 1996; Fishbein & Ajzen, 2010; Friedkin, 2001). The strength of the attitude is important for determining one's behavioral intentions. In this study, the stronger the attitude, whether positive or negative, the more likely will be the parents' intentions to behave in a way that is in accordance with their beliefs (Ajzen & Fishbein, 1977; Fishbein & Ajzen). For instance, parents who believe same-sex relationships are morally wrong would be expected to report negative attitudes toward the act of showing support for their children's same-sex relationships. Negative attitudes toward showing support would then predict lower intentions to show support in the future. Although the measure accounts primarily for the parents' individual attitudes toward the behavior, I hypothesize that the parents' attitude toward the behavior will be partially influenced by the values they share with their social networks. This influence is represented in the model (Figure 1) as the correlation between attitude toward the behavior and subjective norms.

PREVIOUS RESEARCH IMPLEMENTING THE TRA

The TRA in its original and alternate forms (e.g., theory of planned behavior) have been empirically tested and reported in over 1,000 published studies (Fishbein & Ajzen, 2010), but it has never been applied comprehensively to the context of predicting parental motivations to support their children's relationships in general, or to stigmatized relationships specifically. Romantic relationship researchers have incorporated only one behavioral predictor from the TRA, subjective norms, in two studies of the influence of social networks in romantic relationship outcomes (Etcheverry & Agnew, 2004; Etcheverry, Le, & Charania, 2008). Across these studies, the researchers evaluated the applicability of subjective norms in predicting college students' motivations to comply with one's social network to maintain a committed relationship with one's romantic partner.

Etcheverry and Agnew (2004) evaluated college-student daters' commitments to their dating relationships by measuring the individuals' motivations to comply with the subjective norms of specific network members and dependence on relationship partners. Perceived subjective norms uniquely predicted commitment to one's partner and intentions to stay in the relationship above and beyond factors represented in the Investment Model (Rusbult, 1983). Etcheverry, Le, and Charania (2008) evaluated real and perceived approval from network members for the daters' relationships, as well as the role of subjective norms in predicting relationship commitment and stability. Again, subjective norms predicted commitment to one's partner and persistence in the relationship. Furthermore, daters' perceived norms were a better indicator of motivation to comply with one's network than were the actual opinions of network members. Findings from these two studies suggest that parents will consider the opinions of their

social network members when making decisions regarding the legitimacy of their children's romantic relationships. Moreover, the TRA relies on perceptions of subjective norms rather than actual reports of subjective norms from the network. As demonstrated by Etcheverry, Le, and Charania (2008), perceived subjective norms should allow for adequate prediction of parents' intentions to support their children's relationships, regardless of the actual attitudes of their extended networks.

STUDY OVERVIEW

To this point, I have proposed a theoretical justification for implementing the theory of reasoned action as a model to test parental intentions to support their children's interracial, gay, and lesbian romantic relationships. The model will incorporate two predictors of parents' behavioral intentions to show support, subjective norms and attitude toward the behavior. To account for the unique experiences parents may encounter as a consequence of their children's stigmatized relationships, the current study expands on previous studies through the reconceptualization of the predictor subjective norms. Here, the parents' motivations to comply with subjective norms will be measured using two components: the parents' perceived threat of sanctions from their social networks and the parents' perceptions of stigma-by-association.

This study is designed to evaluate behavioral intentions from parents whose children are in interracial, same-sex, or traditional relationships. One drawback to this method is that parents who are supportive of their children's relationships are more likely to sign up for such a study. Consequently, it is likely that any sample obtained will not accurately represent the variation in parents' opinions regarding nontraditional relationships, subsequently limiting the generalizability of key components of the model. To improve access to a variety of viewpoints, this study was open to parents whose

children were not currently in a relationship. In brief, parents were asked to complete a hypothetical survey in which the parent was randomly selected to imagine his or her child in a traditional, interracial, or same-sex dating relationship. This method is in line with previous studies using the TRA in which the goal of the study was to determine intentions to perform a behavior regardless of whether the behavior had ever occurred in the past (Fishbein & Ajzen, 2010).

Moreover, evaluating parents' reactions to hypothetical scenarios mimics real-life decision making. In the real world, people make judgments about others based on preconceived ideas of what the other person is like. If a parent objects to same-sex relationships, for instance, the parent may report a greater likelihood to withhold support for the relationship in a hypothetical scenario. It also is probable that daters are less likely to be in nontraditional relationships if they expect or encounter parental disapproval. Therefore, recruiting parents whose children are not currently in a relationship may increase participation from parents who are opposed to nontraditional relationships and who would indicate lower behavioral intentions to support such relationships. Thus, the current study design maximizes the probability of recruiting parents with a variety of opinions regarding the acceptability of their children maintaining nontraditional relationships presently or in the future.

Method

SAMPLE DEMOGRAPHICS

A sample of 438 parents were included in the analyses for this study. Demographic information was obtained for the parent and the focal child. The majority of participants were mothers (73%), and the average age for all parents was 49.7 years of age ($SD = 8.01$, range 33 - 76). Most parents were White (85%), followed by Black or African American (6%) and Asian (5%). Only 7% of parents identified as Latino, and 92% of parents were born in the U.S. Parents were largely well-educated with 34.5% of parents holding a 4-year degree, followed by parents with a graduate or professional degree (28.5%), and parents with some college (27.4%).

The majority of parents, 61.4%, were married or formally committed, followed by 24.4% of parents reporting they were not currently in a romantic relationship. Parents were also asked to report their sexual orientation. Approximately 6% of men reported being attracted only to men, 2.8% of women were attracted only to women, and 2.5% of men and 5.0% of women were attracted to both men and women. In regards to current and past experiences in interracial or same-sex relationships, 12.5% of parents were currently in an interracial relationship. Of parents currently in an interracial relationship, 70.4% per currently married or in a formally committed relationship, 16.7% were in an interracial dating relationship, and 3.8% were engaged (Note: 9.3% of parents reported being both single *and* currently in an interracial relationship). In contrast, 37.9% of all parents had ever been in an interracial relationship. In regards to same-sex relationships, 3.7% of parents were currently in a same-sex relationship and 9.4% had ever been in a same-sex relationship.

Parents were also asked to report demographic information for the focal child. The average age for the children was 22.97 years of age ($SD = 5.28$, range 18-48). There was an equal percentage of female and male children (49.5%). Most children were White (83.8%), followed by Black or African American (6.4%) and Asian (4.6%). Only 10.7% of parents identified their children as Latino, and 95% of children were born in the U.S.

Parents whose children were currently in a relationship reported their children's relationship status. The majority of children, 67.9%, were dating and not living with a partner, followed by 23.7% of parents reporting their children were dating and living with a partner. Approximately 8% of children were engaged and not living with a partner or engaged and living with a partner (5.3%). Parents were asked to report their children's sexual orientation. Parents reported that 9% of sons were attracted to men, 7.1% of daughters were attracted to women, and 1.9% of sons and 7.6% of daughters were attracted to both men and women. In comparison, parents reported that 89% of sons were attracted only to women and 85.3% of daughters were attracted only to men (additional sample characteristics can be found in Appendix P).

STUDY DESIGN

Sample Recruitment. Parents who had an unmarried child 18 years of age or older were targeted to complete an online survey. The study was advertised through numerous online avenues, including Facebook, UT's Know Events online event directory, the National Council on Family Relations (NCFR) listserv, the Smart Marriages listserv, PFLAG local chapters (chapter leaders were contacted via email), Twitter, Craigslist, Amazon's Mechanical Turk (MTurk, pronounced "M-Turk"), and some participants inadvertently discovered the study through unrelated Google searches. The study was also advertised in-person to a class of students.

The majority of the original sample, 65% (371 of 575 total participants), discovered and completed the survey through MTurk. MTurk is an online community of workers who have the option to complete a variety of computer-based work tasks for a nominal fee (see www.mturk.com). Researchers have found MTurk to be comparable in quality to internet research and more diverse than typical college samples (Burmester, Kwang, & Gosling, 2011). The survey was posted on MTurk and opened to workers who had at least a 90% approval rate and who were U.S. citizens. The first 100 participants were paid 25 cents to complete the survey and, in order to obtain a larger sample size, the pay was increased to 50 cents for the remaining 271 participants. As compensation for participation, parents were given the option to enter a drawing to win one of thirty gift cards worth \$25 each. The chances of winning a gift card were approximately 1 in 19. Parents were assured that their contact information would not be linked to their surveys. Parents who chose to enter the drawing were sorted in alphabetical order by last name, and winners of the gift cards were selected through a random number drawing. Participants took, on average, 28.34 minutes ($SD = 26.49$; range 4.93 to 237.63) to complete the survey.

PROCEDURE

Parents were eligible to participate regardless of whether their children were currently in a dating relationship. Parents whose children were in a relationship completed a survey designed to assess their intentions to support their children's current relationships. Parents whose children were single (i.e., not currently in a dating relationship) were prompted to consider their children in a randomly designated hypothetical relationship (interracial, same-sex, or traditional), and to answer questions based on what they think they would do if their children were in that type of relationship.

From this point forward, I will refer to the group to which each parent was assigned by its group name. Parents whose children were in dating relationships will be referred to collectively as the *Real Relationships Group*. Within this group, parents are assigned to a group that designates the children's relationship types. Thus, parents may be assigned to the *Real Traditional Relationships Group*, the *Real Interracial Relationships Group*, or the *Real Same-Sex Relationships Group*. When the *Real Interracial* and *Real Same-Sex Relationships Groups* are referenced together, they will be referred to collectively as the *Real Stigmatized Relationships Group*. In a similar manner, parents whose children were single will be referred to collectively as the *Hypothetical Relationships Group*. Within this group, parents were assigned to one of three hypothetical groups. Thus, parents whose children were single may be assigned to the *Hypothetical Traditional Relationships Group*, the *Hypothetical Interracial Relationships Group*, or the *Hypothetical Same-Sex Relationships Group*. When the *Hypothetical Interracial* and *Hypothetical Same-Sex Relationships Groups* are referenced together, they will be referred to collectively as the *Hypothetical Stigmatized Relationships Group*.

Participants first completed an informed consent form by submitting an electronic signature before proceeding with the survey (see Appendix T.1). After providing basic information about their children's relationship status (i.e., in a dating relationship or single), each parent was placed into a corresponding group to complete measures designated for their children's specific relationship status (i.e., real or hypothetical). Parents assigned to the *Real Relationships Group* completed the Real Relationships Questionnaire (see Appendix T). Parents assigned to the *Hypothetical Relationships Group* were randomly directed to complete the Hypothetical Traditional Relationships

Questionnaire (see Appendix U), the Hypothetical Interracial Relationships Questionnaire (see Appendix V), or the Hypothetical Same-Sex Relationships Questionnaire (see Appendix W). To reduce hypothetical bias (i.e., inaccurately predicting future behavior; Fishbein & Ajzen, 2010), the three hypothetical questionnaires included specific instructions to encourage parents to answer the questions as realistically as possible. For the three Hypothetical Relationships Questionnaires, parents were reminded to think of their children in the designated relationship (e.g., “Imagine [your child] is in a heterosexual dating relationship with someone of the same race.”; see Appendices U.3, V.3, and W.3). For the Hypothetical Interracial and Hypothetical Same-Sex Relationships Questionnaires only, parents were reminded of the relationship type within the question (i.e., use of the term “same-sex” or “interracial”) to prompt parents to continually think in the specific context (e.g., “I intend to show support for my child’s same-sex relationship.”). Parents who completed the Real Relationships Questionnaire or the Hypothetical Traditional Relationships Questionnaire were not reminded of their children’s relationship types (e.g., “I intend to show support for my child’s relationship”).

Each questionnaire was designed using SNAP software. This sophisticated software program allowed each participant to complete a version of the survey that matched his or her child’s relationship characteristics. SNAP software also allowed for personalization of the items. For example, at the beginning of the survey, parents were asked to provide the focal child’s first name or initials. From that point on, the program inserted the child’s name directly into each appropriate measure item (e.g., “I intend to show support for Sally’s relationship”). Completed questionnaires were stored on a secure server.

MEASURES

Demographics. At the beginning of the survey, parents reported their children's age, sex, race, ethnicity, country of origin, relationship status, sexual orientation, and whether the child was adopted. The same demographic information was obtained for parents. If the parent's child was in a romantic relationship, the child's partner's sex and race were obtained. This information was used to assess whether the child was in an interracial or same-sex relationship, and to correctly channel the parent to the appropriate survey group. If the child was in a relationship, the parent was also asked whether they had met the child's partner. Survey questions can be found in Appendix T.3 of the Real Relationships Questionnaire, and Appendices U.1, V.1, and W.1 of the Hypothetical Relationships Questionnaires.

Parents' behavioral intentions. Behavioral intentions is the outcome variable in the proposed model. Parents' reports of behavioral intentions to show support for their children's relationships was assessed using two to three sets of questions, depending on their children's current relationship status. All parents completed 12 questions assessing general intentions to show approval of and support for their children's hypothetical or real relationships in the future (e.g., "I intend to tell my child that I approve of the relationship with his/her current romantic partner"). Each question was measured on a 7-point scale (1 = *extremely unlikely*, 7 = *extremely likely*). The questions were based on research questions used in previous studies to assess verbal and nonverbal social support for one's relationship from the daters' perspectives (LaSala, 1998, 2002; Murphy, 1989; Porterfield, 1978; Sprecher & Felmlee, 1992; Parks et al., 1983; Rosenblatt et al., 1995). The 12 items were averaged to create a single measure of behavioral intentions ($\alpha = .96$).

Survey questions can be found in Appendix T.5 of the Real Relationships Questionnaire, and Appendices U.3, V.3, and W.3 of the Hypothetical Relationships Questionnaires.

In addition, parents who had met their children's current relationship partners were asked an additional set of eight questions that assessed the frequency with which the parents previously engaged in verbal and nonverbal behaviors with the couple members (e.g., "In the past, I have told my child I like his/her romantic partner"). The questions were rated on a 7-point scale (1 = *never*, 7 = *very frequently*). The eight items were averaged to create a single measure of parents' past behaviors ($\alpha = .92$). Survey questions can be found in Appendix T.6.

Normative beliefs. A single item measured parents' injunctive norms, or beliefs concerning what ought to be done in a particular situation (Fishbein & Ajzen, 2010). Specifically, the item measured the extent to which parents' social network members believed the parents should show support for their children's relationships (i.e., "Most people who are important to me think it is good to support my child's relationship."). The item was rated on a 7-point scale (1 = *strongly disagree*, 7 = *strongly agree*). The survey question can be found in Appendix T.8 of the Real Relationships Questionnaire, and Appendices U.5, V.5, and W.5 of the Hypothetical Relationships Questionnaires.

Motivation to comply. Two questions measured parents' motivations to comply with family and friends. Each question was based on standard questions used frequently in studies adopting the TRA (e.g., "When it comes to showing support for [my child's] relationship, I want to do what my family thinks I should do"). Each item was measured on a 7-point scale (1 = *strongly disagree*, 7 *strongly agree*). The two items were highly correlated ($r = .75, p < .001$); thus, they were averaged to create a composite measure of motivation to comply. Survey questions can be found in Appendix T.7 of the Real

Relationships Questionnaire, and Appendices U.4, V.4, and W.4 of the Hypothetical Relationships Questionnaires.

Stigma-by-association. Seven questions assessed parents' perceptions of the positivity or negativity of associating themselves with their children's relationships. Questions measure the parents' beliefs that third parties would think less of the parents if they were to show support for their children's relationships (e.g., "If my family members and/or friends knew about my child's relationship, I would likely feel *very embarrassed/not at all embarrassed.*"). The seven items were averaged to create a single measure of stigma-by-association ($\alpha = .93$). Survey questions can be found in Appendix T.10 of the Real Relationships Questionnaire, and Appendices U.7, V.7, and W.7 of the Hypothetical Relationships Questionnaires.

Threat of sanctions. To measure the real or perceived threat of sanctions, parents were asked five questions that assessed the likelihood that individuals in their social networks would use sanctions as a way to discourage parental support (e.g., "If I show support for my child's relationship, family or friends will disown me"). Each item was measured on a 7-point scale (1 = *strongly disagree*, 7 *strongly agree*). Scores were later reversed so lower numbers indicated that parents perceive less support from their network (perceived more threat of sanctions). The five items were averaged to create a single measure of threat of sanctions ($\alpha = .95$). Survey questions can be found in Appendix T.11 of the Real Relationships Questionnaire, and Appendices U.8, V.8, and W.8 of the Hypothetical Relationships Questionnaires.

Attitude toward the behavior. Parents' attitudes toward the act of supporting their children's relationships were measured with three questions. The items assessed on a seven point scale parents' perceived affective outcomes associated with supporting their

children's relationships (e.g., "For me, showing support for my child's relationship would be *very unpleasant/very pleasant*"). The three items were averaged to create a single measure of attitude toward the behavior ($\alpha = .96$). Survey questions can be found in Appendix T.9 of the Real Relationships Questionnaire, and Appendices U.6, V.6, and W.6 of the Hypothetical Relationships Questionnaires.

Parent-child relationship quality. Two questions assessed parents' reports of relationship quality with the focal children. The first question measured the parents' perceived closeness with their children using the Inclusion of Other in the Self scale (IOS; Aron, Aron, & Smollan, 1992). The IOS scale is a visual representation of one's perceived interconnectedness with another individual. The scale includes seven Venn diagrams of two overlapping circles, each set of circles overlapping to a greater degree than the previous. Parents chose which of the seven Venn diagram pairs of overlapping circles best represented his or her relationship with the focal child. The second question assessed the overall quality of the relationship with a modified version of the relationship quality item from the Quality of Marriage Inventory (i.e., "All things considered, how happy are you in your relationship with your child?", QMI; Norton, 1983). The item was measured on a 7-point scale (1 = *very unhappy*, 7 = *very happy*). Survey questions can be found in Appendix T.4 of the Real Relationships Questionnaire, and Appendices U.1, V.1, and W.1 of the Hypothetical Relationships Questionnaires.

Stigma consciousness regarding interracial and same sex relationships. Four questions were used to measure parents' stigma consciousness regarding interracial and same-sex relationships. Two top loading items were pulled from the Stigma Consciousness Questionnaire (SCQ; Pinel, 1999) and modified for this study. The items assessed parents' stigma consciousness regarding the race or sexual orientation of another

person (e.g., “Most people do not judge others on the basis of their race or ethnicity”). Items were measured on a 7-point scale (1 = *strongly disagree*, 7 = *strongly agree*). The two items were highly correlated ($r = .63, p < .001$); thus, they were averaged to create a composite measure of stigma consciousness regarding the race or sexual orientation of another person. In addition, two additional questions assessed whether parents perceived a stigma associated with interracial and same-sex marriages. (e.g., “To what extent do you believe same-sex marriages carry a stigma?”). The questions were measured on a 7-point scale from 1 (*not at all*) to 7 (*a great deal*). The two items were highly correlated ($r = .62, p < .001$); thus, they were averaged to create a composite measure of stigma consciousness regarding interracial and same-sex marriages. Survey questions can be found in Appendix T.14 of the Real Relationships Questionnaire, and Appendices U.12, V.13, and W.12 of the Hypothetical Relationships Questionnaires.

Influence of religion. Researchers have found a significant positive association between religious attitudes and negative attitudes toward gay men and lesbians (e.g., Schulte & Battle, 2004). Thus, it is possible parents’ religious attitudes would influence their willingness to support nontraditional relationships. To account for the possible influence of religion on parents’ attitudes, three questions assessed levels of religiosity (e.g., How religious would you say you are?; Smith & Snell, 2009). The three items were averaged to create a single measure of parents’ religiosity ($\alpha = .85$). Survey questions can be found in Appendix T.15 of the Real Relationships Questionnaire, and Appendices U.14, V.15, and W.14 of the Hypothetical Relationships Questionnaires.

Influence of ethnic identity. Ethnic identity is shown to predict one’s willingness to date outside of one’s ethnic group or race, such that lower levels of ethnic identity are associated with greater willingness to interracially date (Levin, Taylor, &

Caudle, 2007). It is possible that a parent's ethnic identity might also predict his or her willingness to support their children's relationship if the child's partner was of a different ethnic group. To assess whether one's ethnic identity influences one's attitudes toward ethnically homogamous or traditional relationships, three questions measured parents' ethnic identity (e.g., "How important is your ethnicity to your identity?"; Levin, Taylor, & Caudle, 2007). Items were measured on a scale of one to seven with lower values indicating the parent has little personal connection to his or her ethnic group. The three items were averaged to create a single measure of parents ethnic identity ($\alpha = .86$). Survey questions can be found in Appendix T.17 of the Real Relationships Questionnaire, and Appendices U.16, V.17, and W.16 of the Hypothetical Relationships Questionnaires.

Influence of political affiliation. Political affiliation has been shown to predict acceptance of same-sex relationships with greater conservatism predicting greater sexual prejudice (Carney, Jost, Gosling, & Potter, 2008; Herek, 2003; McCann, 2011). In this study, it is possible that parents' levels of conservatism may predict their intentions to provide support for their children's relationships in the future, particularly if the children are in same-sex dating relationships (or hypothetical same-sex relationships). To tap the influence of parents' political leanings on their willingness to support their children's relationships, parents were asked a single item to report their level of conservatism versus liberalism (i.e., "How politically liberal-conservative are you?"; Carney et al.). The item was measured on a 7-point scale (1 = *extremely liberal*, 7 = *extremely conservative*). The survey question can be found in Appendix T.21 of the Real Relationships Questionnaire, and Appendices U.20, V.21, and W.20 of the Hypothetical Relationships Questionnaires.

Racial discrimination. In this study, parents' attitudes toward individuals of a different race may be integral to predicting the parents' willingness to support their children's real interracial or hypothetical interracial relationships. To assess parents' baseline levels of racial discrimination, parents were asked to complete three questions. Items were pulled from a larger measure of racial and gender discrimination, the Quick Discrimination Index (QDI; Ponterroto, Burkard, Rieger, D'Onofrio, DuBuisson, Heenehan et al., 1995). The three selected items focused on the parents' willingness to have a close or intimate relationship with someone of a different race (e.g., "I feel I could develop an intimate relationship with someone from a different race"). The items are measured on a 7-point scale (1 = *strongly disagree*, 7 = *strongly agree*) with higher scores indicating lower levels of racial discrimination. The three items were averaged to create a single measure of parents levels of racial discrimination ($\alpha = .76$). Survey questions can be found in Appendix T.19 of the Real Relationships Questionnaire, and Appendices U.18, V.19, and W.18 of the Hypothetical Relationships Questionnaires.

Attitudes toward homosexuals. In the same regard, parents' attitudes towards gay men and lesbians may improve prediction of parents' intentions to provide support for their children's same-sex or hypothetical same-sex relationships. To assess parents' baseline levels of homophobia, parents completed four questions. Items were pulled from a larger measure of homophobia, the Modern Homophobia Scale (MHS; Raja & Stokes, 1998). Two items assessed homophobic attitudes toward lesbians, and two items assessed attitudes toward gay men. The items reflected parents' willingness to associate with individuals who are gay or lesbian, and also whether parents believe marriages between same-sex couples should be legal (e.g., "Marriages between two lesbians should be legal."). All items were measured on a 7-point scale (1 = *strongly disagree*, 7 =

strongly agree). The four items were averaged to create a single measure of parents attitudes toward homosexuality ($\alpha = .89$). Survey questions can be found in Appendix T.20 of the Real Relationships Questionnaire, and Appendices U.19, V.20, and W.19 of the Hypothetical Relationships Questionnaires.

Racial centrality scale. Racial centrality refers to the extent to which an individual defines himself or herself by his or her race. A person who is high in racial centrality, for example, is said to think of his race as a central tenet of his self-concept (Sellers, Rowley, Chavous, Shelton, & Smith, 1997). To account for the influence of racial centrality, two items from the Racial Centrality subscale of the Multidimensional Inventory of Black Identity (Sellers et al.) were included. The Racial Centrality subscale was designed originally to assess racial centrality for Blacks only; however, to make the questions relevant for all participants, the survey was programmed to insert each parent's race into each question ("In general, being [parent's race] is an important part of my self-image"). Both items were measured on a 7-point scale (1 = *strongly disagree*, 7 = *strongly agree*). The two items were highly correlated ($r = .86, p < .001$); thus, they were averaged to create a composite measure of parents racial centrality. After reverse scoring one of the items, higher scores indicated greater racial centrality. Survey questions can be found in Appendix T.18 of the Real Relationships Questionnaire, and Appendices U.17, V.18, and W.17 of the Hypothetical Relationships Questionnaires.

Additional questions for hypothetical surveys. Parents who completed one of the three hypothetical surveys were asked to complete additional questions to understand better the parents' experiences while participating in the study. Parents were asked four questions to assess the ease or difficulty parents experienced when imagining their children in dating relationships. Two questions assessed how challenging it was to

imagine their children in (a) romantic relationships and (b) in the specific relationship types; i.e., traditional, interracial, or same-sex; “How easy or challenging was it for you to imagine your child was in an interracial romantic relationship for these questions?”). Two additional questions assessed how upsetting it was to imagine their children in (a) romantic relationships and (b) in the specific relationship type (e.g., “How upsetting was it for you to imagine your child was in a same-sex romantic relationship for these questions?”). Each question was measured on a 7-point scale (1 = *very challenging/upsetting*, 7 = *not at all challenging/upsetting*). Survey questions can be found in Appendices U.9, V.9, and W.9 of the Hypothetical Relationships Questionnaires.

Near the end of the survey, parents were asked to recall which hypothetical survey they were asked to complete (i.e., “At the beginning of the survey, you were asked to imagine your child in a specific type of romantic relationship. Which of the relationship types listed below were you asked to imagine for this survey?”). This manipulation check was implemented to assure that parents understood the survey instructions. The survey question can be found in Appendices U.10, V.10, and W.10 of the Hypothetical Relationships Questionnaires.

Finally, to account for the fact that parents who completed the Hypothetical Interracial Relationship Questionnaire were not primed with a particular racial pairing (e.g., Black-White couple), one open-ended question was included to determine which race the parents imagined in the hypothetical scenario (i.e., “When thinking of your child’s interracial relationship, what specific race or ethnicity did you imagine?”). The survey question can be found in Appendix V.22 of the Hypothetical Interracial Relationships Questionnaire.

Open-ended items. To capitalize on the exploratory elements of this study and to provide additional support for study findings, parents were asked to complete three open-ended questions. The open-ended questions broadly addressed the parents' thoughts and experiences regarding their motivations to support their children's relationships. Questions assessed (a) parents' thoughts on the legal rights for interracial and same-sex couples to marry, (b) parents' thoughts about the characteristics of the person they would like their children to marry, including what characteristics parents think their extended network would prefer, and (c) any clarifications or input parents had regarding the survey questions or the parents' suggestions for future research. Survey questions can be found in Appendix T.23 of the Real Relationships Questionnaire.

Results

ANALYTIC PLAN

In this study, parents' attitudes toward the behavior and subjective norms were hypothesized to predict the parents' behavioral intentions to provide support for their children's romantic relationships in the future. I hypothesized that the predictor subjective norms would more accurately represent parents' intentions to support their children's interracial or same-sex relationships if the computation of the subjective norms variable was modified. In the original theory of reasoned action (TRA_{orig}) model, subjective norms is computed by multiplying normative beliefs on motivation to comply with one's social network. I modified the computation of motivation to comply to represent the parents' reports of stigma-by-association and threat of sanctions associated with showing support for their children's relationships. To assess parents' perceived stigma-by association and threat of sanctions, two measures were created. Prior to testing the models, an exploratory factor analysis (EFA) was conducted to ensure the items loaded on two distinct factors. For additional measures, because I either utilized a subset of a full scale or altered the wording of items in a scale, additional EFAs were conducted to verify that all measures functioned in a psychometrically expected manner (see Appendix B for discussion of EFAs for additional measures).

The primary analytic method used in this study was multiple regression. Multiple regression was deemed most appropriate because the original TRA model (TRA_{orig}) and revised TRA model (TRA_{new}) include a single outcome variable predicted by two independent variables. Other advanced modeling techniques (e.g., path analysis) were not possible because the primary models in this study are "just-identified." A just-identified model is one in which the unknown paths are equal to the known paths (i.e.,

degrees of freedom equal zero; Kline, 2011). When a model has zero degrees of freedom, it is not possible to calculate a Chi-square statistic and additional fit indices (e.g., CFI) that would be available with advanced modeling. Although it is possible to run a just-identified model in a path analysis, the analysis would produce the same model fit statistics available using multiple regression (e.g., R^2). In this case, the use of path analysis would have been superfluous; multiple regression achieves identical results.

The initial analyses involved testing how well the TRA_{orig} and TRA_{new} models fit the data. Recall that the original TRA model includes two predictors of behavioral intentions (BI-FUTR): attitudes toward the behavior (ATB) and subjective norms (SN). In this study, I refer to the original and revised TRA models with the two predictors ATB and SN as the “base” models. To stay true to the original theory of reasoned action, I began by analyzing the base models without additional covariates. The base models were analyzed first for all individual groups and for combinations of groups (e.g., full sample, *Real Relationships Group*).

Following analysis of the base models, additional multiple regressions were conducted to determine whether the addition of theoretically-relevant covariates improved prediction of BI-FUTR above and beyond ATB and SN. Selection of covariates to include in final models was determined via stepwise regression. There were two reasons for adopting a stepwise approach: (a) there was little theoretical reason to include covariates in a particular order and (b) there were a large number of theoretically relevant covariates. Once significant covariates were identified, the covariates were added to the models with ATB and SN in the first step, with ATB and the relevant SN variable entered in the second step of the regression.

I used two methods to assess and compare model prediction (i.e., base models vs. covariate models) for each group (e.g., *Real Traditional Relationships Group*). The first method for assessing the ability of each model to predict BI-FUTR was to examine the R-squared (R^2) statistic for each model. The R^2 statistic represents the amount of variance explained in the outcome variable by the predictor variables (Cohen, Cohen, West, & Aiken, 2003). To compare the relative predictive ability of base models and covariate models, which represent “nested models” (i.e., the base models are nested in the covariate models), I examined the change in R^2 (ΔR^2). A significant change in R^2 indicated that the model with additional covariates significantly improved prediction of the model over the initial model.

To determine which of the four models (i.e., TRAorig and TRAnew base models, TRAorig and TRAnew models with covariates) within each group was the best fit for the data, I calculated the AIC (Akaike’s Information Criterion) fit index. The AIC fit index allowed me to compare model fit across nested or nonnested models for each group (Burnham & Anderson, 2002). An underlying assumption of the use of the AIC fit index is that a “true” model (i.e., error free model) exists. Generally stated, the purpose of comparing AIC values is to determine the model that best approximates the true model. For regression analysis, the AIC was calculated using the following formula¹:

$$AIC = n\log(SSR) + 2K$$

In the formula, n = sample size, SSR = the residual sum of squares, and K = the number of parameters (i.e., predictors, variance, and error terms). For comparative purposes, we presume that the true model has a value of zero (i.e., zero error variance). Accordingly,

¹ AIC is calculated differently for SEM (e.g., integrates maximum likelihood estimation and incorporates model degrees of freedom), but it is interpreted the same as the AIC index for regression analysis (Burnham & Anderson, 2002).

the model with the smallest AIC value is considered the best fit for the data as it most closely approximates the true model; however, two models that are within one to two points of one another are considered comparable fits for the data (Burnham & Anderson, 2002). As evident in the formula, models with higher numbers of parameters are penalized; thus, the AIC fit index favors models that are more parsimonious. Importantly, the AIC value can be compared only for models that are calculated using the same sample; therefore, I cannot compare models across different groups. Findings for model fit are presented within the results for each group; however, a summary of model fits is also presented in Appendix O.

DATA PREPARATION

Before beginning data analysis, I reduced my sample to include only those participants who met the qualifications to participate in the study. The original sample consisted of 575 individuals. Individuals were dropped for several reasons. First, the largest number of individuals were dropped because the focal child was younger than 18 years of age or the child's age was not provided ($n = 79$). As mentioned, the focus of this study is on parents' motivations to support their *adult* children's romantic relationships. One important difference between adult romantic relationships and relationships for minor aged children is the amount of control the parents have over whom their children date. It is possible, for instance, that parents of adult children will refrain from interfering with their adult children's partner choices as a sign of respect for the children's adult status. In contrast, parents with minor aged children may assert more authority over whom their children date. Thus, I posit that parents' perceptions of their abilities to influence adult romantic relationships may be qualitatively different from

parents' abilities to influence youth romantic relationships and, as such, should not be combined for analyses in this study.

In addition, individuals were also dropped because (a) the parent had already completed the survey for another of their children ($n = 11$); (b) another parent had already completed the survey for the focal child ($n = 10$); (c) parents who completed the hypothetical surveys did not accurately respond to the item used as a manipulation check ($n = 13$); or (d) the child was married or formally committed to their partner ($n = 7$). Moreover, parents whose children were currently dating someone of a different race *and* of the same sex were excluded from these analyses ($n = 17$). The decision to exclude these participants was made because these individuals may be qualitatively different from interracial or same-sex daters, yet the group size was not substantial enough to test as an independent group. After accounting for all ineligible participants, the final sample consisted of 438 parents.

Following sample reduction, a total of six groups were created. Three groups represented the *Real Relationships Group*: the *Real Traditional Relationships Group* ($n = 162$), the *Real Interracial Relationships Group* ($n = 75$), and the *Real Same-Sex Relationships Group* ($n = 27$). The remaining three groups represented parents in the *Hypothetical Relationships Group*: the *Hypothetical Traditional Relationships Group* ($n = 58$), the *Hypothetical Interracial Relationships Group* ($n = 55$), and the *Hypothetical Same-Sex Relationships Group* ($n = 61$).

Missing Data

The next step was to analyze the presence of missing data. A test of frequencies indicated that, across all groups, fewer than 3% of cases were missing, and the vast majority of measures were missing data from less than 1.5% of cases. As there was not a

distinguishable pattern to the missing data, the data were considered to be missing at random (Kline, 2011). To account for missing data, I imputed a group-mean substitution for missing items. With group-mean substitution, a missing score is replaced with the group mean on the particular item (Kline). For instance, if a parent in the interracial dating group did not answer a question assessing threat of sanctions, the missing score was replaced with the average score on the same item for all parents in the interracial dating group. Group-mean substitution was computed for ordinal variables, and two categorical variables (i.e., parents' SES and parents' education levels). Missing values present within the remaining categorical variables (e.g., parents education level) remained missing for all analyses.

Exploratory Factor Analysis

Once missing values were addressed, I conducted a series of exploratory factor analyses (EFA).² EFAs were conducted to verify that all items on a hypothesized scale loaded together on a single factor. All EFAs were conducted using an oblique rotation without a constraint on the number of factors. To determine the optimal number of factor loadings, I examined the scree plot and reviewed the number of factors with eigenvalues greater than 1.0 (Cattell, 1966). Items were retained if they loaded strongly (.35 and higher) and did not cross load (.349 or lower) on other factors. I also considered the

² EFAs were conducted for several different groups to verify consistency across groups. EFAs were conducted for (a) all participants, (b) each of the six groups, (c) the *Real Relationships Group* (d) the *Hypothetical Relationships Group*, (e) *Real Traditional* and *Hypothetical Traditional Groups*, and (f) *Real Stigmatized* and *Hypothetical Stigmatized Groups*. Overall, findings were similar to the full sample assessment; however, small sample sizes (>5:1 ratio of participants to factor items) for some groups contributed to unstable results (i.e., loadings followed no theoretically explainable pattern). In general, however, as the sample sizes increased, the factor loadings tended to represent the results found with the fully combined group. Therefore, for the sake of parsimony, I report final factor loadings based on all groups combined.

percent of variance explained when selecting the final factor distribution. In this section, I discuss the EFA conducted for Stigma-by-Association and Threat of Sanctions. All other measures either (a) strongly reflected the wording used for measure items in previous research, or (b) are items taken directly from established questionnaires. For the sake of brevity, detailed discussion for all additional EFAs is available in Appendices B – L.

Stigma-by-association and threat of sanctions. Two previously untested measures were implemented in this study, Stigma-by-Association (SBA) and Threat of Sanctions (SAN). To ensure that each measure represented a unique construct, I included all items from both measures in a single EFA. The items loaded on two distinct factors in line with the hypothesized constructs (see Appendix A). The seven items on the SBA scale loaded on a single factor accounting for 65.4% of the variance (e.g., “I do not want to appear in public with [my child] and his/her partner.”). Likewise, the five-item SAN scale loaded on a separate factor and accounted for 13.3% of variance explained (e.g., “If I show support for [my child]’s relationship, family and/or friends will disown me.”). I then assessed the internal consistency of each measure, which proved to be very high for each measure ($\alpha = .93$ and $.95$, respectively).

Creation of scale scores. Prior to testing the study hypotheses, I created scale scores for each of the above mentioned scales, including scale scores to represent subjective norms for the TRAorig model (SNorig) and the TRAnew model (SNnew). I then examined each composite score for violations of normality, including skew, kurtosis, and outliers. In total, four composite scores (i.e., ATB, SBA, SAN, and SNorig) required transformations to correct for skew that exceeded ± 1 and/or kurtosis that exceeded ± 3 . I evaluated the effect of applying the natural log, square root, and inverse transformations

for each score (Cohen, Cohen, West, & Aiken, 2003; Kutner, Nachtsheim, Neter, & Li, 2005). The skew and kurtosis for *SNorig* were best addressed using the natural log transformation. Notably, the interpretation of the natural log transformed variable differs from interpretation of nontransformed variables. Specifically, we interpret the unstandardized beta for a natural log transformed variable as the value associated with a one *percent* increase in the outcome variable (rather than the standard 1-unit increase). For the remaining three variables, the distributions were best transformed using the inverse transformation. During the process of inverse transformation, the item scales change direction; thus, it was necessary to reflect (or reverse) the transformed scores back to their original scales by multiplying the scores by -1. The interpretation of the inverse transformed partial regression coefficient is the same as the interpretation of the coefficient for a nontransformed variable. All predictors and outcome variables were then assessed for outliers. No individual scale exhibited the presence of outliers. All of the means and standard deviations for predictor and outcome variables can be found in Appendix M.

ANALYSIS OF MODEL FITS FOR ORIGINAL AND REVISED TRA MODELS

Full sample

The primary hypothesis in this study is that the proposed changes to the subjective norms component of the TRA model (i.e., replacing motivation to comply with a composite of stigma-by-association and sanctions) will result a stronger prediction of parents' behavioral intentions to support their children's relationships. The full sample (i.e., *Real* and *Hypothetical Relationship Groups*) was used as a first test of this hypothesis.

Testing the original and revised “base” models

The original and revised models without covariates were tested first. To test the predictive ability of the original TRA (TRA_{orig}) model, TRA_{orig} was assessed first. Specifically, parents’ behavioral intentions to support their children’s relationships in the future (BI-FUTR) was regressed on parents’ attitudes toward providing support for their children’s relationships (ATB) and parents’ perceived subjective norms (SN_{orig}) regarding showing support for their children’s relationships. ATB and SN_{orig} accounted for 65% of the variance in BI-FUTR, $R^2 = .650$, $F(2,435) = 404.10$, $p < .001$. As expected, both ATB and SN_{orig} were positively associated with BI-FUTR ($\beta = .764$, $t = 25.342$, $p < .001$ and $\beta = .107$, $t = 3.549$, $p < .001$, respectively).

The predictive ability of the revised TRA (TRA_{new}) was evaluated next. Specifically, SN_{orig} was replaced with the modified subjective norms variable, SN_{new}. In this model, ATB and SN_{new} accounted for 67% of the variance in BI-FUTR, $R^2 = .673$, $F(2,435) = 448.28$, $p < .001$. Again, both ATB and SN_{new} were positively associated with parents’ intentions to provide support for their children’s relationships in the future ($\beta = .615$, $t = 15.75$, $p < .001$ and $\beta = .260$, $t = 6.66$, $p < .001$, respectively).

Testing the independent contributions of the original and revised subjective norms

For this model, both the original and revised subjective norms variables were significantly associated with parents’ behavioral intentions. It is unclear, however, whether each subjective norm variable accounts for independent variance in parents’ behavioral intentions. To assess this possibility, I included ATB, SN_{orig}, and SN_{new} simultaneously into a model to predict parents’ behavioral intentions. ATB, SN_{orig}, and SN_{new} accounted for 68% of the variance in BI-FUTR, $R^2 = .677$, $F(3,434) = 303.24$, $p < .001$. When entered into the model simultaneously, all variables remained positively

associated with parents' intentions (see Table 1). This finding indicates that the original and revised subjective norms variables account for unique variance in predicting parents' behavioral intentions.

Table 1

Multiple Regression Model in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for Full Sample (n = 438)

<i>Variable</i>	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>Sig</i>
ATB	12.823	.825	.607	15.546	.000
SNorig	.129	.058	.066	2.230	.026
SNnew	.026	.004	.240	6.015	.000

Note: *ATB* = attitude toward the behavior; *SNorig* = log transformed subjective norms (original model); *SNnew* = subjective norms (revised model).

Testing the original and revised models with covariates

To determine whether the addition of covariates increased prediction of parents' behavioral intentions to support their children's relationships, possible covariates were added to the models in a step-wise fashion. Given the sheer number of possible covariates, only those variables that were significantly correlated with the relevant outcome variable (see Appendix Q) were added to the base models (prior to the inclusion of ATB and SNorig/SNnew). The significant covariates included attitudes toward homosexuality, racial centrality, ethnic identity, racial discrimination, religious identity, stigma consciousness associated with interracial and same-sex marriages, parent's

happiness in the relationship with his or her child, political affiliation, SES, education level, and parent's sex.

BI-FUTR was regressed on all possible covariates simultaneously in a stepwise regression. Only those variables that were significantly related to BI-FUTR at $p < .05$ were retained. The final significant covariates included parent's happiness in the relationship with his or her child, attitudes toward homosexuality, racial discrimination, and stigma consciousness associated with interracial and same-sex marriage. Next, ATB and the respective SN component were added to each model that included the covariates. With the covariates, the TRAorig model now accounted for 67% of the variance in BI-FUTR ($R^2 = .666$, $F(3, 437) = 288.97$, $p < .001$, see Table 2), resulting in a significant change in R^2 ($\Delta R^2 = .022$, $p < .001$). Similarly, the TRAnew model now accounted for 69% of the variance in BI-FUTR ($R^2 = .687$, $F(6, 431) = 159.10$, $p < .001$), resulting in a significant change in R^2 ($\Delta R^2 = .016$, $p < .001$). For both the TRAorig and TRAnew models, more supportive attitudes toward providing support, greater perceived support from the parents' networks, and parents' greater happiness in the relationship with their children predicted greater parental intentions to support their children's relationships in the future. To determine which of the four models (i.e., the two "base" models without covariates and the two models with covariates) resulted in the best prediction of BI-FUT, the AIC index was calculated for each model. As mentioned, the AIC index provides a comparison of model fit across nested or nonnested models for a single group. Based on the AIC analyses, the TRAnew model proved the best fit for the data (see Appendix N).

Table 2

Final Multiple Regression Models in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for Full Sample (n = 438)

<i>Original TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Happy	.147	.032	.136	4.587	.000
ATH	.018	.026	.023	.691	.490
Racial Disc.	.048	.034	.044	1.434	.152
Marriage	-.036	.028	-.038	-1.261	.208
ATB	14.717	.686	.696	21.444	.000
SNorig	.180	.058	.093	3.104	.002
<i>Revised TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Happy	.138	.031	.128	4.429	.000
ATH	.002	.026	.003	.089	.929
Racial Disc.	.021	.033	.019	.626	.531
Marriage	-.033	.028	-.036	-1.203	.230
ATB	12.421	.819	.588	15.170	.000
SNnew	.026	.004	.239	6.209	.000

Note: Happy = parent's happiness in relationship with his or her child, ATH = attitudes toward homosexuality (higher values equal more favorable attitudes toward homosexuality), Racial Disc. = racial discrimination (higher values equal less discrimination), Marriage = stigma consciousness regarding interracial and same-sex marriage (higher values equal higher perceived stigma), ATB = attitude toward the

behavior, SN_{orig} = log transformed subjective norms (original model), SN_{new} = subjective norms (revised model).

Real Relationships Group and Hypothetical Relationships Group

In the previous analysis of the full sample, parents' intentions to provide support for their children's relationships were dependent on the parents' attitudes toward providing support, perceived support from the parents' networks, and parents' happiness in the relationships with their children. It is possible, however, that parents' motivations to provide support are contingent upon whether or not their children are in (a) traditional or stigmatized relationships or (b) real or hypothetical relationships. From this point forward, I compared groups with the intention of highlighting nuanced differences between groups.

I began with a comparison of the *Real Relationships Group* and the *Hypothetical Relationships Group* to examine differences in the extent to which each model predicted BI-FUTR. First, I addressed the hypothesis that parents' behavioral intentions to provide support for their children's relationships may differ depending on whether or not the parents' children were currently in romantic relationships. The results of a one-way ANOVA indicated no significant differences between the *Real Relationships Group* and the *Hypothetical Relationships Group* on parents' intentions to provide support in the future, $F(1,436) = .001, p = .981$. I next assessed whether parents within each group differed on their motivations to provide support in the future. To address this question, I first assessed the TRA_{orig} and TRA_{new} models for each group utilizing the original TRA framework. Then, I assessed whether the addition of covariates would improve prediction of parents' intentions to provide support in the future.

Testing the original and revised “base” models

The TRAorig was assessed first for the *Real Relationships Group*. ATB and SNorig accounted for 65% of the variance in BI-FUTR, $R^2 = .650$, $F(2, 263) = 242.769$, $p < .001$. As expected, both ATB and SNorig were positively associated with BI-FUTR ($\beta = .772$, $t = 19.884$, $p < .001$ and $\beta = .089$, $t = 2.286$, $p < .001$, respectively). The TRAorig was then assessed for the *Hypothetical Relationships Group*. ATB and SNorig accounted for 65% of the variance in BI-FUTR, $R^2 = .651$, $F(2, 173) = 159.391$, $p < .001$. Again, both ATB and SNorig were positively associated with BI-FUTR ($\beta = .752$, $t = 15.62$, $p < .001$ and $\beta = .133$, $t = 2.76$, $p < .001$, respectively). For both groups, more supportive attitudes toward providing support in the future and greater perceived support from social networks predicted greater parental intentions to provide support in the future.

The predictive ability of the TRAnew model was evaluated next. The TRAnew was assessed first for the *Real Relationships Group*. In this model, ATB and SNnew accounted for 67% of the variance in BI-FUTR, $R^2 = .668$, $F(2, 261) = 237.12$, $p < .001$. Both ATB and SNnew were positively associated with parent’s intentions to provide support for their children’s relationships in the future ($\beta = .628$, $t = 12.807$, $p < .001$ and $\beta = .250$, $t = 5.103$, $p < .001$, respectively). The TRAnew was assessed next for the *Hypothetical Relationships Group*. ATB and SNnew accounted for 67% of the variance in BI-FUTR, $R^2 = .671$, $F(2, 171) = 174.31$, $p < .001$. Again, both ATB and SNnew were positively associated with BI-FUTR ($\beta = .593$, $t = 9.171$, $p < .001$ and $\beta = .278$, $t = 4.299$, $p < .001$, respectively). For both groups, more supportive attitudes toward providing support in the future and greater perceived support from social networks predicted greater parental intentions to provide support in the future.

Testing the original and revised models with covariates

To determine whether the addition of covariates increased prediction of parents' behavioral intentions to support their children's relationships, possible covariates were added to the models using stepwise regression. I began by testing the models with the *Real Relationships Group*. To narrow the selection of additional model variables, I selected variables that were significantly correlated with the outcome variable for the *Real Relationships Group* (see Appendix R) to include in the initial analyses. The significant covariates included providing support in the past, parent's happiness in the relationship with his or her child, parent's education, stigma consciousness associated with interracial and same-sex marriages, and parent's sex.

BI-FUTR was regressed on all possible covariates simultaneously in a stepwise regression. Only those variables that were significantly related to BI-FUTR at $p < .05$ were retained. The final significant covariates included providing support in the past and parent's happiness in the relationship with his or her child. Next, ATB and the respective SN component were added to each model that included the covariates. With the covariates, the TRAorig model now accounted for 73% of the variance in BI-FUTR ($R^2 = .733$, $F(4, 234) = 160.31$, $p < .001$), resulting in a significant change in R^2 ($\Delta R^2 = .096$, $p < .001$); however, with the addition of covariates, SNorig became nonsignificant in the final model (see Table 3). In the TRAnew model, all variables were associated with BI-FUTR and now accounted for 75% of the variance in BI-FUTR ($R^2 = .747$, $F(4, 234) = 172.31$, $p < .001$; see Table 3). Moreover, the addition of covariates resulted in a significant change in R^2 ($\Delta R^2 = .079$, $p < .001$). For the TRAorig model, attitude toward the behavior, providing support in the past, and greater overall happiness in the relationship with one's child were associated with greater intentions to provide support in

the future. The revised model resulted in the same outcome with the exception that the revised subjective norms maintained a significant association in the final model. To determine which of the four models resulted in the best prediction of BI-FUTR, the AIC index was calculated for each model. Based on the AIC analyses, the TRAnew model proved the best fit for the data (Appendix N).

Table 3

Final Multiple Regression Models in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for the Real Relationships Group (n = 239)

<i>Original TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Happy	.204	.045	.177	4.489	.000
Past Support	.358	.045	.358	8.036	.000
ATB	9.812	1.049	.460	9.355	.000
SNorig	.072	.072	.037	1.007	.315
<i>Revised TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Happy	.181	.045	.157	4.068	.000
Past Support	.333	.044	.334	7.593	.000
ATB	7.910	1.151	.370	6.872	.000
SNnew	.020	.005	.180	3.728	.000

Note: ATB = attitude toward the behavior, SNorig = subjective norms (original model), SNnew = subjective norms (revised model), Past Support = parent has shown support for

the relationship in the past, Happy = parent's happiness in relationship with his or her child.

I then conducted the same analyses for the *Hypothetical Relationships Group*. To narrow the selection of additional model variables, I selected variables that were significantly correlated with the outcome variable for the *Hypothetical Relationships Group* (see Appendix S) to include in the initial analyses. The significant covariates included attitudes toward homosexuality, racial centrality, ethnic identity, racial discrimination, religious identity, stigma consciousness associated with interracial and same-sex marriages, parent's happiness in the relationship with his or her child, political affiliation, SES, and whether the parent had ever been in an interracial relationship.

BI-FUTR was regressed on all possible covariates simultaneously in a stepwise regression. Only those variables that were significantly related to BI-FUTR at $p < .05$ were retained. The final significant covariates included attitudes toward homosexuality, racial discrimination, and SES. Next, ATB and the respective SN component were added to each model that included the covariates. In the TRAorig model, all variables were associated with BI-FUTR and now accounted for 72% of the variance in BI-FUTR ($R^2 = .718$, $F(5, 173) = 85.52$, $p < .001$; see Table 4), resulting in a significant change in R^2 ($\Delta R^2 = .067$, $p < .001$). In the TRAnew model, all variables were associated with BI-FUTR and now accounted for 72% of the variance in BI-FUTR ($R^2 = .719$, $F(5, 168) = 85.89$, $p < .001$; see Table 3). The addition of covariates resulted in a significant change in R^2 ($\Delta R^2 = .048$, $p < .001$). For both models, more favorable attitudes toward showing support in the future, greater perceived support from the social network, more favorable attitudes toward gays and lesbians, greater comfort with people of another race, and higher reports of socioeconomic status were associated with greater parental intentions to

provide support in the future. Based on the AIC analyses, the TRAorig model proved the best fit for the data (Appendix N).

Table 4

Final Multiple Regression Models in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for Hypothetical Relationships Group (n = 174)

<i>Original TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
ATH	.124	.042	.158	2.984	.003
Racial Disc.	.140	.051	.136	2.758	.006
SES	.124	.038	.136	3.283	.001
ATB	12.613	1.069	.604	11.798	.000
SNorig	.271	.083	.142	3.253	.000
<i>Revised TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
ATH	.105	.042	.134	2.505	.013
Racial Disc.	.115	.051	.111	2.242	.026
SES	.117	.038	.129	3.103	.002
ATB	10.935	1.307	.524	8.368	.000
SNnew	.022	.007	.207	3.337	.001

Note: ATB = attitude toward the behavior, SNorig = subjective norms (original model), SNnew = subjective norms (proposed model), ATH = attitudes toward homosexuality,

Racial Disc = racial discrimination, Past Support = parent has shown support for the relationship in the past, SES = socioeconomic status.

Real Traditional Relationships Group and Real Stigmatized Relationships Group

I next compared the *Real Traditional Relationships Group* and the *Real Stigmatized Relationships Group*. I hypothesized that TRAnew would better predict parents’ intentions to provide support for their children’s relationships in the future, particularly for the stigmatized group, than TRAorig. First, however, to ensure that interracial and same-sex dating groups could reliably be combined into a single group, I analyzed whether the two groups differed significantly on the model predictors. To examine group mean differences on the variables included in the TRAorig and TRAnew (i.e., ATB, SNorig, and SNnew), I conducted an ANOVA for each predictor (Tabachnick & Fidell, 2001). As shown in Table 5, there were no significant differences between the interracial and same-sex dating groups on the predictor variables. Thus, I combined them into a single group.

Table 5

Means and Standard Deviations for Attitude toward the Behavior, Original Subjective Norms, and Revised Subjective Norms for the Real Interracial Relationships Group and the Real Same-Sex Relationships Group

<i>Variable</i>	<i>Real Interracial Relationships Group</i> (<i>n</i> = 75)	<i>Real Same-Sex Relationships Group</i> (<i>n</i> = 27)
Attitude toward Behavior	.231 (.006)	.230 (.014)

Subjective Norms (original)	2.416 (.101)	2.434 (.168)
Subjective Norms (revised)	29.469 (1.575)	26.875 (2.626)

Note: Standard errors in parentheses; There were no significant differences between groups.

Testing the original and revised “base” models

I first tested the original and revised models without covariates for the *Real Traditional Relationships Group*. ATB and SN_{orig} accounted for 62% of the variance in BI-FUTR, $R^2 = .618$, $F(2,159) = 128.79$, $p < .001$. ATB was positively associated with BI-FUTR; however, SN_{orig} was not associated with BI-FUTR ($\beta = .744$, $t = 13.898$, $p < .001$ and $\beta = .093$, $t = 1.746$, $p = .083$, respectively). The TRA_{orig} was then assessed for the *Real Stigmatized Relationships Group*. ATB and SN_{orig} accounted for 70% of the variance in BI-FUTR, $R^2 = .698$, $F(2, 99) = 114.512$, $p < .001$. Again, ATB was positively associated with BI-FUTR whereas subjective norms was nonsignificant ($\beta = .808$, $t = 14.154$, $p < .001$ and $\beta = .182$, $t = 1.594$, $p = .114$, respectively). For both groups, more supportive attitudes toward providing support in the future predicted greater intentions for parents to provide support in the future.

I next evaluated the predictive ability of the TRA_{new} model. The TRA_{new} was assessed first for the *Real Traditional Relationships Group*. In this model, ATB and SN_{new} accounted for 68% of the variance in BI-FUTR, $R^2 = .688$, $F(2,159) = 175.07$, $p < .001$. Both ATB and SN_{new} were positively associated with parent’s intentions to provide support for their children’s relationships in the future ($\beta = .499$, $t = 7.881$, $p < .001$ and $\beta = .396$, $t = 6.250$, $p < .001$, respectively). The TRA_{new} was assessed next for the *Real Stigmatized Relationships Group*. ATB and SN_{new} accounted for 69% of the variance in BI-FUTR, $R^2 = .692$, $F(2, 99) = 111.27$, $p < .001$). ATB was positively

associated with BI-FUTR whereas SN_{new} was not significantly associated with BI-FUTR ($\beta = .796, t = 10.802, p < .001$ and $\beta = .054, t = .732, p = .466$, respectively). For both groups, more supportive attitudes toward providing support in the future predicted greater intentions for parents to provide support in the future; yet, perceived support from the social network was only significant for the *Real Traditional Relationships Group*.

Testing the original and revised models with covariates

To determine whether the addition of covariates increased prediction of parents' behavioral intentions to support their children's relationships, possible covariates were added to the models. I began by testing the models with the *Real Traditional Relationships Group*. I selected variables that were significantly correlated with the outcome variable for the *Real Relationships Group*³ (see Appendix R) to include in the initial analyses. The significant covariates included providing support in the past, parent's happiness in the relationship with his or her child, parent's education, stigma consciousness associated with interracial and same-sex marriages, and parent's sex.

BI-FUTR was regressed on all possible covariates simultaneously in a stepwise regression. Only those variables that were significantly related to BI-FUTR at $p < .05$ were retained. The final significant covariates included providing support in the past, parent's happiness in the relationship with his or her child, and parent's education. Next, ATB and the respective SN component were added to each model that included the covariates. With the covariates, the TRA_{orig} model now accounted for 74% of the variance in BI-FUTR ($R^2 = .738, F(4, 147) = 82.41, p < .001$), resulting in a significant

³ The models were also run with covariates that were only significantly correlated with the outcome variable for the *Real Traditional Relationships Group*. The final model outcome was identical to the model presented here.

change in R^2 ($\Delta R^2 = .124, p < .001$); however, with the addition of covariates, SNorig became nonsignificant in the final model (see Table 6). In the TRAnew model, all variables were associated with BI-FUTR and now accounted for 77% of the variance in BI-FUTR ($R^2 = .766, F(5, 146) = 95.40, p < .001$; see Table 6). The addition of covariates resulted in a significant change in R^2 ($\Delta R^2 = .089, p < .001$). For both models, more supportive attitudes toward showing support, lower levels of perceived stigma-by-association and sanctions from one's social network, providing support in the past, greater overall happiness in the relationship with one's child, and higher education levels were associated with greater intentions to provide support in the future. To determine which of the four models resulted in the best prediction of BI-FUTR, the AIC index was calculated for each model. Based on the AIC analyses, the TRAnew model with covariates is the best fit for the data (see Appendix N).

Table 6

Final Multiple Regression Models in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for the Real Traditional Relationships Group (n = 162)

<i>Original TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Past Support	.368	.055	.354	6.749	.000
Happy	.263	.059	.222	4.425	.000
Education	.155	.065	.104	2.406	.017
ATB	9.134	1.283	.426	7.118	.000
SNorig	.070	.092	.036	.760	.449

Revised TRA Model

<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Past Support	.320	.053	.308	6.059	.000
Happy	.207	.058	.175	3.587	.000
Education	.147	.061	.099	2.410	.017
ATB	6.628	1.352	.309	4.903	.000
SNnew	.029	.007	.256	4.201	.000

Note: ATB = attitude toward the behavior, SNnew = subjective norms (proposed model), Past Support = parent has shown support for the relationship in the past, Happy = parent's happiness in relationship with his or her child, Education = parent's education level.

I then tested whether the addition of covariates increased prediction of parents' behavioral intentions to support their children's relationships for the *Real Stigmatized Relationships Group*. Again, I selected additional covariates that were significantly correlated with the outcome variable for the *Real Relationships Group*⁴. In addition, I included additional predictors that held particular theoretical relevance for the stigmatized dating group. The additional predictors included attitudes toward homosexuality and ethnic identity.

BI-FUTR was regressed on all possible covariates simultaneously in a stepwise regression. Only those variables that were significantly related to BI-FUTR at $p < .05$ were retained. The final significant covariates included past support for the relationship

⁴ The models were also run with covariates that were only significantly correlated with the outcome variable for the *Real Stigmatized Relationships Group*. The final model outcome was identical to the model presented here.

and parents' happiness in the relationships with their children. Next, ATB and the respective SN component were added to each model that included the covariates. With the additional covariates, the TRAorig model now accounted for 75% of the variance in BI-FUTR ($R^2 = .754$, $F(2, 82) = 62.88$, $p < .001$; see Table 7), resulting in a significant change in R^2 ($\Delta R^2 = .056$, $p < .001$). With the additional covariates, the TRAnew model now accounted for 75% of the variance in BI-FUTR ($R^2 = .754$, $F(4, 82) = 62.82$, $p < .001$; see Table 7), resulting in a significant change in R^2 ($\Delta R^2 = .063$, $p < .001$). For both models, more supportive attitudes toward showing support and having shown more support in the past were associated with intentions to provide support in the future. The models with the covariates resulted in nearly identical AIC values (TRAorig = 154.682; TRAnew = 154.712); thus, both models would provide a similar fit for the data (see Appendix N).

Table 7

Final Multiple Regression Models in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for Real Stigmatized Relationships Group (n = 86)

<i>Original TRA Model</i>					
Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	Sig
Past Support	.343	.082	.370	4.187	.000
Happy	.092	.069	.084	1.324	.189
ATB	10.626	1.934	.497	5.493	.000
SNorig	.039	.114	.020	.345	.731
<i>Revised TRA Model</i>					

Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	Sig
Past Support	.343	.082	.370	4.168	.000
Happy	.094	.069	.086	1.368	.175
ATB	10.463	2.151	.489	4.864	.000
SNnew	.002	.009	.018	.234	.816

Note: Past Support = parent has shown support for the relationship in the past, Happy = parent's happiness in relationship with his or her child, ATB = attitude toward the behavior, SNorig = subjective norms (original model).

Testing differences in parents' behavioral intentions to provide support in the future

Previous research indicates adult daters in interracial and same-sex relationships perceive less support for their relationships than daters in traditional relationships (e.g., Lehmler & Agnew, 2006). In a supplementary analysis, I assessed whether parents in the *Real Traditional Relationships Group* differed from parents in the *Real Interracial* and *Real Same-Sex Relationships Groups* in their behavioral intentions to support their children's relationships in the future. Moreover, I assessed whether parents differed in their past support for their children's relationships. First, I analyzed whether the three groups differed on parents' behavioral intentions. A one-way ANOVA indicated no significant differences on parents' reports of behavioral intentions to provide support for their children's relationships in the future, $F(2, 261) = 1.00, p = .369$. I next assessed whether the three groups differed in their reports of past support for their children's relationships. A one-way ANOVA indicated no significant differences in parents' past support for their children's traditional, interracial, or same-sex relationships, $F(2, 236) = .350, p = .705$.

Hypothetical Traditional Relationships Group and the Hypothetical Stigmatized Relationships Group

The previous analyses highlighted differences between parents whose children were in the *Real Traditional Relationships Group* and the *Real Stigmatized Relationships Group*. Both groups were motivated by parents' attitudes toward the behavior and past support for the relationship; yet, for parents in the *Real Traditional Relationships Group*, higher levels of happiness in the relationships with their children and parents' higher education levels also predicted intentions to provide support in the future. I next conducted the same tests comparing the *Hypothetical Traditional Relationships Group* and the *Hypothetical Stigmatized Relationships Group*. As with the *Real Relationships Groups*, I predicted that TRAnew would better predict parents' intentions to provide support for their children's stigmatized relationships in the future than TRAorig.

To ensure that the *Hypothetical Interracial* and *Hypothetical Same-Sex Relationships Groups* could reliably be combined into a single group, I first tested whether model predictors differed between the two groups. As shown in Table 8, the means for the *Hypothetical Interracial* and *Hypothetical Same-Sex Relationships Groups* were significantly different on all three predictor variables (i.e., ATB, SNorig, SNnew). Inspection of the group means indicates that parents in the *Hypothetical Same-Sex Relationships Group* report less favorable attitudes toward the behavior and perceive lower levels of support from the parents' social networks than parents in the *Hypothetical Interracial Relationships Group*. These findings suggest the parents in the *Hypothetical Interracial* and *Hypothetical Same-Sex Relationships Groups* may be qualitatively different in their motivations for providing support in the future. In order to compare the traditional and stigmatized groups, I proceeded to combine the two groups together; however, the findings should be interpreted with caution.

Table 8

Means and Standard Deviations for Attitude toward the Behavior, Original Subjective Norms, and Revised Subjective Norms for the Hypothetical Interracial Relationships Group and the Hypothetical Same-Sex Relationships Group

<i>Variable</i>	<i>Hypothetical Interracial Relationships Group (n = 55)</i>	<i>Hypothetical Same-Sex Relationships Group (n = 61)</i>
Attitude Toward Behavior	.254 (.010)	.201 (.009)
SNorig	2.319 (.118)	1.880 (.112)
SNnew	34.051 (1.840)	23.582 (1.747)

Note: Standard errors in parentheses. Means within all rows significantly different at $p < .05$.

Testing the original and revised “base” models

For the initial analyses, I tested the original and revised models without covariates. The TRAorig was assessed first for the *Hypothetical Traditional Relationships Group*. ATB and SNorig accounted for 54% of the variance in BI-FUTR, $R^2 = .540$, $F(2, 55) = 32.27$, $p < .001$. As expected, both ATB and SNorig were positively associated with BI-FUTR ($\beta = .628$, $t = 6.644$, $p < .001$ and $\beta = .254$, $t = 2.683$, $p = .010$, respectively). The TRAorig was then assessed for the *Hypothetical Stigmatized Relationships Group*. ATB and SNorig accounted for 68% of the variance in BI-FUTR, $R^2 = .678$, $F(2, 113) = 119.04$, $p < .001$. ATB was positively associated with BI-FUTR; however, SNorig was nonsignificant ($\beta = .722$, $t = 12.748$, $p < .001$ and $\beta = .218$, $t =$

1.801, $p = .074$, respectively). For both groups, more supportive attitudes toward showing support predicted greater intentions to provide support for the relationship in the future. Parents' perceived support from their social networks was only predictive for the *Hypothetical Traditional Relationships Group*.

I next evaluated the predictive ability of the TRAnew model. The TRAnew was assessed first for the *Hypothetical Traditional Relationships Group*. ATB and SNnew accounted for 49% of the variance in BI-FUTR, $R^2 = .489$, $F(2, 55) = 26.35$, $p < .001$. ATB was positively associated with BI-FUTR whereas SNnew was nonsignificant ($\beta = .610$, $t = 4.834$, $p < .001$ and $\beta = .128$, $t = 1.015$, $p = .315$, respectively). The TRAnew was assessed next for the *Hypothetical Stigmatized Relationships Group*. ATB and SNnew accounted for 72% of the variance in BI-FUTR, $R^2 = .715$, $F(2, 113) = 141.63$, $p < .001$. Both ATB and SNnew were positively associated with BI-FUTR ($\beta = .581$, $t = 7.759$, $p < .001$ and $\beta = .319$, $t = 4.266$, $p < .001$, respectively). For both groups, more supportive attitudes toward showing support for the relationship was associated with intentions to provide support in the future. However, subjective norms was only significant for the *Hypothetical Stigmatized Relationships Group*, indicating that parents who were asked to imagine an interracial or same-sex relationship were more likely to consider whether the parent would incur stigma-by-association or sanctions from the social network.

Testing the original and revised models with covariates

To determine whether the addition of covariates increased prediction of parents' behavioral intentions to support their children's relationships, possible covariates were added to the models using stepwise regression. I began by testing the models with the *Hypothetical Traditional Relationships Group*. I selected covariates that were

significantly correlated with the outcome variable for the *Hypothetical Relationships Group*⁵ (see Appendix S). The significant covariates included attitudes toward homosexuality, racial centrality, ethnic identity, racial discrimination, religious identity, stigma consciousness associated with interracial and same-sex marriage, parent's happiness in relationship with their child, political affiliation, SES, and whether the parent had ever been in an interracial relationship.

BI-FUTR was regressed on all possible covariates simultaneously in a stepwise regression. Only those variables that were significantly related to BI-FUTR at $p < .05$ were retained. The final significant covariates included racial discrimination and parent's happiness in the relationship with his or her child. Next, ATB and the respective SN component were added to each model that included the covariates. With the covariates, the TRAorig model now accounted for 65% of the variance in BI-FUTR ($R^2 = .645$, $F(4, 53) = 24.03$, $p < .001$; see Table 9), resulting in a significant change in R^2 ($\Delta R^2 = .105$, $p < .001$). In the TRAnew model, only ATB and parent's happiness in the relationship with his or her child were associated with BI-FUTR and now accounted for 62% of the variance in BI-FUTR ($R^2 = .617$, $F(4, 53) = 21.38$, $p < .001$; see Table 9), resulting in a significant change in R^2 ($\Delta R^2 = .128$, $p < .001$). For both models, more supportive attitudes toward showing support for one's child's relationship and greater happiness in the relationship with one's child were associated with greater behavioral intentions to provide support in the future. Parent's motivations to comply with their group norms was associated with greater behavioral intentions to provide support only for the TRAorig

⁵ The models were also run with covariates that were only significantly correlated with the outcome variable for the *Hypothetical Traditional Relationships Group*. The final model outcome was identical to the model presented here.

model. To determine which of the four models resulted in the best prediction of BI-FUTR, the AIC index was calculated for each model. Based on the AIC analyses, the TRAorig model with covariates proved the best fit for the data (Appendix N).

Table 9

Final Multiple Regression Models in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for Hypothetical Traditional Group (n = 58)

<i>Original TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Racial Disc.	.115	.064	.155	1.788	.080
Happy	.218	.066	.289	3.329	.002
ATB	10.158	1.722	.529	5.897	.000
SNorig	.272	.131	.181	2.082	.042
<i>Revised TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Racial Disc.	.112	.068	.152	1.640	.107
Happy	.246	.067	.326	3.703	.001
ATB	10.165	2.171	.529	4.682	.000
SNnew	.006	.011	.059	.515	.609

Note: ATB = attitude toward the behavior, SNorig = subjective norms (original model), SNnew = subjective norms (revised model), Racial Dis. = Racial Discrimination, Happy = parent's happiness in relationship with his or her child.

I then conducted the same analyses for the *Hypothetical Stigmatized Relationships Group*. I selected covariates that were significantly correlated with the outcome variable for the *Hypothetical Relationships Group*. To test the original TRA model for the hypothetical stigmatized relationship group, the variables were then entered into the model simultaneously including the two original predictors. The significant covariates included attitudes toward homosexuality, racial centrality, ethnic identity, racial discrimination, religious identity, stigma consciousness associated with interracial and same-sex marriage, parent's happiness in relationship with their child, political affiliation, SES, and whether the parent had ever been in an interracial relationship.

BI-FUTR was regressed on all possible covariates simultaneously in a stepwise regression. Only those variables that were significantly related to BI-FUTR at $p < .05$ were retained. The final significant covariates included attitudes toward homosexuality and racial discrimination. Next, ATB and the respective SN component were added to each model that included the covariates. With the covariates, the TRAorig model now accounted for 75% of the variance in BI-FUTR ($R^2 = .745$, $F(4, 111) = 80.99$, $p < .001$), resulting in a significant change in R^2 ($\Delta R^2 = .069$, $p < .001$); however, with the addition of covariates, SNorig became nonsignificant in the final model (see Table 10). In the TRAnew model, all variables were associated with BI-FUTR and now accounted for 76% of the variance in BI-FUTR ($R^2 = .759$, $F(4, 115) = 87.525$, $p < .001$, see Table 9). With the inclusion of the additional covariates, there was a significant change in R^2 ($\Delta R^2 = .044$, $p < .001$). For both models, more supportive attitudes toward showing support, more favorable attitudes toward homosexuality, and lower levels of racial discrimination were associated with greater intentions to provide support in the future. Moreover, parents who perceive lower levels of stigma-by-association and sanctions from their

social networks are more likely to intend to support their children's relationships in the future. To determine which of the four models resulted in the best prediction of BI-FUTR, the AIC index was calculated for each model. Based on the AIC analyses, the TRAnew model with covariates is the best fit for the data (see Appendix N).

Table 10

Final Multiple Regression Models in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for Hypothetical Stigmatized Group (n = 116)

<i>Original TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Racial Disc.	.198	.065	.173	3.059	.003
ATH	.203	.060	.231	3.394	.001
ATB	12.155	1.475	.554	8.243	.000
SNorig	.188	.108	.089	1.731	.086
<i>Revised TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Racial Disc	.177	.059	.201	3.001	.003
ATH	.163	.063	.143	2.592	.011
ATB	9.819	1.666	.448	5.892	.000
SNnew	.025	.008	.227	3.138	.002

Note: ATB = attitude toward the behavior, SNorig = subjective norms (original model), SNnew = subjective norms (proposed model), ATH = attitudes toward homosexuality, Racial Disc = racial discrimination, SES = socioeconomic status.

Real Traditional Relationships Group and Hypothetical Traditional Relationships Group

From this point forward, I present results comparing groups by relationship type, starting with the traditional relationships groups. This strategy was implemented to provide a more nuanced comparison of parental motivations based upon the particular relationship types. I begin by reviewing results for the *Real Traditional Relationships Group* and the *Hypothetical Traditional Relationships Group*. Each group has been discussed in depth in previous analyses; thus, this section will include only a brief review of the findings presented above. Results for the final models for the *Real Traditional Relationships Group* and the *Hypothetical Traditional Relationships Group* can be found in Tables 6 and 9, respectively.

Testing the original and revised “base” models

I initially tested the original and revised models without covariates for the *Real Traditional Relationships Group*. The TRA_{orig} accounted for 62% of the variance in BI-FUTR, $R^2 = .618$, $F(2,159) = 128.79$, $p < .001$. In this model, only ATB (and not SN_{orig}) was positively associated with BI-FUTR. The TRA_{orig} was then assessed for the *Hypothetical Traditional Relationships Group*. ATB and SN_{orig} accounted for 54% of the variance in BI-FUTR, $R^2 = .540$, $F(2, 55) = 32.27$, $p < .001$. As expected, both ATB and SN_{orig} were positively associated with BI-FUTR. For both groups, favorable attitudes toward showing support were associated with intentions to provide support in the future. Greater willingness to comply with the parents' social networks predicted future intentions to provide support only for the *Hypothetical Traditional Relationships Group*.

I next evaluated the predictive ability of the TRAnew model. The TRAnew was assessed first for the *Real Traditional Relationships Group*. In this model, ATB and SNnew accounted for 68% of the variance in BI-FUTR, $R^2 = .688$, $F(2,159) = 175.07$, $p < .001$. Both ATB and SNnew were positively associated with parent's intentions to provide support for their children's relationships in the future. The TRAnew was then assessed for the *Hypothetical Traditional Relationships Group*. ATB and SNnew accounted for 49% of the variance in BI-FUTR, $R^2 = .489$, $F(2, 55) = 26.35$, $p < .001$. ATB was positively associated with BI-FUTR whereas SNnew was nonsignificant. Again, for both groups, favorable attitudes toward the behavior predicted parents' intentions to provide support in the future. Lower levels of perceived stigma-by-association and sanctions from the parents' social networks were predictive of future intentions only significant for the *Real Traditional Relationships Group*.

Testing the original and revised models with covariates

BI-FUTR was regressed on all significant covariates and components of the original and revised models. For the *Real Traditional Relationships Group*, the TRAorig model now accounted for 74% of the variance in BI-FUTR ($R^2 = .738$, $F(5, 146) = 82.41$, $p < .001$), resulting in a significant change in R^2 ($\Delta R^2 = .124$, $p < .001$). For the final TRAorig model, more favorable attitudes toward the behavior, past support for the relationship, parent's happiness in the relationship with his or her child, and higher levels of education were associated with behavioral intentions to provide support in the future. In the TRAnew model, all variables were associated with BI-FUTR and now accounted for 77% of the variance in BI-FUTR ($R^2 = .766$, $F(5, 146) = 95.40$, $p < .001$). The addition of covariates resulted in a significant change in R^2 ($\Delta R^2 = .089$, $p < .001$). For the final TRAnew model, the same four predictors were associated with BI-FUTR. In

addition, lower perceived stigma-by-association and sanctions was positively associated with BI-FUTR (see Table 6). To determine which of the four models resulted in the best prediction of BI-FUTR, the AIC index was calculated for each model. Based on the AIC analyses, the TRAnew model with covariates is the best fit for the data (see Appendix N).

The same procedure was conducted to assess the original and revised models with covariates for the *Hypothetical Traditional Relationships Group*. For this group, the TRAorig model now accounted for 65% of the variance in BI-FUTR ($R^2 = .645$, $F(2, 55) = 24.03$, $p < .001$), resulting in a significant change in R^2 ($\Delta R^2 = .083$, $p < .001$). For the final TRAorig model, more supportive attitudes toward showing support for one's child's relationship, greater motivation to comply with one's social network, and greater happiness in the relationship with one's child were associated with greater behavioral intentions to provide support in the future. In the TRAnew model, only ATB and parent's happiness in the relationship with his or her child were associated with BI-FUTR and now accounted for 62% of the variance in BI-FUTR ($R^2 = .617$, $F(4, 53) = 21.38$, $p < .001$; see Table 9). The model resulted in a significant change in R^2 ($\Delta R^2 = .112$, $p < .001$). To determine which of the four models resulted in the best prediction of BI-FUTR, the AIC index was calculated for each model. Based on the AIC analyses, the TRAorig model with the covariate proved the best fit for the data (Appendix N).

Real Interracial Relationships Group and Hypothetical Interracial Relationships Group

Testing the original and revised "base" models

Next, I evaluated the *Real Interracial Relationships Group* and the *Hypothetical Interracial Relationships Group*. The original and revised models without covariates were tested first. The TRAorig was assessed first for the *Real Interracial Relationships*

Group. ATB and SN_{orig} accounted for 70% of the variance in BI-FUTR, $R^2 = .702$, $F(2, 72) = 84.68$, $p < .001$. As expected, both ATB and SN_{orig} were positively associated with BI-FUTR, ($\beta = .788$, $t = 11.907$, $p < .001$ and $\beta = .154$, $t = 2.326$, $p < .05$, respectively). The TRA_{orig} was then assessed for the *Hypothetical Interracial Relationships Group*. ATB and SN_{orig} accounted for 53% of the variance in BI-FUTR, $R^2 = .526$, $F(2, 52) = 28.87$, $p < .001$. Against prediction, ATB was positively associated with BI-FUTR whereas SN_{orig} was nonsignificant ($\beta = .691$, $t = 7.209$, $p < .001$ and $\beta = .228$, $t = 1.723$, $p = .091$, respectively). For both groups, more supportive attitudes toward providing support were associated with behavioral intentions to provide support in the future. Greater perceived support from the parents' subjective norms predicted greater parental intentions to provide support in the future only for parents in the *Real Interracial Relationships Group*.

I next assessed the predictive ability of the TRAnew model. The TRAnew was assessed first for the *Real Interracial Relationships Group*. The TRAnew model accounted for 68% of the variance in BI-FUTR, $R^2 = .684$, $F(2, 72) = 77.89$, $p < .001$. ATB was positively associated with BI-FUTR whereas SN_{new} was not significantly associated with BI-FUTR ($\beta = .756$, $t = 8.083$, $p < .001$ and $\beta = .096$, $t = 1.027$, $p = .308$, respectively). The TRAnew was assessed next for the *Hypothetical Interracial Relationships Group*. ATB and SN_{new} accounted for 58% of the variance in BI-FUTR, $R^2 = .581$, $F(2, 52) = 36.10$, $p < .001$. As predicted, both ATB and SN_{new} were positively associated with BI-FUTR ($\beta = .526$, $t = 4.966$, $p < .001$ and $\beta = .339$, $t = 3.196$, $p < .01$, respectively). Again, for both groups, more supportive attitudes toward showing support predicted intentions to provide support in the future. Moreover, parents'

perceived support from their social networks was associated with greater intentions to provide support only for parents in the hypothetical scenario.

Testing the original and revised models with covariates

To determine whether the addition of covariates increased prediction of parents' behavioral intentions to support their children's relationships, possible covariates were added to the models using stepwise regression. I began by testing the models with the *Real Interracial Relationships Group*. I selected variables that were significantly correlated with the outcome variable for the *Real Relationships Group*⁶ (see Appendix R). The significant variables included providing support in the past, parent's happiness in the relationship with his or her child, parent's education, stigma consciousness associated with interracial and same-sex marriage, and parent's sex. In addition, I included other covariates that I hypothesized might influence parents' views of their children's interracial relationships: racial centrality, ethnic identity, racial discrimination, parent's race, and child's race.

BI-FUTR was regressed on all possible covariates simultaneously in a stepwise regression. Only those variables that were significantly related to BI-FUTR at $p < .05$ were retained. The final significant covariates included providing support in the past and parent's happiness in the relationship with his or her child. With the covariates, the TRAorig model now accounted for 80% of the variance in the BI-FUTR ($R^2 = .795$, $F(4, 59) = 57.08$, $p < .001$). Notably, subjective norms became nonsignificant when the additional covariates were included in the model (see Table 11). The additional

⁶ The models were also run with covariates that were only significantly correlated with the outcome variable for the *Real Interracial Relationships Group*. The final model outcome was identical to the model presented here.

covariates resulted in a significant change in R^2 ($\Delta R^2 = .091, p < .001$). With the covariates, the TRAnew model also accounted for 80% of the variance in BI-FUTR ($R^2 = .794, F(4, 59) = 56.81, p < .001$), resulting in a significant change in R^2 ($\Delta R^2 = .093, p < .001$). For both models, more supportive attitudes toward showing support, past support for one's child's relationship, and the parent's happiness in the relationship with his or her child were associated with intentions to provide support in the future. To determine which of the four models resulted in the best prediction of BI-FUTR, the AIC index was calculated for each model. Based on the AIC analyses, the TRAnew model with covariates and the TRA original model with covariates resulted were within one point of one another (original model = 103.724; revised model = 103.824); thus, both models are comparable fits for the data. (see Appendix N).

Table 11

Final Multiple Regression Models in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for Real Interracial Relationships Group (n = 64)

<i>Original TRA Model</i>					
Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	Sig
Happy	.261	.083	.200	3.162	.002
Past Support	.306	.088	.325	3.468	.001
ATB	10.915	1.983	.509	5.504	.000
SNorig	.098	.123	.049	.799	.427
<i>Revised TRA Model</i>					
Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	Sig

Happy	.268	.082	.205	3.247	.002
Past Support	.304	.089	.322	3.413	.001
ATB	10.423	2.200	.486	4.737	.000
SNnew	.006	.009	.053	.649	.519

Note: ATB = attitude toward the behavior, SN_{orig} = subjective norms (original model), SN_{new} = subjective norms (revised model), Past Support = parent has shown support for the relationship in the past, Happy = parent's happiness in relationship with his or her child.

I then conducted the same analyses for the *Hypothetical Interracial Relationships Group*. I selected covariates that were significantly correlated with the outcome variable for the *Hypothetical Relationships Group*⁷ (see Appendix S). The significant covariates included attitudes toward homosexuality, racial centrality, ethnic identity, racial discrimination, religious identity, stigma consciousness associated with interracial and same-sex marriage, parent's happiness in relationship with child, political affiliation, SES, and whether the parent had ever been in an interracial relationship. As with the *Real Interracial Relationships Group*, I also included parent's race and child's race in the analyses.

BI-FUTR was regressed on all possible covariates simultaneously in a stepwise regression. Only those variables that were significantly related to BI-FUTR at $p < .05$ were retained. The final significant covariate included racial discrimination. Next, ATB and the respective SN component were added to each model that included the covariates.

⁷ The models were also run with covariates that were only significantly correlated with the outcome variable for the *Hypothetical Interracial Relationships Group*. The final model outcome was identical to the model presented here.

With the covariate, the TRAorig model now accounted for 65% of the variance in BI-FUTR ($R^2 = .650$, $F(3, 51) = 31.61$, $p < .001$), resulting in a significant change in R^2 ($\Delta R^2 = .124$, $F(3, 52) = 31.61$, $p < .001$). Again, subjective norms became nonsignificant when the additional covariate was included in the model (see Table 12). In the TRAnew model, all variables were associated with BI-FUTR and now accounted for 67% of the variance in BI-FUTR ($R^2 = .673$, $F(3, 51) = 34.92$, $p < .001$). The addition of the covariate resulted in a significant change in R^2 ($\Delta R^2 = .091$, $F(3, 51) = 34.92$, $p < .001$). For these models, more supportive attitudes toward showing support and greater willingness to interact with others from another race were associated with greater parental intentions to provide support in the future. Moreover, only the revised subjective norms was associated with parents' intentions to provide support in the future, indicating that lower levels of stigma-by-association and sanctions are associated with greater willingness to provide support in the future. To determine which of the four models resulted in the best prediction of BI-FUTR, the AIC index was calculated for each model. Based on the AIC analyses, the revised TRA model with the additional covariate is the best fit for the data (see Appendix N).

Table 12

Final Multiple Regression Models in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for Hypothetical Interracial Relationships Group (n = 55)

Original TRA Model

<i>Variable</i>	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>Sig</i>
Racial Disc	.402	.095	.424	4.255	.000

ATB	7.805	1.645	.467	4.744	.000
SNorig	.152	.116	.110	1.310	.196
<i>Revised TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Racial Disc.	.357	.095	.376	3.771	.000
ATB	6.379	1.706	.382	3.739	.000
SNnew	.018	.008	.228	2.304	.025

Note: ATB = attitude toward the behavior, SNorig = subjective norms (original model), SNnew = subjective norms (revised model), Racial Disc = racial discrimination.

Race parents imagined for their children's hypothetical partner

Parents who completed the Hypothetical Interracial Relationships Questionnaire completed an open-ended question to assess what race the parents imagined for their children's partners when completing the questionnaire. Of the 55 parents who completed the survey, the majority, 92.7%, were White ($n = 51$). White parents were most likely to report imagining their children dating a Black or African American partner ($n = 24$) followed by parents imagining more than one race when completing the survey ($n = 13.7%$; e.g., Black/African American; Asian; Middle Eastern; Latino/Hispanic). The remaining responses varied across numerous categories including: imagined "all races" ($n = 2$); Latino/Latina ($n = 3$); Indian ($n = 1$); Asian ($n = 2$); Greek ($n = 1$); or the parent skipped the question, the answer was incoherent, or the parent did not address the question ($n = 11$). The remaining parents, 7.3%, were Black or African American ($n = 4$). Two parents imagined their children dating White partners, one parent imagined their child dating an Asian partner, and one parent imagined their child dating Asian or White partners.

Real Same-Sex Relationships Group and Hypothetical Same-Sex Relationships Group

Testing the original and revised “base” models

Finally, I considered the *Real Same-Sex Relationships Group* and the *Hypothetical Same-Sex Relationships Group*. For the initial test, I evaluated the original and revised models without covariates. The TRAorig was assessed first for the *Real Same-Sex Relationships Group*. The TRAorig accounted for 74% of the variance in BI-FUTR, $R^2 = .735$, $F(2, 24) = 33.20$, $p < .001$. ATB was positively associated with BI-FUTR whereas SNorig was nonsignificant ($\beta = .886$, $t = 7.986$, $p < .001$ and $\beta = -.255$, $t = -1.010$, $p = .323$, respectively). The TRAorig was then assessed for the *Hypothetical Same-Sex Relationships Group*. For this group, the TRAorig accounted for 70% of the variance in BI-FUTR, $R^2 = .699$, $F(2, 58) = 67.25$, $p < .001$. As with the previous group, ATB was positively associated with BI-FUTR and SNorig was nonsignificant ($\beta = .716$, $t = 9.021$, $p < .001$ and $\beta = .033$, $t = .419$, $p = .677$, respectively). For both groups, more supportive attitudes toward providing support in the future predicted intentions to provide support in the future.

I next evaluated the predictive ability of the TRAnew model. The TRAnew was assessed first for the *Real Same-Sex Relationships Group*. The TRAnew model significantly accounted for 72% of the variance in predicting BI-FUTR, $R^2 = .723$, $F(2, 24) = 31.36$, $p < .001$. As in the previous model, ATB was positively associated with BI-FUTR whereas SNnew was nonsignificant ($\beta = .852$, $t = 6.849$, $p < .001$ and $\beta = -.004$, $t = -.031$, $p = .976$, respectively). The TRAnew was assessed next for the *Hypothetical Same-Sex Relationships Group*. The TRAnew model significantly accounted for 72% of the variance in BI-FUTR, $R^2 = .722$, $F(2, 58) = 75.19$, $p < .001$ both ATB and SNnew were positively associated with BI-FUTR ($\beta = .624$, $t = 5.311$, $p < .001$ and $\beta = .262$, $t =$

2.231, $p < .05$, respectively). Again, for both groups, more supportive attitudes toward providing support predicted intentions to provide support in the future. Moreover, parents in the *Hypothetical Same-Sex Relationships Group* who perceived lower levels perceived stigma-by-association and sanctions from their social networks reported greater intentions to provide support for their children's relationships in the future.

Testing the original and revised models with covariates

To determine whether the addition of covariates increased prediction of parents' behavioral intentions to support their children's relationships, possible covariates were added to the models using stepwise regression. I began by testing the models with the *Real Same-Sex Relationships Group*. The *Real Same-Sex Relationships Group* had the lowest group size for any group in the study ($n = 27$). With this limitation in mind, I selected covariates were hypothesized to be associated specifically with same-sex dating relationships. The final set of covariates included attitudes toward homosexuality, whether parent was currently or had ever been in a same-sex relationship, political affiliation, religious identity, parents' beliefs whether interracial or same-sex relationships carried a stigma. In addition, I included covariates that had consistently been significant predictors in previous analyses: parent's happiness in relationship with their child and past supportive behaviors.

BI-FUTR was regressed on all possible covariates simultaneously in a stepwise regression. Only those variables that were significantly related to BI-FUTR at $p < .05$ were retained. The final significant covariate was past supportive behaviors. Next, ATB and the respective SN component were added to each model that included the covariate. With the covariate, the TRAorig model now accounted for 74% of the variance in BI-FUTR ($R^2 = .736$, $F(3, 19) = 17.65$, $p < .001$); however, the addition of a covariate did

not result in a significant change in R^2 ($\Delta R^2 = .057, p = .057$). When the additional covariate was included in the model, subjective norms became nonsignificant model (see Table 13). In the TRAnew model, all variables were associated with BI-FUTR and now accounted for 73% of the variance in BI-FUTR ($R^2 = .734, F(3, 19) = 17.45, p < .001$). The addition, the change in R^2 was not significant ($\Delta R^2 = .059, p = .055$). For both models, more supportive attitudes toward showing support was associated with greater behavioral intentions to provide support in the future. To determine which of the four models resulted in the best prediction of BI-FUTR, the AIC index was calculated for each model. Based on the AIC analyses, the revised TRA model with the additional covariate is the best fit for the data (see Appendix N).

Table 13

Final Multiple Regression Models in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for the Real Same-Sex Relationships Group (n = 27)

<i>Original TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Past Support	.374	.184	.417	2.025	.057
ATB	10.664	4.524	.499	2.357	.029
SNorig	-.138	.251	-.069	-.552	.587
<i>Revised TRA Model</i>					
<i>Variable</i>	<i>B</i>	<i>SE B</i>	<i>β</i>	<i>t</i>	<i>Sig</i>
Past Support	.378	.185	.422	2.044	.055
ATB	11.123	5.257	.521	2.116	.048

SN _{new}	-.007	.020	-.064	-.372	.714
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Note: ATB = attitude toward the behavior, SN_{orig} = subjective norms (original model), SN_{new} = subjective norms (revised model), Past Support = parent’s past support for the relationship.

I then conducted the same analyses for the *Hypothetical Same-Sex Group* for the original TRA model. I repeated the same procedure conducted for the *Real Same-Sex Relationships Group*. I selected covariates that were significantly correlated with the outcome variable for the *Hypothetical Relationships Group*⁸ (see Appendix S). The significant covariates included attitudes toward homosexuality, racial centrality, ethnic identity, racial discrimination, religious identity, stigma consciousness associated with interracial and same-sex marriage, parent’s happiness in relationship with child, political affiliation, SES, and whether the parent had ever been in an interracial relationship. In addition, I included variables theoretically relevant for same-sex relationships including *whether* parent was currently or had ever been in a same-sex relationship, and religious identity. In addition, I included the covariate “parent’s happiness in relationship with his or her child” as it has been a consistently significant predictor in previous analyses.

To reduce the number of covariates added to the subsequent models, a stepwise regression was conducted. Only covariates significant at $p < .05$ were retained for further analyses. The final significant covariate included attitudes toward homosexuality. Next, ATB and the respective SN component were added to each model that included the covariate. With the covariate, the TRA_{orig} model now accounted for 78% of the

⁸ The models were also run with covariates that were only significantly correlated with the outcome variable for the *Hypothetical Same-Sex Relationships Group*. The final model outcome was identical to the model presented here.

variance in BI-FUTR ($R^2 = .785$, $F(3, 57) = 69.27$, $p < .001$), resulting in a significant change in R^2 ($\Delta R^2 = .083$, $p < .001$). However, as was true in the base model, SNorig was nonsignificant in the final model (see Table 14). In the TRAnew model with the covariate, the model accounted for 79% of the variance in BI-FUTR ($R^2 = .785$, $F(3, 57) = 69.27$, $p < .001$; see Table 14); however, with the addition of the covariate, subjective norms became nonsignificant. With the additional covariate, the model resulted in a significant change in R^2 ($\Delta R^2 = .063$, $p < .001$). For both models, more supportive attitudes toward showing support and greater acceptance of homosexuality were associated with greater intentions to provide support in the future. To determine which of the models resulted in the best prediction of BI-FUTR, the AIC index was calculated for each model. Based on the AIC analyses, the models with the covariates differed by less than one point (original model = 111.945, revised model = 111.509); thus, both models would be a comparable fit for the data (see Appendix N).

Table 14

Final Multiple Regression Models in Prediction of Behavioral Intentions to Support Child's Romantic Relationship for Hypothetical Same-Sex Group (n = 61)

<i>Original TRA model</i>					
Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	Sig
ATH	.435	.094	.479	4.636	.000
ATB	10.601	2.416	.456	4.382	.000
SNorig	-.009	.156	-.004	-.056	.955
<i>Revised TRA model</i>					

Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	Sig
ATH	.402	.098	.442	4.087	.000
ATB	9.217	2.749	.396	3.353	.001
SN _{new}	.013	.013	.108	.973	.335

Note: ATB = attitude toward the behavior, ATH = attitudes toward homosexuality, SN_{orig} = subjective norms (original model), SN_{new} = subjective norms (revised model).

Additional Analyses

Parents' reports of ease of imagining children in hypothetical relationships

Parents who completed the Hypothetical Relationships Questionnaires were asked four questions to assess the extent to which imagining their children in romantic relationships was challenging and upsetting, and the extent to which imagining their children in the assigned relationship types was challenging and upsetting. A one-way ANOVA was used to test whether the three hypothetical groups differed on the parents' reports for each of the four questions. First, the extent to which imagining their children in romantic relationships was challenging differed significantly across the three groups, $F(2, 171) = 15.09, p < .001$. Second, the extent to which imagining their children in the assigned romantic relationships was challenging differed significantly across the three groups, $F(2, 170) = 38.31, p < .001$. Third, the extent to which imagining their children in romantic relationships was upsetting differed significantly across the three groups, $F(2, 171) = 10.12, p < .001$. Finally, the extent to which imagining their children in the assigned romantic relationships was upsetting differed significantly across the three groups, $F(2, 171) = 36.05, p < .001$.

Post-hoc comparisons using Tukey HSD test were conducted to identify differences between specific groups (see Table 15 for summary of post-hoc results). For

all four questions, post-hoc comparisons indicated that parents in the *Hypothetical Same-Sex Relationships Group* reports significantly differed from the *Hypothetical Traditional Relationships Group* or the *Hypothetical Interracial Relationships Group*. Parents who completed the *Hypothetical Same-Sex Relationships Group* found the tasks significantly more challenging and more upsetting than parents in the other two groups. Comparisons between the *Hypothetical Traditional Relationships Group* and the *Hypothetical Interracial Relationships Group* did not differ significantly.

Table 15

Means and Standard Deviations for the Hypothetical Traditional, Hypothetical Interracial, and Hypothetical Same-Sex Relationships Groups on the Ease of Imagining their Children in Romantic Relationships

<i>Variable</i>	<i>Hypothetical Traditional Group</i>	<i>Hypothetical Interracial Group</i>	<i>Hypothetical Same-Sex Group</i>
Challenge – Romance	6.16 (1.31)	5.82 (1.58)	4.52 (2.12)
Challenge – Type	6.39 (1.24)	5.64 (1.60)	3.56 (2.38)
Upsetting – Romance	6.55 (1.27)	6.36 (1.42)	5.31 (2.04)
Upsetting – Type	6.50 (1.30)	6.27 (1.25)	4.11 (2.27)

Note: *The Hypothetical Same-Sex Relationship Group significantly differed from the Hypothetical Traditional and Hypothetical Interracial Groups on all questions. The Hypothetical Traditional and Hypothetical Interracial Groups did not differ significantly. Challenge – Romance/Upsetting Romance = how challenging/upsetting to imagine child*

in a relationship; Challenge – Type/Upsetting Type = how challenging/upsetting to imagine child in specific relationship type.

Overview of open-ended responses

To capitalize on the exploratory elements of this study and to provide additional support for study findings, parents were asked to complete three open-ended questions. First, parents were asked to share their thoughts on whether they agreed with the legal rights for interracial couples (nationally) and same-sex couples (in some states) to marry. Of the full sample, the majority of parents agreed with the legality of interracial marriage (78.8%) and same-sex marriage (58.7%). A minority of parents believed interracial marriage (4.5%) and same-sex marriage (28.9%) should be illegal. The remaining participants either skipped the question (4.8%) or the parents' standing on the topics were ambiguous (10.9% interracial marriage; 6.8% same-sex marriage; e.g., "I'm rather indifferent to other couples or their orientation. I'm concerned with my family.").

Parents who reported that they believe interracial marriage should be illegal tended to rationalize their opinions in one of three distinct ways. Most commonly, parents believed interracial marriage should be illegal because the children born of interracial marriages would experience a lack of ethnic identity (e.g., "I don't think interracial couples should marry because their kids don't grow up with a sense of identity."). Second, some parents believed only certain races should not be allowed to interracially marry, although no parents provided a rationale for this opinion (e.g., "Interracial marriages between whites and asians or hispanics do not bother me. However, interracial marriages between blacks and whites do."). Finally, some parents believed interracial marriages eroded the distinctiveness between racial groups thereby

negatively affecting the nation (e.g., “[These changes] are hurting the fabric of America.”).

Nearly eight in ten parents supported the legality of interracial marriages. Parents who supported interracial marriages most often provided statements of general support (e.g., “I have no issue at all with interracial marriages.”). Other parents emphasized that the acceptance of interracial marriages were positive signs of equality and progress (e.g., “If we believe in equality than all people are created equal; therefore, any persons regardless of race should be allowed to fall in love, marry, and have children.”). A subset of parents, however, expressed simultaneously support for the legality of interracial marriages and hesitancy to encourage interracial marriages. These parents rationalized that interracial marriages do not violate legal or moral rules; yet cautioned that interracial couples may struggle with their cultural differences or children born of interracial marriages may be exposed to greater hardships because of the children’s interethnic identities (e.g., “I agree with interracial/cultural people marrying - however the obstacles that I see are for their children regarding acceptance and identity. Also, each partner must be aware of the other’s culture, family traditions because lack of understanding and acceptance could cause important issues within the marriage.”).

Parents were less likely to approve of same-sex marriage than interracial marriage. The most frequent reason for disapproval was that same-sex marriage (and same-sex relationships in general) violated the parents’ religious beliefs that same-sex marriage is a sin (e.g., “My religious beliefs prohibit me from condoning same sex marriages.”). Other parents disapproved of the legality of same-sex marriage because it changes the traditional definition of “marriage” to include same-sex partners (e.g., “I think same sex marriages should NOT be allowed. Marriage to me is between a man and

a woman.”). Some parents who objected to a redefinition of traditional marriage were willing to acknowledge a separate but equal relationship status in which same-sex partners could receive legal benefits of marriage (e.g., “I believe that homosexual couples should not "marry" but could have a commitment ceremony or something of the sort. I do think that they should be able to carry each other on their insurance and be able to make medical decisions for their partners.”). Further, a frequent rationale for rejecting same-sex marriages was that same-sex partners could not procreate together, therefore negating what some parents believed to be a key purpose of marriage (e.g., “We are biologically created to be in a relationship with the opposite sex so that we can procreate and that is the way marriage should be set up.”).

The majority of parents agreed with the legality of same-sex marriage. Most often, parents asserted that marriages should be based on love and commitment and not the sex of the partners (e.g., “Marriage is a symbol of love and loyalty to someone and should not be affected by the race or sexual preference of those who wish to express it.”). Further, parents emphasized that same-sex marriage should be legal because failure to allow same-sex marriage violated the basic edict of equality (e.g., “We are all equal under the law and as such, should all be allowed to do the same things.”). Finally, some parents believed laws forbidding same-sex marriage were unfairly influenced by religious beliefs rather than legal rights and should be rectified by allowing same-sex marriage (e.g., “I believe in separation of church and state and that religion should have no part in this issue.”).

The second open-ended question prompted parents to describe the characteristics of the person they would like their children to marry, including what characteristics the parents thought their extended networks would prefer. The majority of parents felt the

most important characteristic of their children's future spouse was that the child's partner loved their child and made them happy (e.g., "Just as long as my child is happy with that person I'm sure that I will be happy as well."). Most parents wanted their children to marry someone who would be faithful, treat their children with respect, and care for their children. Moreover, parents wanted their children to choose partners who are kind, intelligent, and financially stable (e.g., "That individual would have to be caring, considerate, respectful of my child, intelligent, hard working and responsible."). A subset of parents also emphasized that shared religious beliefs were highly important in a marital spouse (e.g., "The characteristics me and my family members want my child's future husband to have is first and foremost be a Christian and have Christian morals and standards.").

When parents reflected on the views and opinions of their network members, parents tended to take one of two stances: (a) that the parents' network members' opinions were similar to the parents' opinions (e.g., "My family would want her to marry someone with these same qualities."), or (b) that the parents' network members' opinions ultimately had no bearing on what the parents wanted for their children's partners (e.g., "As for family and friends, it really doesn't matter what they think."). Some parents provided more detailed accounts of the opinions of their social networks. In these instances, the parents' and their networks' opinions often differed in respect to the acceptability of the parents' children entering interracial or same-sex marriages, (e.g., "I believe the members of my family and extended family would seek the same characteristics, but would add same race and opposite sex."). Ultimately, however, parents placed more importance on their own opinions regarding their children's potential marital partners.

The third open-ended question provided an opportunity for parents to clarify any previous answers provided in the survey or to make suggestions for future research. There were two predominant responses to this question. First, parents remarked that the sexual orientation and race of their children or children's partners were less important than whether or not the parent liked the children's partners. Parents were most concerned with whether their children's partners had favorable personal characteristics and whether their children's partners were "good fits" for their children (e.g., "My views regarding whether my son's current girlfriend is the best partner for him are not about race, gender and ethnicity but about whether she would bring out the best in him."). Second, parents suggested that future research assess the parents' upbringing and influences from the parents' social networks on topics related to the acceptability of interracial and same-sex relationships. Some parents remarked that their current beliefs were in part reflective of the values they were raised with by their social networks. Moreover, parents suggested asking questions targeting the opinions of the children's other parents because the other parents' opinions may influence the participants' opinions (e.g., "You might ask us what we believe the child's other parent thinks. And if his/her answer affects our answer. You might ask specifically about grandparents' beliefs and the way we were raised.").

Discussion

Some romantic relationship types have a greater likelihood of receiving parental support than do others. Specifically, adults in traditional romantic relationships (i.e., same-race, opposite-sex) perceive more parental support for their relationships than do individuals in socially stigmatized relationships (e.g., interracial, same-sex relationships; Lehmler & Agnew, 2006). The goal of the current study was to understand better what motivates parents to provide support for their adult children's romantic relationships, and to determine whether those motivations differ for parents whose children are in traditional, interracial, or same-sex relationships.

Drawing upon two theoretical perspectives, group norm adherence and stigma-by-association, I proposed a modification to the theory of reasoned action (TRA; Fishbein & Ajzen, 2010). Specifically, the subjective norms predictor was revised to take into account parents' perceived stigma-by-association and threat of sanctions from their social networks. The modification was hypothesized to reflect the unique experiences parents may encounter if their children are in stigmatized relationships and, thus, was expected to better predict parents' behavioral intentions to provide support for their children's relationships in the future compared to the original TRA model.

THEORETICAL IMPLICATIONS

Attitude toward the Behavior

Consistent with extant research adopting the theory of reasoned action, attitudes towards the behavior of parents' providing support for their adult children's relationships was a robust predictor of behavioral intentions across all of the models tested. For the base models, attitudes toward the behavior consistently accounted for greater variance in

behavioral intentions than did parents' subjective norms. Moreover, when taking into consideration additional covariates, parents' attitudes toward the behavior was rivaled only by parents' past support for their children's relationships as the most influential motivators for parents' behavioral intentions. This pattern of findings suggests parents are motivated first-and-foremost by their own attitudes, rather than their social networks' attitudes, when deciding whether to provide support for their children's relationships in the future.

Subjective Norms

Compared to parents' attitudes toward the behavior, the two subjective norms variables were less reliable predictors of parents' behavioral intentions. Yet, unlike findings for attitude toward the behavior, the pattern of findings for the original and revised subjective norms variables elucidate differences in parents' motivations to provide support across the six individual groups. The primary hypothesis in this study was that modifying the subjective norms component of the TRA would result in better overall prediction of parents' intentions to provide support for their children's relationships in the future for parents whose children were in stigmatized relationships. I expected that the revised TRA model would provide a better fit to the data in the stigmatized relationships groups and the original TRA model would provide a better fit to the data in the traditional relationships groups. This hypothesis was partially supported. Overall, the modified TRA model was the best fit for the data for the *Real Traditional Relationships Group*, the *Hypothetical Interracial Relationships Group*, and the *Real Same-Sex Relationships Group*. The original TRA model was the best fit for the *Hypothetical Traditional Relationships Group*. Finally, the original and the revised TRA models were comparable fits for the *Real Interracial Relationships Group* and the

Hypothetical Same-Sex Relationships Group. For these last two groups, the original and revised subjective norms were nonsignificant predictors of parents' behavioral intentions, which may explain why the two models resulted in similar fits.

Motivations to Support Real and Hypothetical Traditional Relationships

The theoretical implications of the predictability of parents' subjective norms as motivators for parents' behavioral intentions are understood best in the context of the individual groups. Contrary to expectations, the model with the revised subjective norms and additional covariates was the best fit for the *Real Traditional Relationships Group* and resulted in the best overall prediction of parents' behavioral intentions to support their children's traditional relationships in the future. For this group, the revised subjective norms significantly predicted parents' behavioral intentions whereas the original subjective norms component did not. Thus, parents were motivated to provide support in the future on the basis of whether their children's partners would embarrass the parents in the presence of social network members or whether the parents' families would enact sanctions if the parents were to provide support for the relationships. Importantly, this finding reflects parents' concerns about characteristics in their children's partners that were not measured in this study (i.e., characteristics unrelated to the children's partners' race or sex).

Support for this assertion is evident in the open-ended responses. Parents expressed concern over characteristics of their children's partners, such as whether their children's partners would maintain a job or whether their children's partners treated their children with respect (e.g., "The most important characteristic is that they treat my child with respect and love."). In this study, stigma-by-association and threat of sanctions were predicted to influence parents' motivations to support only interracial and same-sex

relationships. It is clear, however, that parents may perceive stigma-by-association and threat of sanctions in regards to any type of romantic relationship. Thus, predictions made for this study underestimated the influence of stigmatization on same-race, opposite sex relationships.

In contrast, yet in line with predictions, the model with the original subjective norms and additional covariates was the best fit for the *Hypothetical Traditional Relationships Group* and resulted in the best overall prediction of parents' intentions to support their children's traditional relationships in the future. For this group, the original subjective norms significantly predicted parents' behavioral intentions whereas the revised subjective norms component did not. Compared to the *Real Traditional Relationships Group*, when parents imagined their children in traditional relationships parents might have underestimated the influence that stigmatization unrelated to the race or sex of their children's partners would have on parents' motivations to support their children's relationships in the future. In reality, parents may perceive pressure from their social networks to withhold support if the parents' children date individuals who do not fit the social networks' ideals for relationship partners. For example, many parents reported in the open-ended responses that they wanted their children to marry spouses of similar religious faiths (e.g., "I would only like for my son to marry a God loving woman."). If parents' children do not date partners who share the family's religious backgrounds, the parents' may perceive stigma-by-association or threat of sanctions from the parents' social network members and be less motivated to support the children's relationships.

Alternatively, the study design may have influenced parents' responses. Parents who completed the Hypothetical Traditional Relationships Questionnaire were prompted

to imagine their children in a “heterosexual dating relationship with someone of the same race.” Therefore, when parents imagined the potential for disapproval from their social networks, parents may have considered only whether their social networks would disapprove on the grounds of the race or sex of their children’s partners. Perhaps without being explicitly prompted to think of their children in same-race, opposite-sex relationships, parents would have considered additional aspects of their children’s hypothetical relationships that would provoke disapproval from the parents’ social networks (e.g., religious differences, age gap relationships).

Motivations to Support Real and Hypothetical Interracial Relationships

For the *Real Interracial Relationships Group*, the original TRA model and the revised TRA model were comparable fits for the data. Moreover, both models resulted in similar overall prediction of parents’ intentions to provide support for their children’s relationships in the future. Neither the original nor the revised subjective norms components were significantly associated with parents’ behavioral intentions. There are two possible explanations why subjective norms did not motivate parents to support their children’s interracial relationships in the future. First, the theoretical framework proposed in this study may not have been appropriate for predicting parents’ motivations to support their children’s real interracial relationships. To gain insight into whether or not parents’ social networks influence their decisions to provide support for their children’s relationships, future research could include interviews with parents to determine more directly what characteristics of the children’s relationships motivates parents to support their children’s interracial relationships.

Second, it is possible that parents may disregard the opinions of disapproving network members in order to protect the relationships they have with their children.

Support for this explanation is evident in the second open-ended question for which parents reported the characteristics they and their extended networks found most important in marital partners for the parents' children. Although the vast majority of parents approved of laws allowing interracial marriage, some parents reported that members of their social networks would be less comfortable if their children were to marry interracially (e.g., "My mother-in-law would have difficulty if [my child's marriage] were interracial."). Yet when parents speculated on the opinions of their social network members, numerous parents replied that the opinions of their social network members were irrelevant. In addition, parents who reported being happier in their relationships with their children reported greater intentions to provide support for their relationships in the future. It is probable that parents who are happier in their relationships with their children would wish to maintain a healthy relationship with their children regardless of their children's choice of a dating partner. Together, these findings suggest parents may be willing to go against the group norms of their networks, and incur any negative consequences associated with doing so, in order to protect the relationships they have with their children.

In contrast to the real relationships group, but in line with prediction, the model with the revised subjective norms and additional covariates was the best fit for the *Hypothetical Interracial Relationships Group*. This model also resulted in the best overall prediction of parents' intentions to support their children's relationships in the future. Thus, when parents imagined their children in interracial relationships, parents perceived that stigma-by-association and threat of sanctions from their social networks would motivate parents to support their children's relationships in the future. Also in contrast to the *Real Interracial Relationships Group*, parents who imagined their children

in interracial relationships were more motivated to provide future support if the parents were more accepting of people of races other than their own.

There are two potential explanations for why parents in this group were influenced by the race of their children's partners. First, parents' motivations to provide support may have been influenced by whether parents imagined that their children's partners were from a different culture. In this case, dating someone who does not share the cultural norms of the group may violate the established group norms of the parents' social networks. If the parents or the parents' network members are not receptive of integrating individuals from different cultures into their networks, parents may withhold support for their children's relationships. Support for this hypothesis was found in the open-ended responses. Parents expressed feeling that interracial marriages could be "complicated" due to the cultural differences between the couple members and the families. In one example, a mother expressed that she would be concerned if her daughter were to marry a man from a culture with "male-dominant expectations". In this example, the mother feared interracial marriage would place her daughter at risk of sacrificing an integral part of her Western identity. Other parents generally presumed that spouses of different races would struggle to overcome cultural differences and these struggles would lead to unhappy marriages (e.g., "I don't really agree with interracial marriage as it's hard enough to make a marriage work without all the added pressures of being of different races and cultural backgrounds.").

Whether parents formulated these fears and concerns based on past experiences is unclear. It is also unclear whether parents whose children were in real interracial relationships held similar fears and concerns about interracial relationships prior to their children's interracial relationships. In reality, parents who initially may have opposed

interracial relationships may have come to accept the relationships once getting to know their children's partners (Allport, 1979; Pettigrew, 1998; Pettigrew & Tropp, 2008). Given this possibility, parents who imagine their children in interracial relationships may overestimate the negative influences of their children's potential interracial relationships on the parents' motivations to provide support in the future.

Second, parents who completed the Hypothetical Interracial Relationships Questionnaire were prompted to imagine their children in relationships with partners of a different race. In contrast, parents whose children were in real interracial relationships were not reminded of their children's relationship type. Consequently, parents who imagined their children in interracial relationships may have been particularly motivated to consider the impact of the racial differences between their children and their children's partners and not other potential characteristics of the children's partners (e.g., religious differences) when completing the surveys.

Motivations to Support Real and Hypothetical Same-Sex Relationships

For the *Real Same-Sex Relationships Group*, the model that included the revised subjective norms and additional covariates was the best fit for data. However, the predictive power of the revised model with covariates was similar to the original TRA base model and the original TRA model with covariates (~74% variance explained in the outcome variable for each model). Against prediction, neither the original nor the revised subjective norms components were significantly associated with parents' intentions to provide support in the future. For both models, the only variable significantly associated with parents' intentions to provide support in the future was parents' attitudes toward the behavior. One possible explanation for this finding may be that the sample size for the *Real Same-Sex Relationships Group* was small ($n = 27$ for full group, $n = 19$ for parents

in this group who had met their children's partners). Given the sample size, the models likely did not have the power necessary to assess the predictive ability of additional variables.

Future research with a larger sample would be necessary to distinguish whether parents' subjective norms motivate parents to support their children's relationships in the future. Given the level of opposition to same-sex marriage from the general public and the level of opposition by parents in this study, I hypothesize that parents would consider their social networks' group norms when deciding whether to support their children's same-sex relationships. More specifically, I hypothesize that parents who oppose same-sex relationships would perceive personal embarrassment if parents were to associate with their children's same-sex relationships (revised subjective norms). Moreover, the open-ended responses provide suggestions for future research. For instance, some parents expressed strong opposition to gay or lesbian relationships because the parents believed homosexuality was a choice (e.g., "I do not believe a homosexual lifestyle should be approved and given as an option."). It is possible that parents who believe individuals choose to be gay or lesbian would be more likely to view homosexuality as a deviant act; thus, parents may be embarrassed to associate with same-sex relationships. In addition, parents often explained that their opposition to homosexuality was influenced by the parents' religious beliefs (e.g., "Homosexual marriages or relationships are against GOD's teachings."). Parents who hold this religious belief may attend religious activities with like-minded individuals. If the parents' children were in religiously-opposed relationships, parents may hesitate to support their children's relationships in order to avoid personal embarrassment amongst members of their congregations.

Alternatively, it is possible that parents' subjective norms would continue to be nonsignificant predictors of parents' behavioral intentions for this group, as was the case for parents in the *Real Interracial Relationships Group*. In this case, parents may disregard the opinions of disapproving social network members in order to preserve the relationships parents have with their children. This may be particularly true for parents who support same-sex relationships but whose network members oppose gay or lesbian relationships. Future research may assess under what circumstances parents adopt a protective stance against opposing network members. Researchers, for example, may ask parents to reflect on their decision-making processes from the points when parents learned of their children's romantic relationships to the points when parents talked about their children's relationships with other network members, if at all. It is possible that parents avoid talking about their children's relationships with disapproving network members until the children make life-long commitments to their dating partners. Conversely, parents may choose to avoid interacting with disapproving network members altogether if the parents do not have close relationships with the network members.

With a larger sample size, it is also possible that parents' motivations for supporting real same-sex relationships may have been similar to parents' motivations for supporting real traditional and real interracial relationships, particularly in regards to parents' past support for the relationships and happiness in the relationships with their children. For the *Real Same-Sex Relationships Group*, parents' past support for their children's relationships approached significance (original TRA model with covariates, $p = .057$; revised TRA model with covariates, $p = .055$). Moreover, the correlation between parent's behavioral intentions and past support for the relationships were highly associated ($r = .812$, $p < .001$). In addition, for this group, parents' happiness in the

relationships with their children was highly correlated with parents' behavioral intentions ($r = .687, p < .001$). If future research were to confirm these hypotheses, the findings would provide strong evidence that parents' motivations to support their children's real relationships are dependent on factors unrelated to the race or sex of the children's partners.

For the *Hypothetical Same-Sex Relationships Group*, the original and the revised TRA models were comparable fits for the data. Moreover, both models resulted in similar overall predictions of parents' intentions to provide support for their children's relationships in the future. Neither the original subjective norms nor the revised subjective norms significantly predicted parents' intentions to provide support in the future for either model. In contrast to the *Real Same-Sex Relationships Group*, parents who imagined their children in same-sex relationships were motivated by their attitudes toward homosexuality. For both models, more favorable attitudes toward showing support for the children's relationships and more favorable attitudes toward homosexuality predicted parents' intentions to provide support in the future. Importantly, the revised subjective norms component was a significant predictor of parents' behavioral intentions prior to including additional covariates. Once attitude toward homosexuality was included in the model, however, the predictive ability of the revised subjective norms reduced to nonsignificance. One explanation for this finding is that the revised subjective norms and parents' attitudes toward homosexuality share too much variance to independently predict parents' behavioral intentions. The high correlation between the revised subjective norms and attitudes toward homosexuality ($r = .623, p < .001$) lends support to this hypothesis.

Given the limited sample size and subsequent findings for the *Real Same-Sex Relationships Group*, I can only speculate whether parents in the *Hypothetical Same-Sex Relationships Group* may have overestimated or underestimated what factors would motivate parents to support their children's hypothetical same-sex relationships. Yet comparisons of parents' reports on key variables across groups provides some support that parents in the *Hypothetical Same-Sex Relationships Group* may overestimate the influence of social network members when deciding whether to provide support for their children's relationships in the future.

Parents who completed the Hypothetical Same-Sex Relationships Questionnaire reported that imagining their children in same-sex relationships was significantly more challenging and upsetting than parents who imagined their children in traditional or interracial relationships. As a result, parents who imagined their children in same-sex relationships may have been less able to predict accurately their behavioral intentions to provide support in the future if their children were in real in same-sex relationships. Further support for this is evident when examining means and correlations among the primary predictors in this study. Specifically, parents in the *Hypothetical Same-Sex Relationship Group* reported the lowest levels of behavioral intentions to provide support, and the lowest levels of support in regards to the parents' own attitudes and the attitudes of their social networks on key variables compared to the other five groups (Note: One

exception is the *Hypothetical Same-Sex Group* and *Real Same-Sex Relationships Group* had approximately equal means on Threat of Sanctions.).⁹

Moreover, comparisons of correlations with behavioral intentions on key variables for the *Hypothetical Same-Sex Relationships Group* and *Real Same-Sex Relationships Group* suggests parents who imagined their children in same-sex relationships may not accurately predict what factors would influence the parents' behavioral intentions in the future. Parents' behavioral intentions for the *Hypothetical Same-Sex Relationships Group* were more strongly associated with subjective norms (original and revised), stigma-by-association, threat of sanctions, and parents' attitudes toward homosexuality than parents' reports for the *Real Same-Sex Relationships Group*. In contrast, parents' behavioral intentions for the *Real Same-Sex Relationships Group* were more strongly associated with the parents' attitudes toward showing support and happiness in the relationships with their children (Note: Happiness in the relationship with one's child was not significantly associated with behavioral intentions for the *Hypothetical Same-Sex Relationships Group*). Overall, these findings suggest that parents may have had difficulty imagining what factors would most influence their intentions to provide support in a real-life situation. In reality, parents may be less

⁹ Reported here are the means for the *Hypothetical Same-Sex Relationships Group*. "Range" refers to the range of mean values for the remaining five groups: Behavioral intentions ($M = 4.48$; range 5.19-5.88); Attitude toward the behavior ($M = 4.21$; range 5.16-6.02); Subjective norms – original ($M = 10.60$; range 13.58-18.61); Subjective norms – revised ($M = 23.58$; range 26.87-35.49); Stigma-by-association ($M = 4.77$; range 5.13-6.33); Threat of sanctions ($M = 5.46$; range 5.40-6.55).

influenced by their social networks and more influenced by their own attitudes and relationships with their children when determining their intentions to provide support.

STUDY LIMITATIONS

Discussed next are limitations stemming from the sample characteristics of this study followed by discussion of methodological limitations.

Sample Limitations

First, it is possible that parents who had closer relationships with their adult children were more likely to participate in this study. This possibility may be particularly true for parents whose children were in interracial or same-sex relationships. Indeed, some parents were specifically targeted to participate in this study if their children were in interracial or same-sex dating relationships. This study implemented several strategies to maximize the variability of the target population. For instance, parents' identities were kept anonymous so that parents would feel less self-conscious about reporting opposition to their children's relationships. In addition, efforts were made to recruit parents directly rather than through their adult children to limit obtaining reports from parents who were particularly close with their children. Despite these efforts, it is likely that parents who disapproved of their children's relationships, and particularly their children's nontraditional relationships, avoided participating in this study. Therefore, the findings in this study may not represent the behavioral intentions of parents in the general population.

Second, the average age of target children in this study was approximately 23 years old; thus, many of the parents' children may be representative of emerging adults. Emerging adults typify individuals between the ages of 18 and the mid-to-late twenties who are still dependent on their parents for financial resources (e.g., housing, financial support; Arnett, 2000). Children who are dependent on their parents for financial resources may be more likely to defer to the wishes of their parents when selecting a dating partner. Therefore, the high levels of parents' support for their children's relationships may reflect in part parents' lingering authority over their children's selection of dating partners. Future research could assess this possibility in two ways. First, researchers may ask parents to report whether their children remain financially dependent on the parents and incorporate this variable into models predicting parents' behavioral intentions. Second, researchers could implement the Theory of Planned Behavior (TPB; Ajzen, 1985) to assess parents' perceived abilities to control their adult children's behaviors. Like the TRA, the TPB measures the influence of one's own attitudes toward performing a behavior and one's subjective norms to predict behavioral intentions and subsequent behavior. In addition, the TPB includes a third predictor to measure the individual's perceived control over the ability to perform the behavior (i.e., perceived behavioral control). It is possible that parents continue to perceive an ability to control their children's selection of a dating partner, even in adulthood; therefore, the TPB may be a preferable model for analyzing parents' intentions to support their emerging adult children's dating relationships.

Third, the frequencies of the parents' sex, races, and education levels do not reflect the general population. In regards to parents' sex, the majority of this sample consisted of mothers (73%). It is possible that mothers' motivations for supporting their children's relationships differ from fathers' motivations for providing support. Moreover, the vast majority of parents in this study were White. Thus, we cannot make generalizations as to how parents from different racial or ethnic groups might have responded to questions in this survey. Finally, parents in this study were highly educated. We cannot presume that parents with lower levels of education would report the same experiences as parents who participated in this study.

Methodological Limitations

One methodological limitation in this study was the use of different covariates within models across the different groups. The inconsistency of covariates across groups limits the ability to generalize outcomes across groups. To improve the ability to compare groups directly, future studies may include only the covariates that most consistently predicted parents' behavioral intentions across groups (e.g., parents' past supportive behaviors, parents' happiness in the relationships with their children). One drawback to this method, however, is the loss of the ability to test nuanced differences between groups. For instance, when predicting parent's intentions to support their children's same-sex relationships, it is critical to assess the extent to which parents' attitudes toward homosexuality may influence their behavioral intentions. When designing future studies, researchers should clearly distinguish whether their research

goals are to generalize findings across groups or to detect nuanced differences across groups prior to conducting analyses with additional covariates.

A second methodological limitation was the inability to conduct a multi-group analysis prior to combining the interracial and same-sex relationships groups into single groups (i.e., *Real Stigmatized Relationships Group*, *Hypothetical Stigmatized Relationships Group*) due to insufficient sample sizes. In this study, groups were combined only after testing for significant differences between group means for key variables using a one-way ANOVA. Multi-group analysis allows simultaneous testing of not only group means, but also variances and path coefficients to determine whether significant group differences exist. One major drawback to multi-group analysis is that it requires large group sizes (approximately $n = 200$ per group; Kline, 2011) to test for group differences. Therefore, multi-group analysis was not a feasible method of analysis for this study.

Finally, to account for missing data for continuous variables, I implemented group mean substitution. One disadvantage to using group mean substitution is that the method reduces the variability among cases and make it more difficult to determine significant regression estimates (Kline, 2011). Alternatively, other more sophisticated methods of imputing values for missing data (e.g., model-based imputation) utilize information from the full model and, thereby, provide more reliable estimates of missing values (Graham, 2009). In this study, however, the vast majority of variables were missing less than 1.5% of cases (and no more than 3%) and the pattern of missing data was random; thus, the

frequency of missingness and the method of missing value substitution likely had negligible effects on the final outcomes (Kline).

STUDY STRENGTHS

Despite the various study limitations, this study included three important strengths. First, this study addressed a gap in the literature by directly asking parents to report their intentions to support their adult children's romantic relationships. Typically, researchers have evaluated the effects of perceived support on daters' relationship quality from the perspective of the daters. Study findings have emphasized the importance of perceived parental support on daters' relationship quality. Overall, findings from the current study contribute to understanding what motivates parents to provide support for their children's relationships. More specifically, several variables were identified in this study that elucidate parents' motivations to support their adult children's traditional, interracial, and same-sex romantic relationships.

Second, this study identified a promising reconceptualization of parents' subjective norms by considering parents' perceived feelings of embarrassment if they were to associate with their children's relationships and the parent's threat of sanctions from their social networks if the parents were to support their children's relationships. Analyses indicated that the revised subjective norms measured unique variance in predicting parents' behavioral intentions compared to the original subjective norms variable. Although the pattern of results did not confirm all predicted hypotheses, unexpected findings highlighted important considerations for future research. For instance, the revised subjective norms was a better predictor of parents' behavioral intentions for the *Real Traditional Relationships Group* than the original subjective norms variable. This finding should encourage researchers to consider characteristics of

the children's partners other than race or sexual orientation that may deviate from the parents' ideal standards for their children's marital partners.

Third, a large overall sample size was recruited for this study, including parents from hard-to-reach populations. In total, enough participants were recruited to assess parents' behavioral intentions to provide support among six different groups. As a result, I was able to test for nuanced differences that highlighted the similarities and differences in parents' motivations to provide support for real and hypothetical traditional, interracial, and same-sex relationships.

FUTURE DIRECTIONS

Researchers have previously found that daters in nontraditional relationships perceive less support for their relationships from parents than daters in traditional relationships (e.g., Lehmilller & Agnew, 2006). Yet, in this study, parents whose children were currently in traditional, interracial, or same-sex relationships did not differ either in the parents' intentions to provide support for their children's relationships in the future or the parents' past support for the relationships. It is unclear at this point why daters in interracial and same-sex relationships perceive lower levels of support for their relationships from parents. It may be that parents and their children differ on their perspectives of what constitutes adequate amounts of support for the children's interracial or same-sex relationships. Parents, for example, may view their children as independent adults and, as a result, may underestimate the influence they continue to have on their children's relationships. If parents were aware that their children needed more support from them, parents may be willing to provide more overt support for their children's

relationships. Conversely, interracial and same-sex daters may be more self-conscious about their relationship status than traditional daters are and, therefore, perceive less support for their relationships from parents. At this point, these hypotheses are speculative. To obtain concrete explanations, however, researchers should assess reports of parents' perceptions of support provided for their children's relationships with the parents' children's perceptions of support received. Only by obtaining reports from parents and their children can we understand more fully why parents and their children differ on accounts of perceived support for the children's nontraditional relationships.

In addition, parents provided suggestions for future research that would improve understanding of parents' motivations to provide support for their children's relationships. First, parents suggested researchers assess whether the parents believe their children's partners are worthy of their children. Parents reported characteristics they desired for their children's future spouses with some parents placing higher value on some characteristics than others. For instance, parents desired their children marry partners who shared the same religion or who do not have criminal backgrounds (e.g., "I would be unhappy if [my daughter] married someone who was a drug addict, alcoholic or a convicted criminal."). It is possible that adult children who deviate from the parents' preferences for their children's spouse may experience similar levels of stigmatization as interracial or same-sex daters. To understand better the influence of parents' perceived disapproval on their children's romantic relationships, future research should broaden the

focus of partners' characteristics to include those characteristics most important to parents.

Finally, parents suggested that researchers assess more directly the parents' upbringings in order to help understand better parents' current attitudes toward interracial and same-sex relationships. In a related suggestion, a parent recommended parents report on the opinions of their spouses (i.e., "You might ask us what we believe the child's other parent thinks. And if his/her answer affects our answer."). One method of ascertaining the influences of others on the parents' current attitudes is to ask parents to identify individuals who are (or were) most influential to the parents and ask parents to report specifically on those individuals' attitudes. This method is in line with the theory of reasoned action in which typical survey questions identify specific, rather than general, referents when assessing subjective norms (e.g., "My mother feels it is important to support my child's relationship."; Fishbein & Ajzen, 2010). To gain as complete a picture of network influences as possible, surveys should also provide a qualitative component to allow parents to explain in their own words how their spouses and families-of-origin influenced their current attitudes.

CONCLUSION

The premise of this study was to understand better what motivates parents to support their children's adult traditional, interracial, and same-sex dating relationships. I proposed that parents' own attitudes toward providing support and the parents' subjective norms would best predict parents' intentions to support their children's relationships in

the future. Support for the study hypotheses was mixed. Overall, findings indicate that parents' motivations to provide support are first and foremost driven by the parents' own attitudes toward showing support for their children's relationships. Parents' subjective norms varied across groups and were dependent on the relationship type. In general, parents were highly supportive of their children's romantic relationships. However, findings suggest parents who imagine their children in traditional, interracial, or same-sex relationships may not accurately predict what would most influence their decisions to provide support for their children's relationships in the future. Moreover, findings highlight the similarities in parents' motivations to support their children's real traditional, interracial, or same-sex relationships.

Appendices

APPENDIX A

*Stigma-by-Association and Threat of Sanctions: Factor Loadings from Exploratory
Factor Analysis with Oblique Rotation (N = 438)*

Item	Factor Loadings	
	Stigma-by- Association	Threat of Sanctions
If I show support for my child's relationship, overall my family members and/or friends will strongly disapprove/strongly approve	.54	.06
If my family members and/or friends knew about [my child]'s relationship, I would likely feel...very embarrassed/not at all embarrassed.	.86	.14
I would prefer that [my child] and his/her partner not attend social gatherings together as a couple (e.g., weddings, family reunions).	.77	-.12
I have kept [my child]'s relationship status a secret from some or all of my family members and/or friends.	.66	-.26
I do not want to appear in public with [my child] and his/her partner.	.88	-.08
I would feel embarrassed to give [my child]'s partner a hug or handshake in the presence of family members and/or friends.	.86	-.12

APPENDIX A, CONTINUED

Stigma-by-Association and Threat of Sanctions: Factor Loadings from Exploratory

Factor Analysis with Oblique Rotation (N = 438)

Item	Factor Loadings	
	Stigma-by-Association	Threat of Sanctions
I would feel embarrassed to greet [my child]'s partner warmly in the presence of family members and/or friends.	.86	-.12
If I show support for [my child]'s relationship, family and/or friends will disown me.	.03	-.93
Family and/or friends will stop talking to me if I show support for [my child]'s relationship.	-.06	-.99
If I show support for [my child]'s relationship, family and/or friends will not invite me to social gatherings (dinners, holidays, etc).	-.06	-.98
Family and/or friends will pressure me to show disapproval for [my child]'s relationship.	.12	-.80
If I show support for [my child]'s relationship, family and/or friends will talk badly about me behind my back.	.15	-.69
Eigenvalues	7.85	1.59
% of variance	65.39	13.27

Note: Factor loadings over .35 appear in bold.

APPENDIX B

ADDITIONAL EXPLORATORY FACTOR ANALYSES

In addition to completing exploratory factor analyses (EFAs) for stigma-by-association and threat of sanctions, I completed a series of EFAs for all additional measures used in this study. All additional measures were obtained from previous studies; however, I modified the wording of items and included additional items to reflect the goals of this study. EFAs were run for all remaining measures to (a) verify that items continued to reliably measure the same constructs as originally intended, and (b) to remove items that did not load with other factors. In addition, reliability coefficients were calculated for all remaining measures.

Attitude toward the Behavior

I first assessed the items for Attitude Toward the Behavior. The seven items loaded on two distinct factors (see Appendix C). The first factor (52.3% of variance explained) included three items and appeared to represent global attitudes toward showing support for the children's relationships ("For me, showing support for my child's relationship would be *Very Unpleasant/Very Pleasant*"). The second factor (25.4% of variance explained) included four items and represented attitudes toward the behavior specifically for stigmatized relationships ("In my opinion, parents should discourage their children from marrying someone of a different race."). Each factor demonstrated satisfactory internal consistency (global, $\alpha = .96$; stigmatized relationships, $\alpha = .83$). I chose to retain only the first factor, global attitudes toward the behavior, for inclusion in the TRA model. The global attitudes measure was deemed most appropriate for these analyses because it allowed me to compare parents' attitudes toward showing support for all types of relationships rather than only stigmatized relationships.

Normative Beliefs

I next examined factor loadings for the items representing normative beliefs. The seven items loaded on two distinct factors (see Appendix D). The first factor (19.8% variance explained) represented global normative beliefs (e.g., “Most people who are important to me think it is better to stick to family traditions than to go against family traditions.”). The second factor included the remaining five items (46.65% variance explained) and, overall, appeared to tap normative beliefs regarding stigmatized relationships (“Most people who are important to me approve of interracial relationships.”); however, one of the five items was distinctly different from the others (i.e., “Most people who are important to me think it is good to support my child’s relationship.”). This single item was considered distinctive from the other four items for two reasons. First, the item loaded well below the other four items (i.e., .35 compared to .71 - .87). Moreover, the face validity of the single item was not consistent with the remaining four items, which tapped normative beliefs specifically regarding stigmatized relationships. Rather, the single item represented parents’ normative beliefs about providing support for their children’s romantic relationships. Ultimately, the single item (i.e., “Most people who are important to me think it is good to support my child’s relationship.”) was retained as a single-item indicator variable for inclusion in the calculation of subjective norms. The single item indicator was deemed most appropriate for these analyses because the item directly assessed parents’ beliefs specifically in regards to showing support for their children’s relationships. In contrast, all other items tapped only general family values (i.e., not relationship specific) or beliefs specifically regarding stigmatized relationships (i.e., did not include reference to traditional relationships).

Behavioral Intentions to Show Support in the Future

An EFA was conducted for the outcome variable, behavioral intentions to show support for the child's relationship in the future (BI-FUTR). The 12 items initially loaded on two distinct factors (see Appendix E). The first factor (72.3% of the variance explained) included seven items which appeared to assess parents' behavioral intentions to show support for their children's relationships *directed at their children* (e.g., "In the future, I intend to tell [my child] I like his/her romantic partner." In contrast, the second factor (8.4% variance explained) included five items that appeared to assess parents' behavioral intentions to show support *directed at their children's partners* (e.g., "In the future, I intend to have a conversation with [my child]'s partner"). Ultimately, I decided to include all 12 items in the composite score for behavioral intentions to provide support in the future. This decision was made because the outcome of interest in this study was whether parents intended to provide support for their children's relationships in general, not whether the parents intended to direct support at their children *or* their children's partners. Moreover, all items held face validity in tapping whether parents intended to provide support for their children's relationships in the future. A test for internal reliability for the scale that included all 12 items proved very high ($\alpha = .96$).

Past Behaviors as Predictor of Future Behavioral Intentions

I conducted an additional factor analysis for the variable representing parents' past supportive behaviors toward the couple (BI-PAST; see Appendix F). Accordingly, these questions were asked only of parents who had met their children's partners ($n = 239$). The eight BI-PAST items loaded on a single factor (64.8% of variance explained; "In the past, I have told [my child] I like his/her romantic partner."). The tests for internal reliability for BI-PAST were very high ($\alpha = .92$).

EFAs for Additional Covariates

Six additional EFAs were conducted for measures to be used as additional covariates. Each scale was comprised of a subset of questions from an original measure. The purpose of running the EFAs was to verify that the selected items continued to represent the intended construct within the current sample. The items representing each construct were each subjected to a separate EFA. Items from four of the six constructs loaded as expected and demonstrated acceptable internal reliability coefficients. The first scale assessed racial discrimination and included a subset of three questions from the QDI (Ponterroto et al., 1995; see Appendix J; 68.3% variance explained; $\alpha = .76$; “My friendship network is racially mixed.”). The second scale assessed homophobic attitudes and included a subset of four questions from the MHS (Raja & Stokes, 1998; see Appendix H; 75.9% variance explained; $\alpha = .89$; “Marriages between two lesbian women should be legal.”). The third scale assessed the parent’s religious identity (Smith & Snell, 2009; see Appendix K; 81.6% variance explained; $\alpha = .85$; “How religious would you say you are?”). The fourth scale assessed the parent’s ethnic identity and included a subset of three questions from an ethnic identity scale (Levin et al., 2007; see Appendix G; 78.3% variance explained; $\alpha = .86$; “How important is your ethnicity to your identity?”).

A fifth scale assessed racial centrality and included a subset of three questions from the MIBI (Sellers et al., 1997, see Appendix I; 64.9% variance explained; “In general, being [my race] is an important part of my self-image.”). The factor analysis revealed that only two items loaded on a factor and the third item did not meet the minimum cut-off for inclusion (.35). As such, I excluded the third item from the scale score used in these analyses. The two remaining items were highly correlated ($r = .86, p < .001$).

Finally, a sixth scale assessed stigma consciousness and initially included four items. Two of the items were adapted from the SCQ (Pinel, 1999; e.g., see Appendix L; e.g., “Most heterosexuals do not judge homosexuals on the basis of their sexual orientation”). Two additional items were written for this study and assessed whether parents perceived interracial marriages or same-sex marriages to carry a stigma (e.g., “To what extent do you believe interracial marriages carry a stigma?”). The items loaded on two distinct factors that appeared to capture (a) the parent’s consciousness regarding a stigma associated with another person’s character (e.g., “Most people do not judge others on the basis of their race or ethnicity”; 49.2% variance explained) and (b) the parent’s consciousness regarding the stigma of interracial or same-sex marriage (32.2% variance explained; e.g., “To what extent do you believe same-sex marriages carry a stigma?”). When all four items were included together in a single scale, the internal reliability was poor ($\alpha = .30$). Therefore, I split the items into two separate variables according to the factor loadings discussed above. The subsequent correlations for stigma consciousness regarding a person’s character and stigma consciousness regarding interracial or same-sex marriage were moderately high ($r = .63, p < .001$ and $.62, p < .001$ respectively).

APPENDIX C

Attitude Toward the Behavior: Factor Loadings from Exploratory Factor Analysis with Oblique Rotation (N = 438)

Item	Factor Loadings	
	Global ATB	Stigma ATB
For me, showing support for my child's relationship would be [Very Unpleasant/Very Pleasant].	.96	.01
Showing support for my child's relationship would be [Very Harmful/Very Beneficial].	.89	-.01
I would find it [Very Painful/Very Enjoyable] to show support for my child's relationship.	.96	.01
In my opinion, parents should discourage their children from marrying someone of a different race.	.04	.64
In my opinion, parents should discourage their children from marrying someone of the same sex.	-.01	.84
Showing public support for interracial marriages is wrong.	-.02	.67
Showing public support for homosexual marriages is wrong.	-.01	.83
Eigenvalues	3.66	1.78
% of variance	52.25	25.38

Note: Factor loadings over .35 appear in bold.

APPENDIX D

Normative Beliefs: Factor Loadings from Exploratory Factor Analysis with Oblique

Rotation (N = 438)

Item	Factor Loadings	
	Stigma Normative Beliefs	Global Normative Beliefs
Most people who are important to me think it is better to stick to family traditions than to go against family traditions.	-.01	.87
Most people who are important to me think it is best for me to adhere to family values, regardless of whether or not I agree with the family values.	-.02	.80
Most people who are important to me think it is good to support my child's relationship.	.35*	-.04
Most people who are important to me approve of interracial relationships.	.82	.12
Most people who are important to me approve of homosexual romantic relationships.	.71	-.09
How many people who are important to you approve of interracial relationships?	.81	.08
How many people who are important to you approve of homosexual relationships?	.72	-.13
Eigenvalues	3.27	1.39
% of variance	46.65	19.79

Note: Factor loadings over .35 appear in bold; Item 3 was included in analyses as single-item indicator of normative beliefs toward support for their child's relationship.

APPENDIX E

*Behavioral Intentions to Support the Child's Relationship in the Future: Factor Loadings
from Exploratory Factor Analysis with Oblique Rotation (N = 438)*

Item	Factor Loadings	
	Behaviors	Behaviors
	Toward Child	Toward Partner
I intend to <i>tell</i> [my child] that I <u>approve</u> of the relationship with his/her romantic partner.	1.02	-.13
I intend to <i>show</i> [my child] that I <u>approve</u> of the relationship with his/her romantic partner.	.80	.14
I intend to <i>tell</i> [my child] that I <u>support</u> the relationship with his/her romantic partner.	1.01	-.10
I intend to <i>show</i> [my child] that I <u>support</u> the relationship with his/her romantic partner.	.78	.15
<i>In the future, I intend to ...</i>	.67	.26
... tell [my child] I like his/her romantic partner.		
... tell [my child] and his/her partner that they make a nice couple.	.79	.14
... tell [my child] I think he or she should continue the relationship.	.76	.02
... have a conversation with [my child]'s partner.	.02	.71
... invite [my child]'s partner over for meals or to spend time with the family.	-.03	.97

APPENDIX E, CONTINUED

Behavioral Intentions to Support the Child's Relationship in the Future: Factor

Loadings from Exploratory Factor Analysis with Oblique Rotation (N = 438)

Item	Factor Loadings	
	Behaviors	Behaviors
	Toward Child	Toward Partner
. . . invite [my child]'s partner over for family holidays.	.02	.89
. . . give [my child]'s partner a hug or handshake.	.05	.80
. . . ask [my child] how his/her partner is doing (i.e., ask about partner's welfare).	.04	.83
Eigenvalues	8.68	1.00
% of variance	72.32	8.37

Note: Factor loadings over .35 appear in bold.

APPENDIX F*Behavioral Intentions based upon Past Behaviors: Factor Loadings for Exploratory**Factor Analysis with Oblique Rotation (N = 239)*

Item	Factor Loadings
<i>In the past, I have...</i>	
. . . told my child I like his/her romantic partner.	.84
. . . told my child and his/her partner that they make a nice couple.	.79
. . . told my child I think he or she should continue the relationship.	.74
. . . had a conversation with my child's partner.	.80
. . . invited my child's partner over for meals or to spend time with the family.	.79
. . . invited my child's partner over for family holidays.	.70
. . . given my child's partner a hug or handshake.	.73
. . . asked my child how his/her partner was doing (i.e., asked about partner's welfare).	.78
Eigenvalues	5.18
% of variance	64.80

Note: Factor loadings over .35 appear in bold.

APPENDIX G

Ethnic Identity: Factor Loadings for Exploratory Factor Analysis with Oblique Rotation

(*N* = 438)

Item	Factor Loadings
How important is your ethnicity to your identity?	.88
How often do you think of yourself as a member of your ethnic group?	.92
How close do you feel to other members of your ethnic group?	.67
Eigenvalues	2.35
% of variance	78.30

Note: Factor loadings over .35 appear in bold.

APPENDIX H

Attitudes Toward Homosexuality: Factor Loadings for Exploratory Factor Analysis with

Oblique Rotation (N = 438)

Item	Factor Loadings
Marriages between two lesbian women should be legal.	.83
I think it would negatively affect our relationship if I learned that one of my close relatives was a lesbian.	.82
Marriages between two gay men should be legal.	.85
I think it would negatively affect our relationship if I learned that one of my close relatives was gay.	.79
Eigenvalues	3.03
% of variance	75.85

Note: Factor loadings over .35 appear in bold.

APPENDIX I

Racial Centrality: Factor Loadings for Exploratory Factor Analysis with Oblique

Rotation (N = 438)

	Factor
Item	Loadings
In general, being [my race] is an important part of my self-image.	.94
I have a strong sense of belonging to [my race] people.	.92
Being [my race] is not a major factor in my social relationships.	.22
Eigenvalues	1.95
% of variance	64.92

Note: Factor loadings over .35 appear in bold.

APPENDIX J

Racial Discrimination: Factor Loadings for Exploratory Factor Analysis with Oblique

Rotation (N = 438)

Item	Factor Loadings
I feel I could develop a close relationship with someone from a different race.	.83
If I were to adopt a child, I would be happy to adopt a child of any race.	.71
My friendship network is racially mixed.	.64
Eigenvalues	2.05
% of variance	68.34

Note: Factor loadings over .35 appear in bold.

APPENDIX K

Religious Identity: Factor Loadings for Exploratory Factor Analysis with Oblique

Rotation (N = 438)

Item	Factor Loadings
How religious would you say you are?	.75
How often do you attend religious services?	.98
How often do you take part in the activities and organizations of a church or place of worship other than attending services?	.83
Eigenvalues	2.45
% of variance	81.61

Note: Factor loadings over .35 appear in bold.

APPENDIX L*Stigma Consciousness: Factor Loadings for Exploratory Factor Analysis with Oblique**Rotation (N = 430)*

Item	Factor Loadings	
	Character Stigma	Marriage Stigma
Most heterosexuals do not judge gays and lesbians on the basis of their sexual orientation.	.71	-.31
Most people do not judge others on the basis of their race or ethnicity.	.88	-.03
To what extent do you believe homosexual marriages carry a stigma?	.05	.84
To what extent do you believe interracial marriages carry a stigma?	-.05	.75
Eigenvalues	1.97	1.29
% of variance	49.20	32.20

Note: Factor loadings over .35 appear in bold.

APPENDIX M

Means and Standard Deviations for all Variables for Full Sample

Variable	Mean (SD)	Range	N
Behavioral intentions – future	5.36 (1.55)	1 - 7	438
Attitudes toward the behavior	.24 (.07)	.11 - .33	438
Normative beliefs	5.02 (1.80)	1 – 7	438
Motivation to comply	2.72 (1.68)	.50 – 7	438
Subjective norms – original	2.38 (.81)	1 – 7	425
Subjective norms – revised	31.09 (14.08)	1 – 49	438
Stigma-by-association	5.85 (1.50)	1 - 7	438
Threat of sanctions	6.15 (1.44)	1 - 7	438
Behavioral intentions – past behavior	4.85 (1.52)	1.13 - 7	239
Attitudes toward homosexuality	5.13 (1.92)	1 – 7	438
Racial centrality	3.76 (1.91)	1 – 7	438
Ethnic identity	3.75 (1.74)	1 – 7	438
Racial discrimination	5.65 (1.42)	1 - 7	438
Religious identity	2.86 (1.27)	1 – 5.67	438
Stigma consciousness – character	3.06 (1.40)	1 – 7	438
Stigma consciousness – marriage	4.41 (1.65)	1 – 7	438
Socioeconomic status (SES)	6.14 (1.65)	1 - 10	438
Education	5.80 (1.05)	1 - 7	436

APPENDIX M, CONTINUED

Means and Standard Deviations for Outcome and Predictor Variables for Full Sample

Variable	Mean (SD)	Range	N
Political affiliation	3.55 (1.74)	1 – 7	436
Child's age	22.98 (5.29)	18 – 48	438
Parent's age	49.70 (8.01)	33 - 76	423
Relationship quality- IOS	4.05 (1.67)	1 – 7	438
Relationship quality – Happy	5.71 (1.42)	1 - 7	438

Note: Relationship quality – IOS = Relationship quality – Inclusion of Other in the Self.

APPENDIX N

Akaike's Information Criterion (AIC) Values for All Models

Model	<i>N</i>	<i>K</i>	<i>SSR</i>	<i>AIC</i>
Full Sample				
<i>Original TRA</i>	437	4	365.444	1127.953
<i>Original TRA with Covariates</i>	437	8	342.669	1123.740
<i>Revised TRA</i>	437	4	341.194	1114.922
<i>Revised TRA with Covariates</i> ^a	437	8	324.874	1113.619
Real Relationships Group				
<i>Original TRA</i>	263	4	215.074	621.471
<i>Original TRA with Covariates</i>	238	6	146.826	527.699
<i>Revised TRA</i>	263	4	199.481	612.874
<i>Revised TRA with Covariates</i> ^a	238	6	136.194	519.930
Hypothetical Relationships Group				
<i>Original TRA</i>	174	4	149.861	384.394
<i>Original with Covariates</i> ^a	174	6	121.074	372.368
<i>Revised TRA</i>	174	4	141.258	382.102
<i>Revised with Covariates</i>	174	6	120.697	374.215
Hypothetical Stigmatized Group				
<i>Original TRA</i>	116	4	49.571	135.142
<i>Original with Covariates</i>	116	6	28.572	103.724
<i>Revised TRA</i>	116	4	52.527	137.029
<i>Revised with Covariates</i> ^a	116	6	28.677	103.825
Real Traditional Relationship Group				
<i>Original TRA</i>	161	4	144.935	355.949
<i>Original with Covariates</i>	151	6	94.794	310.494
<i>Revised TRA</i>	162	4	118.585	343.993
<i>Revised with Covariates</i> ^a	152	7	84.573	306.939
Real Stigmatized Relationship Group				
<i>Original TRA</i>	102	4	69.644	195.974
<i>Original TRA with Covariates</i> ^b	86	6	45.614	154.682
<i>Revised TRA</i>	102	4	71.047	196.858
<i>Revised TRA with Covariates</i> ^b	86	6	45.650	154.712

APPENDIX N, CONTINUED

Akaike's Information Criterion (AIC) Values for All Models

Model	<i>N</i>	<i>K</i>	<i>SSR</i>	<i>AIC</i>
Real Interracial Relationships Group				
<i>Original TRA</i>	75	4	49.571	135.142
<i>Original TRA with Covariates</i> ^b	63	6	28.572	103.724
<i>Revised TRA</i>	75	4	52.527	137.029
<i>Revised TRA with Covariates</i> ^b	63	6	28.677	103.824
Real Same-Sex Relationships Group				
<i>Original TRA</i>	27	4	17.147	41.323
<i>Original TRA with covariates</i>	22	5	15.821	36.383
<i>Revised TRA</i>	27	4	17.875	41.811
<i>Revised TRA with covariates</i> ^a	22	5	12.347	34.014
Hypothetical Traditional Group				
<i>Original TRA</i>	58	4	37.952	99.596
<i>Original with Covariates</i> ^a	58	6	29.322	97.093
<i>Revised TRA</i>	58	4	42.128	102.225
<i>Revised with Covariates</i>	58	6	31.563	98.952
Hypothetical Interracial Group				
<i>Original TRA</i>	55	4	17.147	41.323
<i>Original with Covariates</i>	55	5	15.821	36.383
<i>Revised TRA</i>	55	4	17.875	41.811
<i>Revised with Covariates</i> ^a	55	5	12.347	34.014
Hypothetical Same-Sex Group				
<i>Original TRA</i>	61	4	64.590	118.420
<i>Original TRA with Covariates</i> ^b	61	5	46.906	111.945
<i>Revised TRA</i>	61	4	59.664	116.319
<i>Revised TRA with Covariates</i> ^b	61	5	46.141	111.509

Note: Superscript^a refers to model with best overall fit according to AIC index. N = sample size; K = number of predictors, including variance and error; SSR = sum of squared residuals. Superscript^b in the Group column indicates that two models resulted in comparable overall fits.

APPENDIX O

Summary Table Reporting R-Squared and Best Fitting Model for Each Group

Group	R^2	F
Full Sample		
<i>Original TRA</i>	.650	$F(2,435) = 404.10, p < .001$
<i>Original TRA with Covariates^c</i>	.672	$F(6, 431) = 147.11, p < .001$
<i>Revised TRA</i>	.673	$F(2,435) = 448.28, p < .001$
<i>Revised TRA with Covariates^{a c}</i>	.689	$F(6, 431) = 159.10, p < .001$
Real Relationships Group		
<i>Original TRA</i>	.650	$F(2, 261) = 242.77, p < .001$
<i>Original TRA with Covariates^c</i>	.733	$F(4, 234) = 160.31, p < .001$
<i>Revised TRA</i>	.668	$F(2, 261) = 237.12, p < .001$
<i>Revised TRA with Covariates^{a c}</i>	.747	$F(4, 234) = 172.31, p < .001$
Hypothetical Relationships Group		
<i>Original TRA</i>	.651	$F(2, 171) = 159.39, p < .001$
<i>Original with Covariates^{a c}</i>	.718	$F(5, 168) = 85.52, p < .001$
<i>Revised TRA</i>	.671	$F(2, 171) = 174.31, p < .001$
<i>Revised with Covariates^c</i>	.719	$F(5, 168) = 85.89, p < .001$
Hypothetical Stigmatized Group		
<i>Original TRA</i>	.678	$F(2, 113) = 119.04, p < .001$
<i>Original with Covariates^c</i>	.745	$F(4, 111) = 80.99, p < .001$
<i>Revised TRA</i>	.715	$F(2, 113) = 141.63, p < .001$
<i>Revised with Covariates^{a c}</i>	.759	$F(4, 111) = 87.53, p < .001$
Real Traditional Relationship Group		
<i>Original TRA</i>	.618	$F(2,159) = 128.79, p < .001$
<i>Original with Covariates^c</i>	.738	$F(5, 146) = 82.41, p < .001$
<i>Revised TRA</i>	.688	$F(2,159) = 175.07, p < .001$
<i>Revised with Covariates^{a c}</i>	.766	$F(5, 146) = 95.40, p < .001$
Real Stigmatized Relationships Group		
<i>Original TRA</i>	.698	$F(2, 99) = 114.51, p < .001$
<i>Original with Covariates^{b c}</i>	.754	$F(2, 82) = 62.88, p < .001$
<i>Revised TRA</i>	.692	$F(2, 99) = 111.27, p < .001$
<i>Revised with Covariates^{b c}</i>	.754	$F(2, 82) = 62.82, p < .001$

APPENDIX O, CONTINUED

Summary Table Reporting R-Squared and Best Fitting Model for Each Group

Group	R^2	F
Real Interracial Relationships Grp.		
<i>Original TRA</i>	.702	$F(2, 72) = 84.68, p < .001$
<i>Original TRA with Covariates^{b c}</i>	.795	$F(4, 59) = 57.08, p < .001$
<i>Revised TRA</i>	.684	$F(2, 72) = 77.89, p < .001$
<i>Revised with Covariates^{b c}</i>	.794	$F(4, 59) = 56.81, p < .001$
Real Same-Sex Relationships Grp.		
<i>Original TRA</i>	.735	$F(2, 24) = 33.20, p < .001$
<i>Original TRA with Covariates</i>	.736	$F(3, 19) = 17.65, p < .001$
<i>Revised TRA</i>	.723	$F(2, 24) = 31.36, p < .001$
<i>Revised with Covariates^a</i>	.734	$F(3, 19) = 17.45, p < .001$
Hypothetical Traditional Group		
<i>Original TRA</i>	.540	$F(2, 55) = 32.27, p < .001$
<i>Original with Covariates^{a c}</i>	.645	$F(4, 53) = 24.03, p < .001$
<i>Revised TRA</i>	.489	$F(2, 55) = 26.35, p < .001$
<i>Revised with Covariates^c</i>	.617	$F(4, 53) = 21.38, p < .001$
Hypothetical Interracial Group		
<i>Original TRA</i>	.526	$F(2, 52) = 28.87, p < .001$
<i>Original with Covariates^c</i>	.650	$F(3, 51) = 31.61, p < .001$
<i>Revised TRA</i>	.581	$F(2, 52) = 36.10, p < .001$
<i>Revised with Covariates^{a c}</i>	.673	$F(3, 51) = 34.92, p < .001$
Hypothetical Same-Sex Group		
<i>Original TRA</i>	.699	$F(2, 58) = 67.25, p < .001$
<i>Original with Covariates^b</i>	.781	$F(3, 57) = 69.27, p < .001$
<i>Revised TRA</i>	.722	$F(2, 58) = 75.19, p < .001$
<i>Revised with Covariates^b</i>	.785	$F(3, 57) = 69.27, p < .001$

Note: Superscript ^a in the Group column refers to the model with best overall fit according to AIC index. Superscript ^b in the Group column indicates that two models resulted in comparable overall fits. See Appendix M for AIC values. Superscript ^c indicates a significant change in R^2 from base model to the corresponding model with covariates.

APPENDIX P

Sample Characteristics as a Percentage for the Full Sample and Individual Groups

Characteristic	All (n = 438)	Traditional Dating (n = 162)	Interracial Dating (n = 75)	Same-Sex Dating (n = 27)	Hypothetical Traditional (n = 58)	Hypothetical Interracial (n = 55)	Hypothetical Same-Sex (n = 61)
Child's sex							
<i>Male</i>	49.5	50.6	50.7	37.0	44.8	45.5	59.0
<i>Female</i>	49.5	48.8	48.0	63.0	51.7	54.5	41.0
Parent's sex							
<i>Male</i>	26.9	22.8	36.0	44.4	29.3	23.6	19.7
<i>Female</i>	73.1	77.2	64.0	55.6	70.7	76.4	80.3
Child sexual orientation							
<i>Heterosexual</i>	87.2	97.5	97.3	-	88.5	90.4	87.5
<i>Homosexual</i>	8.1	-	-	85.2	3.8	5.8	5.4
<i>Bisexual</i>	4.8	2.5	2.7	14.8	7.7	3.8	5.4
Parent sexual orientation							
<i>Heterosexual</i>	91.8	93.8	92.0	88.7	86.2	92.7	91.8
<i>Homosexual</i>	3.7	3.8	5.4	-	6.9	3.6	-
<i>Bisexual</i>	4.3	1.9	2.7	11.1	6.9	3.6	8.2

APPENDIX P, CONTINUED

Sample Characteristics as a Percentage for the Full Sample and Individual Groups

Characteristic	All (n = 438)	Traditional Dating (n = 162)	Interracial Dating (n = 75)	Same-Sex Dating (n = 27)	Hypothetical Traditional (n = 58)	Hypothetical Interracial (n = 55)	Hypothetical Same-Sex (n = 61)
Child's race							
<i>Asian</i>	4.6	1.9	12.0	3.7	3.4	-	8.2
<i>Black/African American</i>	6.5	6.2	9.3	3.7	6.9	7.3	3.3
<i>Middle Eastern</i>	-	-	-	-	-	-	-
<i>NH/PI</i>	0.5	-	1.3	-	1.8	-	-
<i>NA/AN</i>	1.2	6.2	2.7	-	-	-	3.3
<i>White/Caucasian</i>	84.6	91.3	61.3	88.9	84.2	92.7	83.6
<i>Don't Know/Not Sure</i>	-	-	-	-	-	-	-
<i>Other</i>	2.8	-	10.7	3.7	3.5	-	1.6
Parent's race							
<i>Asian</i>	4.9	1.9	13.3	-	5.2	-	8.2
<i>Black/African American</i>	5.6	4.9	8.0	3.7	6.9	7.3	1.6
<i>Middle Eastern</i>	-	-	-	-	-	-	-
<i>NH/PI</i>	0.2	-	-	3.7	-	-	-
<i>NA/AN</i>	0.7	1.2	1.3	-	-	-	-
<i>White/Caucasian</i>	85.9	90.1	66.7	85.2	84.5	92.7	85.2
<i>Don't Know/Not Sure</i>	2.8	0.6	6.7	7.4	1.7	-	4.9
<i>Other</i>	-	-	-	-	-	-	-

APPENDIX P, CONTINUED

Sample Characteristics as a Percentage for the Full Sample and Individual Groups

Characteristic	All (n = 438)	Traditional Dating (n = 162)	Interracial Dating (n = 75)	Same-Sex Dating (n = 27)	Hypothetical Traditional (n = 58)	Hypothetical Interracial (n = 55)	Hypothetical Same-Sex (n = 61)
Child's Partner's race (n = 263)							
<i>Asian</i>	7.0	1.2	21.3	-	-	-	-
<i>Black/African American</i>	9.4	5.6	16.0	11.1	-	-	-
<i>Middle Eastern</i>	0.4	-	1.3	-	-	-	-
<i>NH/PI</i>	-	-	-	-	-	-	-
<i>NA/AN</i>	0.8	-	2.7	-	-	-	-
<i>White/Caucasian</i>	75.4	90.7	29.3	88.9	-	-	-
<i>Don't Know/Not Sure</i>	1.6	0.6	4.0	-	-	-	-
<i>Other</i>	5.5	0.6	17.3	-	-	-	-
Child Latino							
<i>Yes</i>	10.7	6.2	22.7	14.8	8.6	7.3	11.5
<i>No</i>	87.7	92.6	77.3	81.5	89.7	90.9	85.2
Parent Latino							
<i>Yes</i>	6.6	3.1	14.7	3.7	6.9	7.3	6.6
<i>No</i>	91.8	95.1	85.3	96.3	93.1	87.3	91.8
Child's Partner Latino							
<i>Yes</i>	12.3	4.9	29.3	7.4	-	-	-
<i>No</i>	86.2	93.2	65.3	92.6	-	-	-
<i>Don't Know/Not Sure</i>	1.5	1.2	2.7	-	-	-	-

APPENDIX P, CONTINUED

Sample Characteristics as a Percentage for the Full Sample and Individual Groups

Characteristic	All (n = 438)	Traditional Dating (n = 162)	Interracial Dating (n = 75)	Same-Sex Dating (n = 27)	Hypothetical Traditional (n = 58)	Hypothetical Interracial (n = 55)	Hypothetical Same-Sex (n = 61)
Child born in U.S.							
<i>Yes</i>	95.0	96.9	90.7	100	93.1	94.5	95.1
<i>No</i>	4.3	2.5	8.0	-	6.9	3.6	4.9
Parent born in U.S.							
<i>Yes</i>	92.2	93.8	86.7	92.6	91.4	96.4	91.8
<i>No</i>	7.5	5.6	13.3	7.4	8.6	3.6	8.2
Child's relationship status (n = 264)							
<i>Dating-not living w/ partner</i>	67.9	65.4	74.7	59.3	-	-	-
<i>Dating-lives w/ partner</i>	23.7	25.3	16.0	33.3	-	-	-
<i>Engaged—not living w/partner</i>	3.1	3.7	2.7	-	-	-	-
<i>Engaged- lives w/ partner</i>	5.3	4.9	6.7	3.7	-	-	-
Parent divorced							
<i>Yes</i>	27.2	32.1	24.0	22.2	27.6	20.0	26.2
<i>No</i>	72.4	66.7	76.0	77.8	72.4	80.0	73.8

APPENDIX P, CONTINUED

Sample Characteristics as a Percentage for the Full Sample and Individual Groups

Characteristic	All (n = 438)	Traditional Dating (n = 162)	Interracial Dating (n = 75)	Same-Sex Dating (n = 27)	Hypothetical Traditional (n = 58)	Hypothetical Interracial (n = 55)	Hypothetical Same-Sex (n = 61)
Parent's relationship status							
<i>Single</i>	24.2	14.2	17.3	14.8	19.0	20.0	16.4
<i>Dating – not living w/partner</i>	7.3	5.6	5.3	3.7	8.6	1.8	3.3
<i>Dating – lives w/partner</i>	4.3	4.9	1.3	11.1	-	3.6	6.6
<i>Engaged – not living w/partner</i>	0.7	0.6	-	3.7	1.7	-	-
<i>Engaged – living w/partner</i>	1.8	2.5	2.7	-	1.7	1.8	-
<i>Married/Formally Committed</i>	61.4	71.6	73.3	66.7	69.0	72.7	73.8
Parent currently in interracial relationship							
<i>Yes</i>	12.3	8.6	26.7	7.4	12.1	10.9	8.2
<i>No</i>	87.0	90.7	73.3	92.6	87.9	85.5	91.8
Parent ever in interracial relationship							
<i>Yes</i>	37.9	33.3	52.0	44.4	25.9	41.8	37.7
<i>No</i>	61.0	65.4	48.0	55.6	72.4	56.4	60.7

APPENDIX P, CONTINUED

Sample Characteristics as a Percentage for the Full Sample and Individual Groups

Characteristic	All (n = 438)	Traditional Dating (n = 162)	Interracial Dating (n = 75)	Same-Sex Dating (n = 27)	Hypothetical Traditional (n = 58)	Hypothetical Interracial (n = 55)	Hypothetical Same-Sex (n = 61)
Parent currently in same-sex relationship							
<i>Yes</i>	3.7	1.9	6.7	7.4	6.9	3.6	-
<i>No</i>	95.0	97.5	92.0	92.6	93.1	94.5	95.1
Parent ever in same-sex relationship							
<i>Yes</i>	9.4	7.4	6.7	14.8	15.5	9.1	9.8
<i>No</i>	90.4	92.6	93.3	85.2	84.5	89.1	90.2
Parent's education level							
<i>No school</i>	0.5	0.6	2.7	-	-	-	-
<i>8th grade or less</i>	0.5	-	-	3.7	-	-	-
<i>More than 8th, less than high school</i>	1.4	1.2	1.3	3.7	-	1.8	1.6
<i>High school/GED</i>	6.6	9.3	5.3	-	6.9	9.1	1.6
<i>Some college</i>	27.4	31.5	18.7	22.2	22.4	27.3	34.4
<i>4-year degree</i>	34.5	29.6	42.7	48.1	36.2	27.3	36.1
<i>Graduate/Professional degree</i>	28.5	27.2	29.3	18.5	34.5	34.5	24.6

APPENDIX P, CONTINUED

Sample Characteristics as a Percentage for the Full Sample and Individual Groups

Characteristic	All (n = 438)	Traditional Dating (n = 162)	Interracial Dating (n = 75)	Same-Sex Dating (n = 27)	Hypothetical Traditional (n = 58)	Hypothetical Interracial (n = 55)	Hypothetical Same-Sex (n = 61)
Parent's religion							
<i>Protestant</i>	34.9	37.7	32.0	25.9	37.9	36.4	31.1
<i>Catholic</i>	24.2	24.1	37.3	22.2	15.5	21.8	19.7
<i>Muslim</i>	1.4	-	4.0	-	1.7	1.8	1.6
<i>Jewish</i>	2.5	0.6	4.0	11.1	1.7	3.6	1.6
<i>Atheist</i>	5.5	3.7	4.0	3.7	12.1	3.6	8.2
<i>Agnostic</i>	5.3	2.5	1.3	14.8	5.2	10.9	8.2
<i>No religion</i>	135	18.5	9.3	7.4	12.1	10.9	11.5
<i>Other</i>	11.4	12.3	8.0	14.8	12.1	7.3	14.8

Note: NH/PI = Native Hawaiian/Pacific Islander; NA/AN = Native American/Alaska Native

APPENDIX Q

Full Sample: Correlations, Means, and Standard Deviations for All Variables

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Behavioral Intentions -Future	–										
2. Attitude Toward Behavior	.80***	–									
3. Normative Beliefs	.70***	.70***	–								
4. Motivation to Comply	.15**	.12*	.20***	–							
5. Stigma-by-Association	.65***	.60***	.49***	-.16**	–						
6. Sanctions	.21***	.23***	.22***	-.27***	.67***	–					
7. Subjective Norms Original	.38***	.34***	.60***	.84***	.08	-.13**	–				
8. Subjective Norms New	.70***	.71***	.90***	.03	.74***	.58***	.40***	–			
9. Behavioral Intentions - Past	.73***	.65***	.55***	.11	.49***	.11	.29***	.55***	–		
10. Attitudes Toward Homosexuality	.29***	.31***	.23***	-.10*	.41***	.25***	.02	.31***	.03	–	
11. Racial Centrality	-.11*	-.09	-.07	.07	-.15**	-.08	.01	-.09*	-.03	-.28***	–

APPENDIX Q, CONTINUED

Full Sample: Correlations, Means, and Standard Deviations for All Variables

Variables	1	2	3	4	5	6	7	8	9	10	11
12. Ethnic Identity	-.12*	-.08	-.04	.11*	-.18***	-.07	.06	-.07	-.03	-.19***	.66***
13. Racial Discrimination	.27***	.27***	.20***	-.07	.38***	.30***	.01	.30	.13*	.42***	-.27***
14. Religious Identity	-.10*	-.09	-.08	.03	-.11*	-.05	-.01	-.09	.04	-.37***	.10*
15. Stigma Consciousness - Character	.06	.04	.13**	.25***	-.14**	-.23***	.26***	-.00	.14*	.32***	-.07
16. Stigma Consciousness Marriage	-.22***	-.21***	-.19***	-.03	-.26***	-.15**	-.13**	-.23***	-.19**	-.39***	.21***
17. Adopted ^a	-.02	-.04	.01	-.04	.02	.10*	-.03	.03	-.03	-.02	-.04
18. SES	.11*	.05	.05	.10*	.01	.04	.03	.03	.03	-.06	.08
19. Education	.12*	.03	.09	.08	.07	.11*	.08	.10	.12	.05	.00
20. Political Affiliation	-.17***	-.20***	-.16**	.08	-.20***	-.13**	.02	-.20***	-.06	-.57***	.19***
21. Child's Age	.00	-.01	-.06	-.15**	.14**	.14**	-.17**	.02	.08	.03	.07
22. Parent's Age	-.01	-.02	-.03	-.14**	.10	.13**	-.12	.04	.06	.02	.07

APPENDIX Q, CONTINUED

Full Sample: Correlations, Means, and Standard Deviations for All Variables

Variables	1	2	3	4	5	6	7	8	9	10	11
23. Child's sex	.04	.06	-.00	-.04	.07	.04	-.04	.03	.01	.03	-.02
24. Parent's sex	.10*	.07	-.02	-.22***	.22***	.20***	-.17**	.09*	.09	.13**	-.01
25. Relationship quality- IOS	.09	.07	.08	.12*	-.04	-.09	.15**	.04	.08	-.05	.05
26. Relationship quality – Happy	.40***	.33***	.28***	.11*	.27***	.15**	.23***	.32***	.33***	.11*	.05
27. Child's race	-.08	-.08	-.03	.12*	-.14**	-.17***	.08	-.10*	-.08	-.11*	.23***
28. Parent's race	-.07	-.07	-.05	.10*	-.14**	-.18***	.06	-.11*	-.07	-.12*	.29***
<i>M</i>	5.36	.24	5.02	2.72	5.85	6.16	2.38	31.09	4.85	5.13	3.76
<i>SD</i>	1.55	.07	1.80	1.68	1.50	1.43	.81	14.07	1.52	1.92	1.91
Range	1 - 7	.11-.33	1 – 7	.50 - 7	1 – 7	1 – 7	.41 – 3.49	1 - 49	1.13 – 7.00	1 - 7	1 - 7
<i>N</i>	438	438	438	438	438	438	425	438	239	438	438

APPENDIX Q, CONTINUED

Full Sample: Correlations, Means, and Standard Deviations for All Variables

Variables	12	13	14	15	16	17	18	19	20	21	22
12. Ethnic Identity	-										
13. Racial Discrimination	-.18***	-									
14. Religious Identity	.15**	.00	-								
15. Stigma Consciousness - Character	-.06	.01	.10*	-							
16. Stigma Consciousness-Marriage	.19***	-.23***	.14**	-.21***	-						
17. Adopted ^a	-.04	-.01	-.03	-.02	.01	-					
18. SES	.09	-.02	.13**	.06	-.03	.04	-				
19. Education	.06	.09	.17***	.02	-.05	.08	.41***	-			
20. Political Affiliation	.11*	-.24***	.36***	.07	.28***	-.06	.06	-.10*	-		
21. Child's Age	.09	.06	.09	-.10*	.00	.05	.08	.12*	-.06	-	
22. Parent's Age	.11	.03	.19***	.02	-.04	.05	.17**	.27***	.00	.65***	-

APPENDIX Q, CONTINUED

Full Sample: Correlations, Means, and Standard Deviations for All Variables

Variables	12	13	14	15	16	17	18	19	20	21	22
23. Child's sex	-.05	-.02	.01	-.10*	.07	-.03	-.01	-.05	.04	-.05	-.00
24. Parent's sex	-.05	.17***	.04	-.14**	.00	-.03	.02	.00	-.07	.20***	.17***
25. Relationship quality- IOS	.11*	-.01	.01	-.02	.11*	.00	-.11*	-.15**	.00	-.11*	-.16**
26. Relationship quality – Happy	.08	.13**	.04	.05	-.02	-.05	.08	.08	.01	-.02	.08
27. Child's race	.22***	.03	.11*	-.04	.15**	.08	.06	-.11*	-.03	-.09	-.04
28. Parent's race	.27***	-.03	.07	.03	.14**	.00	.05	-.08	-.02	-.07	-.03
<i>M</i>	3.75	5.64	2.86	3.06	4.41	.05	6.14	5.80	3.54	22.98	49.70
<i>SD</i>	1.74	1.42	1.37	1.40	1.65	.21	1.65	1.05	1.74	5.29	8.02
Range	1 - 7	1 – 7	1 – 5.67	1 - 7	1 - 7	0 - 1	1 - 10	1 - 7	1 - 7	18 - 48	33 - 76
<i>N</i>	438	438	438	438	438	436	438	436	436	438	423

APPENDIX Q, CONTINUED

Full Sample: Correlations, Means, and Standard Deviations for All Variables

Variables	23	24	25	26	27	28
23. Child's sex ^b	-					
24. Parent's sex ^c	.21***	-				
25. Relationship quality- IOS	.09	.02	-			
26. Relationship quality - Happy	.10*	.19***	.39***	-		
27. Child's race ^d	-.02	-.03	.14**	.04	-	
28. Parent's race ^e	.00	-.07	.12*	.01	.84***	-
<i>M</i>	.50	.73	4.05	5.71	.15	.14
<i>SD</i>	.50	.44	1.67	1.42	.36	.35
Range	0 - 1	0 - 1	1 - 7	1 - 7	0 - 1	0 - 1
<i>N</i>	434	438	438	438	434	432

*Note: *p < .05, **p < .01, ***p < .001. Relationship quality IOS = Relationship quality – Inclusion of Other in the Self.*

^a Adopted, 0 = No, 1 = Yes; ^b Child's sex, 0 = Male, 1 = Female; ^c Parent's sex, 0 = Male, 1 = Female; ^d Child's race, 0 = White, 1 = Nonwhite; ^e Parent's race, 0 = White, 1 = Nonwhite.

APPENDIX R

Real Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Behavioral Intentions - Future	–										
2. Attitude Toward Behavior	.80***	–									
3. Normative Beliefs	.70***	.69***	–								
4. Motivation to Comply	.12	.12*	.21***	–							
5. Stigma-by-Association	.53***	.50***	.36***	-.28***	–						
6. Sanctions	.10	.15*	.12	-.36***	.70***	–					
7. Subjective Norms Original	.37***	.35***	.59***	.86***	-.04	-.19**	–				
8. Subjective Norms New	.69***	.70***	.88***	.01	.69***	.54***	.36***	–			
9. Behavioral Intentions - Past	.73***	.65***	.55***	.11	.49***	.11	.29***	.55***	–		
10. Attitudes Toward Homosexuality	.08	.15*	.07	-.17**	.25***	.19**	-.07	.16**	.03	–	
11. Racial Centrality	-.05	-.01	-.03	.02	-.11	-.08	-.02	-.08	-.03	-.26***	–

APPENDIX R, CONTINUED

Real Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	1	2	3	4	5	6	7	8	9	10	11
12. Ethnic Identity	-.09	-.02	.01	.15*	-.16*	-.07	.11	-.05	-.03	-.20**	.64***
13. Racial Discrimination	.10	.17**	.09	-.13*	.27***	.29***	-.04	.21**	.13*	.33***	-.26***
14. Religious Identity	.00	.01	.01	.03	-.03	-.03	.04	-.02	.04	-.35***	.14*
15. Stigma Consciousness- Character	.12	.11	.17**	.30***	.21**	-.36***	.31***	-.03	.14*	.00	-.13*
16. Stigma Consciousness- Marriage	-.15*	-.12*	-.16*	-.04	-.16*	-.11	-.15*	-.19**	-.19**	-.41***	.21***
17. Adopted ^a	-.06	-.06	-.02	-.03	-.02	.10	-.04	.01	-.03	-.02	-.06
18. SES	.05	.04	.03	.11	-.08	-.05	.06	-.02	.03	-.09	.08
19. Education	.15*	.11	.16	.05	.09	.10	.10	.16**	.12	.06	.00
20. Political Affiliation	-.03	-.06	-.05	.13	-.10	-.11	.09	-.10	-.06	-.52***	.17**
21. Child's Age	-.02	.04	-.03	-.18	.18	.20	-.17	.07	.08	.05	.04
22. Parent's Age	.02	.06	.02	-.08	.14	.20	-.06	.11	.06	.05	.09

APPENDIX R, CONTINUED

Real Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	1	2	3	4	5	6	7	8	9	10	11
23. Child's sex	.05	.06	.00	-.05	.09	.09	-.06	.05	.01	.03	.02
24. Parent's sex	.15*	.11	.02	-.21**	.29***	.24***	-.14*	.14*	.09	.15*	-.01
25. Relationship quality- IOS	.12	.09	.13	.12	-.02	-.06	.17	.06	.08	-.10	-.01
26. Relationship quality – Happy	.57***	.52***	.43***	.10	.39***	.17**	.29***	.45***	.33***	.13*	-.01
27. Child's race	-.06	-.08	-.05	.14	-.14	-.20**	.08	-.12*	-.08	-.12	.20
28. Parent's race	-.05	-.08	-.05	.13*	-.16*	-.24***	.06	-.15*	-.07	-.12	.29***
<i>M</i>	5.36	.24	5.03	2.72	5.93	6.26	2.39	31.25	4.85	5.08	3.78
<i>SD</i>	1.53	.07	1.72	1.66	1.40	1.39	.79	13.5	1.52	1.87	1.91
Range	1 - 7	.11-.33	1 – 7	.50 - 7	1.14 – 7	1 – 7	.69 – 3.89	3.46 - 49	1.13 – 7.00	1 - 7	1 - 7
<i>N</i>	264	264	264	264	264	264	258	264	239	264	264

APPENDIX R, CONTINUED

Real Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	12	13	14	15	16	17	18	19	20	21	22
12. Ethnic Identity	-										
13. Racial Discrimination	-.17**	-									
14. Religious Identity	.18**	.09	-								
15. Stigma Consciousness - Character	-.07	.06	.12*	-							
16. Stigma Consciousness-Marriage	.20**	-.18**	.11	-.20**	-						
17. Adopted ^a	-.11	.02	-.04	-.04	-.02	-					
18. SES	.09	-.09	.10	.00	.00	.07	-				
19. Education	.09	.08	.12*	.03	-.05	.10	.40***	-			
20. Political Affiliation	.10	-.15*	.35***	.07	.31***	-.11	.04	-.12*	-		
21. Child's Age	.09	.09	.06	-.12	-.02	.06	.03	.07	-.07	-	
22. Parent's Age	.13*	.07	.17**	.00	-.02	.00	.16*	.25***	.04	.62***	-

APPENDIX R, CONTINUED

Real Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	12	13	14	15	16	17	18	19	20	21	22
23. Child's sex	-.10	-.03	-.03	-.08	-.08	-.00	-.05	-.05	.10	-.13*	-.03
24. Parent's sex	-.07	.23***	.08	-.13*	-.13*	-.04	.04	.05	-.04	.21**	.21**
25. Relationship quality- IOS	.05	-.04	.10	-.04	-.04	.03	.00	-.07	.06	-.12	-.12
26. Relationship quality – Happy	-.01	.12	.10	.06	-.03	-.08	.05	.13	.03	-.10	.08
27. Child's race	.19**	.10	.12	.00	.17	.08	.06	-.18**	-.02	-.10	-.05
28. Parent's race	.24***	.04	.06	.07	.14*	-.01	.07	-.14*	-.01	-.08	-.04
<i>M</i>	3.72	5.62	2.93	3.17	4.33	.05	6.19	5.74	3.63	22.63	49.46
<i>SD</i>	1.72	1.34	1.34	4.33	1.62	.22	1.60	1.10	1.74	4.75	7.61
Range	1 - 7	1 – 7	1 – 5.67	1 - 7	1 - 7	0 - 1	1 - 10	1 - 7	1 - 7	18 - 44	33 - 71
<i>N</i>	264	264	264	264	264	263	264	263	262	264	252

APPENDIX R, CONTINUED

Real Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	23	24	25	26	27	28
23. Child's sex ^b	-					
24. Parent's sex ^c	.26***	-				
25. Relationship quality- IOS	.12	-.01	-			
26. Relationship quality - Happy	.10	.19**	.32***	-		
27. Child's race ^d	.00	.02	.19**	.06	-	
28. Parent's race ^e	-.01	-.04	.13*	-.02	-.83***	-
<i>M</i>	.50	.71	4.02	5.66	.17	.15
<i>SD</i>	.50	.45	1.66	1.39	.38	.36
Range	0 - 1	0 - 1	1 - 7	1 - 7	0 - 1	0 - 1
<i>N</i>	262	264	264	264	261	259

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

^a Adopted, 0 = No, 1 = Yes; ^b Child's sex, 0 = Male, 1 = Female; ^c Parent's sex, 0 = Male, 1 = Female; ^d Child's race, 0 = White, 1 = Nonwhite; ^e Parent's race, 0 = White, 1 = Nonwhite.

APPENDIX S

Hypothetical Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	1	2	3	4	5	6	7	8	9	10
1. Behavioral Intentions -Future	–									
2. Attitude Toward Behavior	.80***	–								
3. Normative Beliefs	.70***	.71***	–							
4. Motivation to Comply	.19*	.12	.19*	–						
5. Stigma-by-Association	.80***	.72***	.64***	-.02*	–					
6. Sanctions	.36***	.33***	.36***	.16*	.64***	–				
7. Subjective Norms Original	.41***	.34***	.61***	.81***	.24**	-.05	–			
8. Subjective Norms New	.71***	.74***	.92***	.07	.80***	.63***	.46***	–		
9. Attitudes Toward Homosexuality	.57***	.52***	.44***	.00	.60***	.34***	.16*	.50***	–	
10. Racial Centrality	-.21**	-.20**	-.13	.13	.20**	-.07	.07	-.12	-.29***	–

APPENDIX S, CONTINUED

Hypothetical Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	1	2	3	4	5	6	7	8	9	10
11. Ethnic Identity	-.17*	-.15*	-.10	.05	-.21**	-.08	.00	-.10	-.09*	.68***
12. Racial Discrimination	.49***	.40***	.33***	.00	.51***	.32***	.09	.41***	.53***	-.29***
13. Religious Identity	-.23**	-.22**	-.19*	.02	-.21**	-.08	-.08	-.19*	-.39***	.05
14. Stigma Consciousness- Character	-.03	-.06	.07	.19*	-.07	-.06	.20*	.03	-.06	.01
15. Stigma Consciousness- Marriage	-.32***	-.33***	-.24**	.00	-.31***	-.20**	-.11	-.28***	-.37***	.20**
16. Adopted ^a	.04	-.01	.04	-.06	.06	.09	-.03	.06	.00	.00
17. SES	.19**	.06	.07	.08	.12	.14	.00	.08	-.02	.07
18. Education	.07	-.10	-.01	.12	.05	.15	.05	.01	.04	.01
19. Political Affiliation	-.39***	-.39***	-.31***	.02	-.34***	-.17*	-.08	-.33***	-.64***	.22**
20. Child's Age	.03	-.07	-.09	-.11	.11	.09	-.16*	-.03	-.01	.12
21. Parent's Age	-.05	-.13	-.09	-.20**	.05	.07	-.20*	-.04	-.03	.04

APPENDIX S, CONTINUED

Hypothetical Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	1	2	3	4	5	6	7	8	9	10
22. Child's sex	.02	.06	.00	-.03	.04	-.02	-.03	.00	.03	-.09
23. Parent's sex	.02	.00	-.06	-.22**	.13	.17*	-.20**	.04	.09	-.02
24. Relationship quality- IOS	.06	.04	.03	.11	-.05	-.12	.14	.01	.03	.14
25. Relationship quality – Happy	.16*	.09	.10	.13	.14	.13	.16*	.15*	.07	.13
26. Child's race	-.11	-.07	-.01	.09	-.16*	-.14	.07	-.07	-.10	.27***
27. Parent's race	-.11	-.06	-.02	.06	-.13	-.11	.05	-.05	-.12	.29***
<i>M</i>	5.35	.24	5.01	2.72	5.73	6.00	2.37	30.86	5.21	3.72
<i>SD</i>	1.58	.08	1.92	1.71	1.63	1.49	.84	14.93	2.00	1.91
Range	1 - 7	.11-.33	1 – 7	1 - 7	1 – 7	1 – 7	.41 – 3.89	1 - 49	1 - 7	1 - 7
<i>N</i>	174	174	174	174	174	174	167	174	174	174

APPENDIX S, CONTINUED

Hypothetical Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	11	12	13	14	15	16	17	18	19	20	21
11. Ethnic Identity	-										
12. Racial Discrimination	-.19*	-									
13. Religious Identity	.11	-.10	-								
14. Stigma Consciousness - Character	-.04	-.05	.07	-							
15. Stigma Consciousness-Marriage	.18*	-.29***	.18*	-.21**	-						
16. Adopted ^a	.07	-.03	-.02	.00	.06	-					
17. SES	.09	.11	.18*	.13	-.06	.01	-				
18. Education	.01	.12	.26**	.03	-.08	.06	.42***	-			
19. Political Affiliation	.14	-.37	.37***	.06	.25**	.02	.09	-.06	-		
20. Child's Age	.08	.02	.13	-.07	.01	.06	.15*	.18	-.04	-	
21. Parent's Age	.09	-.01	.23**	.06	-.06	.13	.18*	.30***	-.04	.68***	-

APPENDIX S, CONTINUED

Hypothetical Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	11	12	13	14	15	16	17	18	19	20	21
22. Child's sex	.02	-.01	.07	-.14	.07	-.09	.05	-.06	.07	.05	.03
23. Parent's sex	-.03	.09	-.02	-.14	.03	-.02	.00	-.10	-.10	.19*	.11
24. Relationship quality- IOS	.18	.04	-.13	.02	.10	-.05	-.26**	-.29***	-.08	-.11	-.22**
25. Relationship quality – Happy	.20*	.15	-.03	.04	-.03	-.02	.13	-.02	-.01	.07	.07
26. Child's race	.27***	-.09	.08	-.12	.12	.09	.06	.04	-.06	-.07	-.04
27. Parent's race	.31***	-.14	.07	-.06	.15	.01	.01	.04	-.03	-.06	-.02
<i>M</i>	3.79	5.69	2.76	2.91	4.52	.04	6.06	5.88	3.42	23.50	50.06
<i>SD</i>	1.77	1.52	1.42	1.39	1.70	.20	1.73	.96	1.74	5.98	8.59
Range	1 - 7	1 – 7	1 – 5.67	1 – 7	1 - 7	0 - 1	1 - 10	3 - 7	1 - 7	18 - 48	33 - 76
<i>N</i>	174	174	174	174	174	173	174	173	174	174	171

APPENDIX S, CONTINUED

Hypothetical Relationships Group: Correlations, Means, and Standard Deviations for All Variables

Variables	22	23	24	25	26	27
22. Child's sex ^b	-					
23. Parent's sex ^c	.14	-				
24. Relationship quality- IOS	.03	.07	-			
25. Relationship quality - Happy	.09	.20**	.48***	-		
26. Child's race ^d	-.03	-.10	.07	.02	-	
27. Parent's race ^e	.01	-.12	.10	.07	.87***	-
<i>M</i>	.49	.76	4.10	5.79	.13	.12
<i>SD</i>	.50	.43	1.69	1.48	.34	.33
Range	0 – 1	0 – 1	1 - 7	1 - 7	0 – 1	0 – 1
<i>N</i>	172	174	174	174	173	173

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

^a Adopted, 0 = No, 1 = Yes; ^b Child's sex, 0 = Male, 1 = Female; ^c Parent's sex, 0 = Male, 1 = Female; ^d Child's race, 0 = White, 1 = Nonwhite; ^e Parent's race, 0 = White, 1 = Nonwhite.

APPENDIX T: REAL RELATIONSHIPS QUESTIONNAIRE

T.1

UT Parents Study

CONSENT FORM FOR INTERNET RESEARCH

You are invited to participate in a survey entitled “UT Parents Study”. The study is being conducted by Jill Boelter M.A. and Timothy Loving Ph.D. in the Department of Human Development and Family Sciences at The University of Texas at Austin.

The purpose of this study is to examine parents’ thoughts about their adult children’s dating relationships (or potential dating relationships). Your child does not have to be in a relationship to participate in this study. We estimate that it will take about 20 to 30 minutes of your time to complete the questionnaire. You are free to contact the primary investigator by email (jillboelter@mail.utexas.edu) or by phone (512-471-XXXX) to discuss the survey.

Participation in this study is anonymous (we will not be able to link you to the answers on your questionnaire) and risks to participants are considered minimal. Your participation in this survey is voluntary. You may decline to answer any question and you have the right to withdraw from participation at any time without penalty by exiting the survey.

Participants will have the opportunity to enter their name into a drawing to win one of 30 gift cards worth \$25 each. Odds of winning a gift card are dependent on the final number of participants. If you wish to enter your name into the drawing, your contact information will not be linked to your questionnaire in any way, and your information will be destroyed upon completion of data collection. Entrance into the gift card drawing is completely voluntary.

This study has been reviewed and approved by The University of Texas at Austin Institutional Review Board. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact - anonymously, if you wish - the Institutional Review Board by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu.

IRB Approval Number: 2010-09-0019

If you agree to participate please click the Next button below. Otherwise, click the X at the upper corner of your browser to close this window and disconnect.

Thank you.

T.2

Introduction to the Study

The questions in this survey ask you about your opinions, feelings, and beliefs regarding the type of person with whom you would like your adult child (child who is 18 years or older) to marry or form a life-long commitment. We will also ask you to reflect on your beliefs about how your family members or friends feel or would feel about your child's current or potential future relationship.

When answering the questions in this survey, it is perfectly normal to not feel comfortable with every scenario we present to you. Please keep in mind that there are no right or wrong answers. We encourage you to answer all questions as honestly as possible. Your answers are anonymous (cannot be traced back to you) and neither your child nor anyone other than qualified research staff will have access to your responses (which, again, are not linked to your identity in any way). The survey will take approximately 20-30 minutes of your time and needs to be completed in one sitting. Your participation in this project is greatly appreciated.

Before we begin, please tell us whether or not your child is currently in a dating relationship.

- Yes, my child is currently in a dating relationship*
- No, my child is not currently in a dating relationship*

**If the parent selected “Yes, my child is currently in a dating relationship”, the parent was routed to answer the following questions (i.e., starting with section S.3).

** If the parent selected “No, my child is not currently in a dating relationship”, the parent’s child was considered single and was randomly routed to complete one of the three hypothetical questionnaires (i.e., traditional, see Appendix T; interracial, see Appendix U; or same-sex questionnaire, see Appendix W).

T.3

Thanks! Now let's begin. . .

First, we need to gather some background information about your child.

Please enter the first name or initials of the child you intend to reference in this survey.

Note: The name or initials you provide will only be used to personalize the questions in the survey (i.e, your child's name or initials will appear in the study questions) and will not be saved. If you choose not to provide your child's name or initials, keep in mind that questions throughout the survey will say [No Reply] where your child's name/initials would normally appear.

If you have more than one child, please focus your answers only on {cname} for the entire survey.

1. What is {cname}'s age?

2. What is {cname}'s sex?

- Male
- Female.....

3. What is {cname}'s race? Typical racial categories include (but are not limited to) White, Black, Asian, etc.

4. Below is a list of the racial groups typically assessed by the U.S. Census. Which of these groups would you say is {cname}'s race?

- Asian.....
- Black or African American
- Middle Eastern
- Native Hawaiian or Pacific Islander
- Native American, Alaska Native
- White or Caucasian
- Don't know/ Not sure.....
- Other
- Please specify _____

What is {cname}'s ethnicity? (examples: Mexican, Korean, Polish, Sri Lankan)

5. Is {cname} Hispanic or Latino?

- Yes*
No

6. Was {cname} born in the United States or in another country?

- United States*
Another country.....
Please specify _____

7. What is {cname}'s religious affiliation?

- Protestant*
Catholic
Muslim.....
Jewish.....
Atheist.....
Agnostic.....
No religion
Other
Please specify _____

8. What specific denomination, if any?

9. Is {cname} adopted?

- No*
Yes

10. Who is {cname} attracted to romantically?

- My child is attracted to men.*
My child is attracted to women.
My child is attracted to men and women.
Don't know / Not sure.....

11. What is {cname}'s relationship status?

- Dating and does not live with romantic partner*

- Dating and lives with romantic partner*
- Engaged and lives with partner*
- Engaged and does not live with partner*
- Married or formally committed*
- Don't know/ Not sure*.....

The next set of questions ask about characteristics of {cname}'s partner. Please answer the questions as well as you can, and try to provide a response for each question.

- 12. Is {cname} dating someone of a different race or ethnicity than themselves?**
Yes
No.....

- 13. Have you met {cname}'s dating partner in person?**
Yes
No
Don't know/ Not sure.....

- 14. What is the sex of {cname}'s partner?**
Male
Female.....

- 15. What is {cname}'s partner's race?**

- 16. Which of the following groups would you say is {cname}'s partner's race?**
Asian.....
Black or African American
Middle Eastern
Native Hawaiian or Pacific Islander
Native American, Alaska Native
White or Caucasian.....
Don't know / Not sure
Other
Please specify _____

- 17. What is the ethnicity of {cname}'s partner? (examples: Mexican, Korean, Polish, Sri Lankan)**

18. Is {cname}'s partner Hispanic or Latino?
- Yes
- No
- Don't know/ Not sure.....

19. What is {cname}'s partner's age? Providing the partner's approximate age is okay.

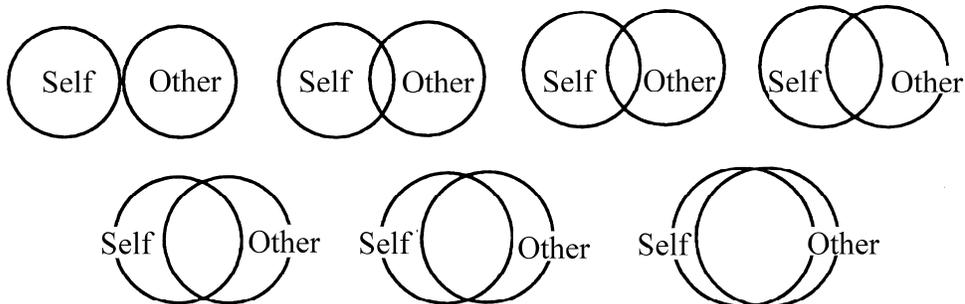
20. What is {cname}'s partner's religious affiliation?
- Protestant
- Catholic
- Muslim.....
- Jewish.....
- Atheist.....
- Agnostic.....
- No religion
- Don't know/ Not sure.....
- Other
- Please specify _____

21. What specific denomination, if any?

T.4

We now have a few questions about your relationship with {cname}.

1. Please select the picture below that best describes your relationship with {cname}. In the pictures, the circle that says "Self" represents you, the parent. The circle that says "Other" refers to {cname}.



2.

	<i>Very Unhap py</i>						<i>Very Happy</i>
All things considered, how happy are you in your relationship with {cname}?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

T.5

For the next set of questions, we ask you to think about the likelihood that you would show support or approval for {cname}'s current relationship *sometime in the future*. Please respond to each question according to your own thoughts and opinions about what you think you might do.

Please indicate the likelihood of you doing the following things in the future.

	<i>Extre mely Unlike ly</i>						<i>Extre mely Likely</i>
1. I intend to <i>tell</i> {cname} that I <u>approve</u> of the relationship with his/her romantic partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I intend to <i>show</i> {cname} that I <u>approve</u> of the relationship with his/her romantic partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I intend to <i>tell</i> {cname} that I <u>support</u> the relationship with his/her romantic partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I intend to <i>show</i> {cname} that I <u>support</u> the relationship with his/her romantic partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the future, I intend to ...

		<i>Extre mely Unlike ly</i>						<i>Extre mely Likely</i>
5.	... tell {cname} I like his/her romantic partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	... tell {cname} and his/her partner that they make a nice couple.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	... tell {cname} I think he or she should continue the relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	... have a conversation with {cname}'s partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	... invite {cname}'s partner over for meals or to spend time with the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	... invite {cname}'s partner over for family holidays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	... give {cname}'s partner a hug or handshake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	... ask {cname} how his/her partner is doing (i.e., ask about partner's welfare).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

T.6

For this set of questions, indicate the frequency that you have performed each behavior *in the past*. Please respond to each question according to your own personal experiences interacting with {cname} and his/her current partner.

In the past, I have...

1.		<i>Never</i>						<i>Very Frequ ently</i>
2.	... told {cname} I like his/her romantic partner.	<input type="checkbox"/>						
3.	... told {cname} and his/her partner that they make a nice couple.	<input type="checkbox"/>						
4.	... told {cname} I think he or she should continue the relationship.	<input type="checkbox"/>						
5.	... had a conversation with {cname}'s partner.	<input type="checkbox"/>						
6.	... invited {cname}'s partner over for meals or to spend time with the family.	<input type="checkbox"/>						
7.	... invited {cname}'s partner over for family holidays.	<input type="checkbox"/>						
8.	... given {cname}'s partner a hug or handshake.	<input type="checkbox"/>						
9.	... asked {cname} how his/her partner was doing (i.e., asked about partner's welfare).	<input type="checkbox"/>						

T.7

Use the scale below to indicate how strongly you agree or disagree with the following statements.

- | | | <i>Strongly Disagree</i> | | | | | | <i>Strongly Agree</i> |
|-----------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | When it comes to showing support for {cname}'s relationship, I want to do what my <u>family</u> thinks I should do. | <input type="checkbox"/> |
| 2. | When it comes to showing support for {cname}'s relationship, I want to do what my <u>friends</u> think I should do. | <input type="checkbox"/> |

T.8

To what extent do you agree or disagree with the following statements?

- | | | <i>Strongly Disagree</i> | | | | | | <i>Strongly Agree</i> |
|-----------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Most people who are important to me think it is good to support {cname}'s relationship. | <input type="checkbox"/> |
| 2. | Most people who are important to me think it is better to stick to family traditions than to go against family traditions. | <input type="checkbox"/> |

3. Most people who are important to me think it is best for me to adhere to family values, regardless of whether or not I agree with the family values.

T.9

Now, we'd like you to think about how showing support for {cname}'s relationship would make you feel. Notice each question has a different set of possible answers.

- | | | | | | | | | | |
|----|---|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|
| | | Very Unpleasant | <input type="checkbox"/> | Very Pleasant |
| 1. | For me, showing support for {cname}'s relationship would be ____. | | | | | | | | |
| | | Very Harmful | <input type="checkbox"/> | Very Beneficial |
| 2. | Showing support for {cname}'s relationship would be ____. | | | | | | | | |
| | | Very Painful | <input type="checkbox"/> | Very Enjoyable |
| 3. | I would find it _____ to show support for {cname}'s relationship. | | | | | | | | |

T.10

The following questions ask how you feel (or might feel) showing support for {cname}'s current relationship in the presence of others or in public.

- | | | | | | | | | | |
|----|--|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------|
| | | Strongly Disapprove | <input type="checkbox"/> | Strongly Approve |
| 1. | If I show support for {cname}'s relationship, overall my family members and/or friends will... | | | | | | | | |

Use the scale provided to indicate to what extent you would be embarrassed in the following situation.

- | | | Very Embarrassed | | | | | Not at all Embarrassed | |
|-----------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2. | If my family members and/or friends knew about {cname}'s relationship, I would likely feel... | <input type="checkbox"/> |

To what extent do you agree or disagree with the following statements?

- | | | Strongly Disagree | | | | | Strongly Agree | |
|-----------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | I would prefer that {cname} and his/her partner not attend social gatherings together as a couple (e.g., weddings, family reunions). | <input type="checkbox"/> |
| 4. | I have kept {cname}'s relationship status a secret from some or all of my family members and/or friends. | <input type="checkbox"/> |
| 5. | I do not want to appear in public with {cname} and his/her partner. | <input type="checkbox"/> |
| 6. | I would feel embarrassed to give {cname}'s partner a hug or handshake in the presence of family members and/or friends. | <input type="checkbox"/> |

7. I would feel embarrassed to greet {cname}'s partner warmly in the presence of family members and/or friends.

T.11

Each of the questions below will ask you to report on whether or not showing support for {cname}'s relationship would result in negative reactions from your family or friends. Answer each question based on what you have experienced in the past, or what you think would happen if your family or friends knew that you supported {cname}'s relationship.

- | | | Strongly
Disagree | | | | | | Strongly
Agree |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | If I show support for {cname}'s relationship, family and/or friends will disown me. | <input type="checkbox"/> |
| 2. | Family and/or friends will stop talking to me if I show support for {cname}'s relationship. | <input type="checkbox"/> |
| 3. | If I show support for {cname}'s relationship, family and/or friends will not invite me to social gatherings (dinners, holidays, etc). | <input type="checkbox"/> |
| 4. | Family and/or friends will pressure me to show disapproval for {cname}'s relationship. | <input type="checkbox"/> |

5. If I show support for {cname}'s relationship, family and/or friends will talk badly about me behind my back.

T.12

For the following questions, we ask you to share how people who are important to you think about different types of romantic relationships. Please answer each question as best you can.

Indicate to what extent you agree or disagree with the following statements.

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Most people who are important to me approve of interracial relationships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Most people who are important to me approve of homosexual romantic relationships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Indicate how many people that are important to you approve of interracial and homosexual relationships.

- | | | None
of
them | | | | | | All of
them |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | How many people who are important to you approve of interracial relationships? | <input type="checkbox"/> |
| 4. | How many people who are important to you approve of homosexual relationships? | <input type="checkbox"/> |

T.13

Next, we will ask you about your thoughts and opinions regarding interracial and homosexual relationships. Please answer all questions as honestly as you can.

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | In my opinion, parents should discourage their children from marrying someone of a different race. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | In my opinion, parents should discourage their children from marrying someone of the same sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Showing public support for interracial marriages is wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Showing public support for homosexual marriages is wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

T.14

For the following questions, we want to hear about your own beliefs and opinions regarding interracial and homosexual relationships.

Indicate to what extent you agree or disagree with the following.

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Most heterosexuals do not judge gays and lesbians on the basis of their sexual orientation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Most people do not judge others on the basis of their race or ethnicity.

Use the scale provided for the next two questions. In the questions below, a *stigma* refers to the belief that a particular aspect of one's character, behavior, or physicality is socially unacceptable or flawed.

- | | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Not at
all | | | | | A
great
deal |
| 3. | To what extent do you believe homosexual marriages carry a stigma? | <input type="checkbox"/> |
| 4. | To what extent do you believe interracial marriages carry a stigma? | <input type="checkbox"/> |

T.15

In this section, we will ask for descriptive information about you. Your answers will help us to understand how your responses in this survey are similar or different from others who are also taking part in this study. Remember that your answers are completely anonymous (cannot be traced back to you personally).

1. **What is your sex?**
Male
Female.....
2. **What is your age?** _____
3. **How many children do you have?** _____
4. **What is your race? Typical racial categories include (but are not limited to) White, Black, Asian, etc.**

5. **Below is a list of the racial groups typically assessed by the U.S. Census. Which of these groups would you say is your race?**
Asian.....

- Black or African American*
- Middle Eastern*
- Native Hawaiian or Pacific Islander*
- Native American, Alaska Native*
- White or Caucasian*.....
- Other*
- Please specify* _____

6. What is your ethnicity? (examples: Mexican, Korean, Polish, Sri Lankan)

7. Are you Hispanic or Latino?

- Yes*
- No*.....

8. Were you born in the United States or in another country?

- United States*
- Another country*.....
- Please specify* _____

9. What is your marital status?

- Single (not in a romantic relationship)*.....
- Dating and do not live with romantic partner*
- Dating and live with romantic partner*
- Engaged and live with partner*
- Engaged and do not live with partner*.....
- Married or formally committed*.....

10. Are you divorced?

- Yes*
- No*.....

11. Tell us who you are attracted to romantically.

- I am attracted to men.*
- I am attracted to women.*
- I am attracted to men and women.*

12. Are you currently in an interracial romantic relationship?

- Yes*
- No*.....

13. Have you ever been in an interracial romantic relationship?

Yes
No

14. Are you currently in a same-sex romantic relationship?

Yes
No

15. Have you ever been in a same-sex romantic relationship?

Yes
No

16. Select the highest level of education that you have completed from the options provided below.

No school.....
Eighth grade or less
More than eighth grade, but less than high school.....
High school equivalent (includes high school graduate, GED, and
business or trade school instead of high school)
Some college
4-Year college degree
Graduate or professional training

Think about this ladder as representing where people stand in the United States.

At the **top** of the ladder are the people who are the best off -- those who have the most money, the most education and the most respected jobs. At the **bottom** are the people who are the worst off -- who have the least money, least education, and the least respected jobs or no job. The higher up you are on this ladder, the closer you are to the people at the very top; the lower you are, the closer you are to the people at the very bottom.

Where would you place yourself on this ladder?



17. 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

T.15

The next set of questions will ask for you to report on the role of religion in your life.

- | | Not at
all
Religi
ous | <input type="checkbox"/> | Very
Religi
ous |
|---|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. How religious would you say you are? | | <input type="checkbox"/> |
| 2. How often do you attend religious services? | | | | | | | | |
| <i>Never</i> | | | | | | | | <input type="checkbox"/> |
| <i>Less than once a month</i> | | | | | | | | <input type="checkbox"/> |
| <i>1 to 3 times a month</i> | | | | | | | | <input type="checkbox"/> |
| <i>Once a week</i> | | | | | | | | <input type="checkbox"/> |
| <i>Several times a week</i> | | | | | | | | <input type="checkbox"/> |

3. How often do you take part in the activities and organizations of a church or place of worship other than attending services?

- Never*
- Less than once a month*
- 1 to 3 times a month*
- Once a week*
- Several times a week*

T.16

1. What is your religious affiliation or identification?

- Protestant*
- Catholic*
- Muslim*
- Jewish*
- Atheist*
- Agnostic*
- No religion*
- Other*
- Please specify* _____

2. What specific denomination, if any?

Please answer the following questions using the scales provided.

- | | <i>Strongly Disagree</i> | | | | | | | <i>Strongly Agree</i> | <i>Unsure</i> | <i>Not Applicable</i> |
|-----------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | | My religion views interracial relationships as a sin. | <input type="checkbox"/> |
| 4. | | My religion views homosexual relationships as a sin. | <input type="checkbox"/> |

T.17

Next we will ask you to think about the importance of your ethnicity and race in your life. Notice each question has a different set of possible answers.

Please answer the following questions using the scales provided.

- | | | | | | | | | |
|----|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------|
| | | <i>Not at
all
Import
ant</i> | | | | | | <i>Very
Import
ant</i> |
| 1. | How important is your ethnicity to your identity? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Never | | | | | | Very
Often |
| 2. | How often do you think of yourself as a member of your ethnic group? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Not at
all
Close | | | | | | Very
Close |
| 3. | How close do you feel to other members of your ethnic group? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

T.18

For the following three questions, if you provided your race in an earlier question it will appear in the questions below. If you did not provide your race to the earlier question, the questions below will read [No Reply] where your race would normally appear. If you did not provide your race earlier, please consider your race when thinking about these questions.

- | | | | | | | | | |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
| 1. | In general, being {race} is an important part of my self-image. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | I have a strong sense of belonging to {race} people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Being {race} is not a major factor in my social relationships.

T.19

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | I feel I could develop a close relationship with someone from a different race. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | If I were to adopt a child, I would be happy to adopt a child of any race. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | My friendship network is racially mixed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

T.20

The next four statements ask you about your feelings toward gay men and lesbian women. Answer each question as best you can.

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Marriages between two lesbian women should be legal. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | I think it would negatively affect our relationship if I learned that one of my close relatives was a lesbian. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Marriages between two gay men should be legal. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. I think it would negatively affect our relationship if I learned that one of my close relatives was gay.

T.21

Use the scale provided to select where you fall on the range from extremely liberal to extremely conservative.

	Extremely Liberal							Extremely Conservative
How politically liberal-conservative are you?	<input type="checkbox"/>							

T.22

- 1. Has another parent completed this survey on behalf of {cname}?**
No
Yes
Don't know/ Not sure.....

- 2. If you have more than one child, have you completed this survey on behalf of another child?**
No
Yes
Not applicable

- 3. How did you hear about this survey?**

T.23

In this last section of the survey, we are going to ask you three questions that will allow us to gain a better understanding of your thoughts and opinions on topics related to marriage in the United States. For these questions, we will ask you to provide your responses in your own words. Please answer each question as honestly and with as much detail as you can. And, of course, your answers are completely anonymous.

- 1. Over the past 50 years, marriages in the United States have undergone notable changes. Until relatively recently, it was rare to see a married couple where both partners were not of the same race (e.g., White, Black, Asian American). Even more recently, some states are allowing people of the same-sex to marry. What are your thoughts regarding these national changes permitting interracial and homosexual couples to marry? For example, do you agree with these changes? Why or why not?**

- 2. Many parents have thought about the type of person that they want their child (or children) to marry someday. For instance, parents may consider it important that their child's spouse or partner fit in with their family, or share the same culture. When you consider the type of person you want your child to marry, what characteristics would you say are most important to you? What characteristics would you say that members of your family and extended family would find most important? Please be as specific as possible in your answer.**

- 3. The primary goal of this study is to better understand how and why parents choose to support their children's relationships or not. Sometimes researchers unintentionally leave out important questions that parents would like to address or wish had been asked about in the survey. To help us in this line of research, please elaborate on anything you think would help us as we study this topic (e.g., personal experiences, observations, insights, etc.).**

That completes all of the questions in this survey. Click SUBMIT to submit your responses.

Once you click SUBMIT, you will be directed to a new page where you will have the opportunity to enter your name into a drawing for a \$25 gift card. Entering your name into the drawing will be optional.

APPENDIX U: HYPOTHETICAL TRADITIONAL RELATIONSHIPS QUESTIONNAIRE

**Parents first completed sections T.1 and T.2 before being routed to this questionnaire.

U.1

Thanks! Now let's begin. . .

First, we need to gather some background information about your child.

Please enter the first name or initials of the child you intend to reference in this survey.

Note: The name or initials you provide will only be used to personalize the questions in the survey (i.e, your child's name or initials will appear in the study questions) and will not be saved. If you choose not to provide your child's name or initials, keep in mind that questions throughout the survey will say [No Reply] where your child's name/initials would normally appear.

If you have more than one child, please focus your answers only on {cname} for the entire survey.

1. **What is {cname}'s age?** _____

2. **What is {cname}'s sex?**
Male
Female.....

3. **What is {cname}'s race? Typical racial categories include (but are not limited to) White, Black, Asian, etc.**

4. **Below is a list of the racial groups typically assessed by the U.S. Census. Which of these groups would you say is {cname}'s race?**
Asian.....
Black or African American
Middle Eastern
Native Hawaiian or Pacific Islander
Native American, Alaska Native

White or Caucasian
Don't know/ Not sure.....
Other
Please specify _____

5. **What is {cname}'s ethnicity? (examples: Mexican, Korean, Polish, Sri Lankan)**

6. **Is {cname} Hispanic or Latino?**

Yes
No

7. **Was {cname} born in the United States or in another country?**

United States
Another country.....
Please specify _____

8. **What is {cname}'s religious affiliation?**

Protestant
Catholic
Muslim.....
Jewish.....
Atheist.....
Agnostic.....
No religion
Other
Please specify _____

9. **What specific denomination, if any?**

10. **Is {cname} adopted?**

No
Yes

11. **Who is {cname} attracted to romantically?**

My child is attracted to men.
My child is attracted to women.
My child is attracted to men and women.

Don't know/ Not sure.....

U.2

We now have a few questions about your relationship with {cname}.

1. Please select the picture below that best describes your relationship with {cname}. In the pictures, the circle that says "Self" represents you, the parent. The circle that says "Other" refers to {cname}.

Very Unhappy Very Happy

2. All things considered, how happy are you in your relationship with {cname}?

U.3

IMPORTANT INSTRUCTIONS

The purpose of this study is to help us understand how you, the parent, might react or feel if {cname} were in a specific type of romantic relationship.

FOR ALL QUESTIONS IN THIS SURVEY, PLEASE IMAGINE THAT {cname} IS IN A HETEROSEXUAL DATING RELATIONSHIP WITH SOMEONE OF THE SAME RACE.

Try to imagine as realistically as possible how you might react or feel if {cname} was in this type of romantic relationship.

For the next set of questions, we ask you to think about the likelihood that you would show support or approval for {cname}'s relationship. Please respond to each question according to your own thoughts and opinions about what you think you might do.

Imagine {cname} is in a heterosexual dating relationship with someone of the same race

Please indicate the likelihood of you doing the following things.

- | | | <i>Extremely
Unlike
ly</i> | | | | | | | <i>Extremely
Likely</i> |
|----|--|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 1. | I would <i>tell</i> {cname} that I <u>approve of</u> the relationship with his/her romantic partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | I would <i>show</i> {cname} that I <u>approve of</u> the relationship with his/her romantic partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | I would <i>tell</i> {cname} that I <u>support</u> the relationship with his/her romantic partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | I would <i>show</i> {cname} that I <u>support</u> the relationship with his/her romantic partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Imagine {cname} is in a heterosexual dating relationship with someone of the same race

I would ...

<i>Extremely Unlike ly</i>	<i>Extremely Likely</i>
------------------------------------	-----------------------------

- | | | | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. | ... tell {cname} I like his/her romantic partner. | <input type="checkbox"/> |
| 6. | ... tell {cname} and his/her partner that they make a nice couple. | <input type="checkbox"/> |
| 7. | ... tell {cname} I think he/she should continue the relationship. | <input type="checkbox"/> |
| 8. | ... have a conversation with {cname}'s partner. | <input type="checkbox"/> |
| 9. | ... invite {cname}'s partner over for meals or to spend time with the family. | <input type="checkbox"/> |
| 10 | ... invite {cname}'s partner over for family holidays. | <input type="checkbox"/> |
| 11. | ... give {cname}'s partner a hug or handshake. | <input type="checkbox"/> |
| 12. | ... ask {cname} how his/her partner is doing (i.e., ask about partner's welfare). | <input type="checkbox"/> |

U.4

Imagine {cname} is in a heterosexual dating relationship with someone of the same race

Use the scale below to indicate how strongly you agree or disagree with the following statements.

<i>Strongly Disagree</i>	<i>Strongly Agree</i>
--------------------------	-----------------------

1. When it comes to showing support for {cname}'s relationship, I would want to do what my family thinks I should do.
2. When it comes to showing support for {cname}'s relationship, I would want to do what my friends think I should do.

U.5

Imagine {cname} is in a heterosexual dating relationship with someone of the same race

To what extent do you agree or disagree with the following statements?

- | | | Strongly
Disagree | | | | | Strongly
Agree |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Most people who are important to me would think it is good to support {cname}'s relationship. | <input type="checkbox"/> |
| 2. | Most people who are important to me think it is better to stick to family traditions than to go against family traditions. | <input type="checkbox"/> |
| 3. | Most people who are important to me think it is best for me to adhere to family values, regardless of whether or not I agree with the family values. | <input type="checkbox"/> |

U.6

Now, we'd like you to think about how showing support for {cname}'s relationship would make you feel. Notice each question has a different set of possible answers.

Imagine {cname} is in a heterosexual dating relationship with someone of the same race

- | | | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Very Unpleasant | | | | | | Very Pleasant |
| 1. | For me, showing support for {cname}'s relationship would be. . . | <input type="checkbox"/> |
| | | Very Harmful | | | | | | Very Beneficial |
| 2. | Showing support for {cname}'s relationship would be ____. | <input type="checkbox"/> |
| | | Very Painful | | | | | | Very Enjoyable |
| 3. | I would find it _____ to show support for {cname}'s relationship. | <input type="checkbox"/> |

U.7

The following questions ask how you would feel showing support for {cname}'s relationship in the presence of others or in public.

Imagine {cname} is in a heterosexual dating relationship with someone of the same race

- | | | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Strongly Disapprove | | | | | | Strongly Approve |
| 1. | If I showed support for {cname}'s relationship, overall my family members and/or friends would... | <input type="checkbox"/> |

Use the scale provided to indicate to what extent you would be embarrassed in the following situation.

- | | | Very
Embar
rassed | | | | | | Not at
all
Embar
rassed |
|-----------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------------|
| 2. | If my family members and/or friends knew about {cname}'s relationship, I would likely feel... | <input type="checkbox"/> |

Imagine {cname} is in a heterosexual dating relationship with someone of the same race

To what extent do you agree or disagree with the following statements?

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|-----------|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | I would prefer that {cname} and his/her partner not attend social gatherings together as a couple (e.g., weddings, family reunions). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | I would keep {cname}'s relationship status a secret from some or all of my family members and/or friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | I would not want to appear in public with {cname} and his/her partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. I would feel embarrassed to give {cname}'s partner a hug or handshake in the presence of family members and/or friends.
7. I would feel embarrassed to greet {cname}'s partner warmly in the presence of family members and/or friends.

U.8

Each of the questions below will ask you to report on whether or not showing support for {cname}'s relationship would result in negative reactions from your family or friends. Answer each question based on what you think would happen if your family or friends knew that you supported {cname}'s relationship.

Imagine {cname} is in a heterosexual dating relationship with someone of the same race

- | | | Strongly
Disagree | | | | | | Strongly
Agree |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | If I showed support for {cname}'s relationship, family and/or friends would disown me. | <input type="checkbox"/> |
| 2. | Family and/or friends would stop talking to me if I showed support for {cname}'s relationship. | <input type="checkbox"/> |

- | | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | If I showed support for {cname}'s relationship, family and/or friends would not invite me to social gatherings (dinners, holidays, etc). | <input type="checkbox"/> |
| 4. | Family and/or friends would pressure me to show disapproval for {cname}'s relationship. | <input type="checkbox"/> |
| 5. | If I showed support for {cname}'s relationship, family and/or friends would talk badly about me behind my back. | <input type="checkbox"/> |

U.9

We would like to get your perspective on how easy or difficult it has been for you to imagine {cname} in a romantic relationship. For the next four questions, use the scale provided to provide us your feedback.

- | | | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Very
Challe
nging | | | | | | Very
Easy |
| 1. | How challenging was it for you to imagine {cname} was in a romantic relationship for these questions? | <input type="checkbox"/> |
| 2. | How challenging was it for you to imagine {cname} was in a <u>heterosexual</u> romantic relationship for these questions? | <input type="checkbox"/> |

- | | | Very
Upsett
ing | | | | | | Not at
all
Upsett
ing |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------|
| 3. | How upsetting was it for you to imagine {cname} was in a romantic relationship for these questions? | <input type="checkbox"/> |
| 4. | How upsetting was it for you to imagine {cname} was in a <u>heterosexual</u> romantic relationship for these questions? | <input type="checkbox"/> |

U.10

For the following questions, we ask you to share how people who are important to you think about different types of romantic relationships. Please answer each question as best you can.

Indicate to what extent you agree or disagree with the following statements.

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Most people who are important to me approve of interracial relationships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Most people who are important to me approve of homosexual romantic relationships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Indicate how many people that are important to you approve of interracial and homosexual relationships.

	None of them	All of them
--	--------------------	----------------

3. How many people who are important to you approve of interracial relationships?
4. How many people who are important to you approve of homosexual relationships?

U.11

Next, we will ask you about your thoughts and opinions regarding interracial and homosexual relationships. Please answer all questions as honestly as you can.

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | In my opinion, parents should discourage their children from marrying someone of a different race. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | In my opinion, parents should discourage their children from marrying someone of the same sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Showing public support for interracial marriages is wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Showing public support for homosexual marriages is wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

U.12

For the following questions, we want to hear about your own beliefs and opinions regarding interracial and homosexual relationships.

Indicate to what extent you agree or disagree with the following.

- | | | Strongly Disagree | | | | | Strongly Agree |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Most heterosexuals do not judge gays and lesbians on the basis of their sexual orientation. | <input type="checkbox"/> |
| 2. | Most people do not judge others on the basis of their race or ethnicity. | <input type="checkbox"/> |

Use the scale provided for the next two questions. In the questions below, a *stigma* refers to the belief that a particular aspect of one's character, behavior, or physicality is socially unacceptable or flawed.

- | | | Not at all | | | | | A great deal |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | To what extent do you believe homosexual marriages carry a stigma? | <input type="checkbox"/> |
| 4. | To what extent do you believe interracial marriages carry a stigma? | <input type="checkbox"/> |

U.13

In this section, we will ask for descriptive information about you. Your answers will help us to understand how your responses in this survey are similar or different from others who are also taking part in this study. Remember that your answers are completely anonymous (cannot be traced back to you personally).

- What is your sex?**

Male

Female.....
- What is your age?**

- How many children do you have?**

4. **What is your race? Typical racial categories include (but are not limited to) White, Black, Asian, etc.**

5. **Below is a list of the racial groups typically assessed by the U.S. Census. Which of these groups would you say is your race?**

- Asian*.....
- Black or African American*
- Middle Eastern*
- Native Hawaiian or Pacific Islander*
- Native American, Alaska Native*
- White or Caucasian*.....
- Other*
- Please specify* _____

6. **What is your ethnicity? (examples: Mexican, Korean, Polish, Sri Lankan)**

7. **Are you Hispanic or Latino?**

- Yes*
- No*.....

8. **Were you born in the United States or in another country?**

- United States*
- Another country*.....
- Please specify* _____

9. **What is your marital status?**

- Single (not in a romantic relationship)*.....
- Dating and do not live with romantic partner*
- Dating and live with romantic partner*
- Engaged and live with partner*
- Engaged and do not live with partner*.....
- Married or formally committed*.....

10. **Are you divorced?**

- Yes*
- No*.....

- 11. Tell us who you are attracted to romantically.**
I am attracted to men.
I am attracted to women.
I am attracted to men and women.
- 12. Are you currently in an interracial romantic relationship?**
Yes
No
- 13. Have you ever been in an interracial romantic relationship?**
Yes
No
- 14. Are you currently in a same-sex romantic relationship?**
Yes
No
- 15. Have you ever been in a same-sex romantic relationship?**
Yes
No
- 16. Select the highest level of education that you have completed from the options provided below.**
No school.....
Eighth grade or less
More than eighth grade, but less than high school.....
High school equivalent (includes high school graduate, GED, and business or trade school instead of high school)
Some college
4-Year college degree
Graduate or professional training

Think about this ladder as representing where people stand in the United States.

At the **top** of the ladder are the people who are the best off -- those who have the most money, the most education and the most respected jobs. At the **bottom** are the people who are the worst off -- who have the least money, least education, and the least respected jobs or no job. The higher up you are on this ladder, the closer you are to the people at the very top; the lower you are, the closer you are to the people at the very bottom.

Where would you place yourself on this ladder?



17. 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

U.14

The next set of questions will ask for you to report on the role of religion in your life.

- | | | Not at
all
Religi
ous | | | | | | Very
Religi
ous |
|----|--|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | How religious would you say you are? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | How often do you attend religious services? | | | | | | | |
| | <i>Never</i> | <input type="checkbox"/> | | | | | | |
| | <i>Less than once a month</i> | <input type="checkbox"/> | | | | | | |
| | <i>1 to 3 times a month</i> | <input type="checkbox"/> | | | | | | |
| | <i>Once a week</i> | <input type="checkbox"/> | | | | | | |
| | <i>Several times a week</i> | <input type="checkbox"/> | | | | | | |
| 3. | How often do you take part in the activities and organizations of a church or place of worship other than attending services? | | | | | | | |
| | <i>Never</i> | <input type="checkbox"/> | | | | | | |
| | <i>Less than once a month</i> | <input type="checkbox"/> | | | | | | |
| | <i>1 to 3 times a month</i> | <input type="checkbox"/> | | | | | | |
| | <i>Once a week</i> | <input type="checkbox"/> | | | | | | |
| | <i>Several times a week</i> | <input type="checkbox"/> | | | | | | |

U.15

- What is your religious affiliation or identification?**

Protestant

Catholic

Muslim

Jewish

Atheist

Agnostic

No religion

Other

Please specify _____
- What specific denomination, if any?**

Please answer the following questions using the scales provided.

- | | | <i>Stron</i> | | | | | | <i>Stron</i> | <i>Unsu</i> | <i>Not</i> |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | <i>gly</i> | | | | | | <i>gly</i> | <i>re</i> | <i>Appli</i> |
| | | <i>Disa</i> | | | | | | <i>Agre</i> | | <i>cable</i> |
| | | <i>gree</i> | | | | | | <i>e</i> | | |
| 3. | My religion views interracial relationships as a sin. | <input type="checkbox"/> |
| 4. | My religion views homosexual relationships as a sin. | <input type="checkbox"/> |

U.16

Next we will ask you to think about the importance of your ethnicity and race in your life. Notice each question has a different set of possible answers.

Please answer the following questions using the scales provided.

- | | | | | | | | | | |
|----|--|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| 1. | How important is your ethnicity to your identity? | <i>Not at all</i> | <input type="checkbox"/> | <i>Very Important</i> |
| 2. | How often do you think of yourself as a member of your ethnic group? | <i>Never</i> | <input type="checkbox"/> | <i>Very Often</i> |
| 3. | How close do you feel to other members of your ethnic group? | <i>Not at all Close</i> | <input type="checkbox"/> | <i>Very Close</i> |

U.17

For the following three questions, if you provided your race in an earlier question it will appear in the questions below. If you did not provide your race to the earlier question, the questions below will read [No Reply] where your race would normally appear. If you did not provide your race earlier, please consider your race when thinking about these questions.

		Strongly Disagree						Strongly Agree
1.	In general, being {race} is an important part of my self-image.	<input type="checkbox"/>						
2.	I have a strong sense of belonging to {race} people.	<input type="checkbox"/>						
3.	Being {race} is not a major factor in my social relationships.	<input type="checkbox"/>						

U.18

		Strongly Disagree						Strongly Agree
1.	I feel I could develop a close relationship with someone from a different race.	<input type="checkbox"/>						
2.	If I were to adopt a child, I would be happy to adopt a child of any race.	<input type="checkbox"/>						
3.	My friendship network is racially mixed.	<input type="checkbox"/>						

U.19

The next four statements ask you about your feelings toward gay men and lesbian women. Answer each question as best you can.

	Strongly Disagree						Strongly Agree
--	-------------------	--	--	--	--	--	----------------

1. Marriages between two lesbian women should be legal.
2. I think it would negatively affect our relationship if I learned that one of my close relatives was a lesbian.
3. Marriages between two gay men should be legal.
4. I think it would negatively affect our relationship if I learned that one of my close relatives was gay.

U.20

Use the scale provided to select where you fall on the range from extremely liberal to extremely conservative.

	Extre mely Libera l		Extre mely Conser vative
How politically liberal-conservative are you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

U.21

1. **Has another parent completed this survey on behalf of {cname}?**
No
Yes
Don't know/ Not sure.....
2. **If you have more than one child, have you completed this survey on behalf of another child?**
No
Yes
Not applicable
3. **How did you hear about this survey?**

4. At the beginning of the survey, you were asked to imagine {cname} in a specific type of romantic relationship. Which of the relationship types listed below were you asked to imagine for this survey?

A heterosexual relationship with someone of the same race

An interracial dating relationship (dating someone of a different race)..

A homosexual dating relationship (gay or lesbian relationship).....

**From this point, parents were routed to the three open-ended questions (see S.23).

APPENDIX V: HYPOTHETICAL INTERRACIAL RELATIONSHIPS QUESTIONNAIRE

**Parents first completed sections T.1 and T.2 before being routed to this questionnaire.

V.1

If you have more than one child, please focus your answers only on {cname} for the entire survey.

1. **What is {cname}'s age?**

2. **What is {cname}'s sex?**
Male
Female.....

3. **What is {cname}'s race? Typical racial categories include (but are not limited to) White, Black, Asian, etc.**

4. **Below is a list of the racial groups typically assessed by the U.S. Census. Which of these groups would you say is {cname}'s race?**
Asian.....
Black or African American
Middle Eastern
Native Hawaiian or Pacific Islander
Native American, Alaska Native
White or Caucasian
Don't know/ Not sure.....
Other
Please specify _____

5. **What is {cname}'s ethnicity? (examples: Mexican, Korean, Polish, Sri Lankan)**

6. **Is {cname} Hispanic or Latino?**
Yes
No.....

7. **Was {cname} born in the United States or in another country?**

- United States*
- Another country*.....
- Please specify* _____

8. What is {cname}'s religious affiliation?

- Protestant*
- Catholic*.....
- Muslim*.....
- Jewish*.....
- Atheist*.....
- Agnostic*.....
- No religion*
- Other*
- Please specify* _____

9. What specific denomination, if any?

10. Is {cname} adopted?

- No*
- Yes*

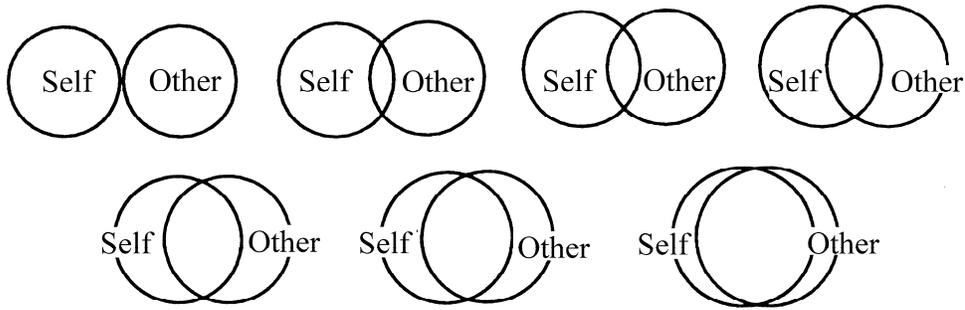
11. Who is {cname} attracted to romantically?

- My child is attracted to men.*
- My child is attracted to women.*
- My child is attracted to men and women.*
- Don't know/ Not sure*.....

V.2

We now have a few questions about your relationship with {cname}.

- 1. Please select the picture below that best describes your relationship with {cname}. In the pictures, the circle that says "Self" represents you, the parent. The circle that says "Other" refers to {cname}.**



Very
Unhap
py

Very
Happy

2. All things considered, how happy are you in your relationship with {cname}?

V.3

IMPORTANT INSTRUCTIONS

The purpose of this study is to help us understand how you, the parent, might react or feel if {cname} were in a specific type of romantic relationship.

FOR ALL QUESTIONS IN THIS SURVEY, PLEASE IMAGINE THAT {cname} IS IN AN INTERRACIAL DATING RELATIONSHIP (DATING SOMEONE OF A DIFFERENT RACE).

Try to imagine as realistically as possible how you might react or feel if {cname} was in an interracial relationship.

For the next set of questions, we ask you to think about the likelihood that you would show support or approval for {cname}'s interracial relationship. Please respond to each question according to your own thoughts and opinions about what you think you might do.

Imagine {cname} is in an interracial dating relationship (dating someone of a different race)

Please indicate the likelihood of you doing the following things.

- | | | <i>Extre
mely
Unlike
ly</i> | | | | | | <i>Extre
mely
Likely</i> |
|----|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------------|
| 1. | I would <i>tell</i> {cname} that I <u>approve of</u> the interracial relationship with his/her romantic partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | I would <i>show</i> {cname} that I <u>approve of</u> the interracial relationship with his/her romantic partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <i>Extre
mely
Unlike
ly</i> | | | | | | <i>Extre
mely
Likely</i> |
| 3. | I would <i>tell</i> {cname} that I <u>support</u> the interracial relationship with his/her romantic partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | I would <i>show</i> {cname} that I <u>support</u> the interracial relationship with his/her romantic partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Imagine {cname} is in an interracial dating relationship (dating someone of a different race)

I would ...

- | | | <i>Extre
mely
Unlike
ly</i> | | | | | | <i>Extre
mely
Likely</i> |
|----|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------------|
| 5. | ... tell {cname} I like his/her romantic partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. | ... tell {cname} and his/her partner that they make a nice couple. | <input type="checkbox"/> |
| 7. | ... tell {cname} I think he/she should continue the relationship. | <input type="checkbox"/> |
| 8. | ... have a conversation with {cname}'s partner. | <input type="checkbox"/> |
| 9. | ... invite {cname}'s partner over for meals or to spend time with the family. | <input type="checkbox"/> |
| 10. | ... invite {cname}'s partner over for family holidays. | <input type="checkbox"/> |
| 11. | ... give {cname}'s partner a hug or handshake. | <input type="checkbox"/> |
| 12. | ... ask {cname} how his/her partner is doing (i.e., ask about partner's welfare). | <input type="checkbox"/> |

V.4

Imagine {cname} is in an interracial dating relationship (dating someone of a different race)

Use the scale below to indicate how strongly you agree or disagree with the following statements.

<i>Strongly Disagree</i>	<i>Strongly Agree</i>
--------------------------	-----------------------

- | | | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | When it comes to showing support for {cname}'s interracial relationship, I would want to do what my <u>family</u> thinks I should do. | <input type="checkbox"/> |
| 2. | When it comes to showing support for {cname}'s interracial relationship, I would want to do what my <u>friends</u> think I should do. | <input type="checkbox"/> |

V.5

Imagine {cname} is in an interracial dating relationship (dating someone of a different race)

To what extent do you agree or disagree with the following statements?

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Most people who are important to me would think it is good to support {cname}'s interracial relationship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Most people who are important to me think it is better to stick to family traditions than to go against family traditions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Most people who are important to me think it is best for me to adhere to family values, regardless of whether or not I agree with the family values. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

V.6

Now, we'd like you to think about how showing support for {cname}'s relationship would make you feel. Notice each question has a different set of possible answers.

Imagine {cname} is in an interracial dating relationship (dating someone of a different race)

- | | | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Very Unpleasant | | | | | | Very Pleasant |
| 1. | For me, showing support for {cname}'s interracial relationship would be ____. | <input type="checkbox"/> |
| | | Very Harmful | | | | | | Very Beneficial |
| 2. | Showing support for {cname}'s interracial relationship would be ____. | <input type="checkbox"/> |
| | | Very Painful | | | | | | Very Enjoyable |
| 3. | I would find it _____ to show support for {cname}'s interracial relationship. | <input type="checkbox"/> |

V.7

The following questions ask how you would feel showing support for {cname}'s relationship in the presence of others or in public.

Imagine {cname} is in an interracial dating relationship (dating someone of a different race)

- | | | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Strongly Disapprove | | | | | | Strongly Approve |
| 1. | If I showed support for {cname}'s interracial relationship, overall my family members and/or friends would... | <input type="checkbox"/> |

Use the scale provided to indicate to what extent you would be embarrassed in the following situation.

- | | | Very
Embar
rassed | | | | | | Not at
all
Embar
rassed |
|-----------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------------|
| 2. | If my family members and/or friends knew about {cname}'s interracial relationship, I would likely feel... | <input type="checkbox"/> |

Imagine {cname} is in an interracial dating relationship (dating someone of a different race)

To what extent do you agree or disagree with the following statements?

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|-----------|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | I would prefer that {cname} and his/her partner not attend social gatherings together as a couple (e.g., weddings, family reunions). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | I would keep {cname}'s interracial relationship status a secret from some or all of my family members and/or friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | I would not want to appear in public with {cname} and his/her partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. I would feel embarrassed to give {cname}'s partner a hug or handshake in the presence of family members and/or friends.
7. I would feel embarrassed to greet {cname}'s partner warmly in the presence of family members and/or friends.

V.8

Each of the questions below will ask you to report on whether or not showing support for {cname}'s relationship would result in negative reactions from your family or friends. Answer each question based on what you think would happen if your family or friends knew that you supported {cname}'s relationship.

Imagine {cname} is in an interracial dating relationship (dating someone of a different race)

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | If I showed support for {cname}'s interracial relationship, family and/or friends would disown me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Family and/or friends would stop talking to me if I showed support for {cname}'s interracial relationship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | If I showed support for {cname}'s interracial relationship, family and/or friends would not invite me to social gatherings (dinners, holidays, etc). | <input type="checkbox"/> |
| 4. | Family and/or friends would pressure me to show disapproval for {cname}'s interracial relationship. | <input type="checkbox"/> |
| 5. | If I showed support for {cname}'s interracial relationship, family and/or friends would talk badly about me behind my back. | <input type="checkbox"/> |

V.9

We would like to get your perspective on how easy or difficult it has been for you to imagine {cname} in an interracial romantic relationship. For the next four questions, use the scale provided to provide us your feedback.

- | | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------|
| | | Very
Challe
nging | | | | | | Very
Easy |
| 1. | How challenging was it for you to imagine {cname} was in a romantic relationship for these questions? | <input type="checkbox"/> |
| 2. | How challenging was it for you to imagine {cname} was in an <u>interracial</u> relationship for these questions? | <input type="checkbox"/> |
| | | Very
Upsett
ing | | | | | | Not at
all
Upsett
ing |

3. How upsetting was it for you to imagine {cname} was in a romantic relationship for these questions?
4. How upsetting was it for you to imagine {cname} was in an interracial romantic relationship for these questions?

V.10

When thinking of {cname}'s interracial relationship, what specific race or ethnicity did you imagine for {cname}'s partner?

V.11

For the following questions, we ask you to share how people who are important to you think about different types of romantic relationships. Please answer each question as best you can.

Indicate to what extent you agree or disagree with the following statements.

- | | | Strongly
Disagree | | | | | | Strongly
Agree |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Most people who are important to me approve of interracial relationships. | <input type="checkbox"/> |
| 2. | Most people who are important to me approve of homosexual romantic relationships. | <input type="checkbox"/> |

Indicate how many people that are important to you approve of interracial and homosexual relationships.

- | | | None
of
them | | | | | | All of
them |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | How many people who are important to you approve of interracial relationships? | <input type="checkbox"/> |
| 4. | How many people who are important to you approve of homosexual relationships? | <input type="checkbox"/> |

V.12

Next, we will ask you about your thoughts and opinions regarding interracial and homosexual relationships. Please answer all questions as honestly as you can.

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | In my opinion, parents should discourage their children from marrying someone of a different race. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | In my opinion, parents should discourage their children from marrying someone of the same sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Showing public support for interracial marriages is wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Showing public support for homosexual marriages is wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

V.13

For the following questions, we want to hear about your own beliefs and opinions regarding interracial and homosexual relationships.

Indicate to what extent you agree or disagree with the following.

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Most heterosexuals do not judge gays and lesbians on the basis of their sexual orientation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Most people do not judge others on the basis of their race or ethnicity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Use the scale provided for the next two questions. In the questions below, a *stigma* refers to the belief that a particular aspect of one's character, behavior, or physicality is socially unacceptable or flawed.

- | | | Not at
all | | | | | | A
great
deal |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | To what extent do you believe homosexual marriages carry a stigma? | <input type="checkbox"/> |
| 4. | To what extent do you believe interracial marriages carry a stigma? | <input type="checkbox"/> |

V.14

In this section, we will ask for descriptive information about you. Your answers will help us to understand how your responses in this survey are similar or different from others who are also taking part in this study. Remember that your answers are completely anonymous (cannot be traced back to you personally).

1. **What is your sex?**
Male
Female.....

2. **What is your age?** _____

3. **How many children do you have?** _____
4. **What is your race? Typical racial categories include (but are not limited to) White, Black, Asian, etc.**

5. **Below is a list of the racial groups typically assessed by the U.S. Census. Which of these groups would you say is your race?**
- Asian*.....
 - Black or African American*
 - Middle Eastern*
 - Native Hawaiian or Pacific Islander*
 - Native American, Alaska Native*
 - White or Caucasian*.....
 - Other*
 - Please specify* _____
6. **What is your ethnicity? (examples: Mexican, Korean, Polish, Sri Lankan)**

7. **Are you Hispanic or Latino?**
- Yes*
 - No*.....
8. **Were you born in the United States or in another country?**
- United States*
 - Another country*.....
 - Please specify* _____
9. **What is your marital status?**
- Single (not in a romantic relationship)*.....
 - Dating and do not live with romantic partner*
 - Dating and live with romantic partner*
 - Engaged and live with partner*
 - Engaged and do not live with partner*.....
 - Married or formally committed*.....
10. **Are you divorced?**
- Yes*
 - No*.....

11. **Tell us who you are attracted to romantically.**
I am attracted to men.
I am attracted to women.
I am attracted to men and women.
12. **Are you currently in an interracial romantic relationship?**
Yes
No
13. **Have you ever been in an interracial romantic relationship?**
Yes
No
14. **Are you currently in a same-sex romantic relationship?**
Yes
No
15. **Have you ever been in a same-sex romantic relationship?**
Yes
No
16. **Select the highest level of education that you have completed from the options provided below.**
No school.....
Eighth grade or less
More than eighth grade, but less than high school.....
High school equivalent (includes high school graduate, GED, and business or trade school instead of high school)
Some college
4-Year college degree
Graduate or professional training

Think about this ladder as representing where people stand in the United States.

At the **top** of the ladder are the people who are the best off -- those who have the most money, the most education and the most respected jobs. At the **bottom** are the people who are the worst off -- who have the least money, least education, and the least respected jobs or no job. The higher up you are on this ladder, the closer you are to the people at the very top; the lower you are, the closer you are to the people at the very bottom.

Where would you place yourself on this ladder?



17.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

V.15

The next set of questions will ask for you to report on the role of religion in your life.

- | | | Not at
all
Religi
ous | | | | | | Very
Religi
ous |
|----|--|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | How religious would you say you are? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | How often do you attend religious services? | | | | | | | |
| | <i>Never</i> | <input type="checkbox"/> | | | | | | |
| | <i>Less than once a month</i> | <input type="checkbox"/> | | | | | | |
| | <i>1 to 3 times a month</i> | <input type="checkbox"/> | | | | | | |
| | <i>Once a week</i> | <input type="checkbox"/> | | | | | | |
| | <i>Several times a week</i> | <input type="checkbox"/> | | | | | | |
| 3. | How often do you take part in the activities and organizations of a church or place of worship other than attending services? | | | | | | | |
| | <i>Never</i> | <input type="checkbox"/> | | | | | | |
| | <i>Less than once a month</i> | <input type="checkbox"/> | | | | | | |
| | <i>1 to 3 times a month</i> | <input type="checkbox"/> | | | | | | |
| | <i>Once a week</i> | <input type="checkbox"/> | | | | | | |
| | <i>Several times a week</i> | <input type="checkbox"/> | | | | | | |

V.16

- 1, **What is your religious affiliation or identification?**
- Protestant*
- Catholic*
- Muslim*
- Jewish*
- Atheist*
- Agnostic*
- No religion*
- Other*
- Please specify* _____
2. **What specific denomination, if any?**
- _____

Please answer the following questions using the scales provided.

- | | | <i>Stron
gly
Disa
gree</i> | | | | | | <i>Stron
gly
Agre
e</i> | <i>Unsu
re</i> | <i>Not
Appli
cable</i> |
|----|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------------|
| 3. | My religion views interracial relationships as a sin. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | My religion views homosexual relationships as a sin. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

V.17

Next we will ask you to think about the importance of your ethnicity and race in your life. Notice each question has a different set of possible answers.

Please answer the following questions using the scales provided.

- | | | | | | | | | | |
|----|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------|
| 1. | How important is your ethnicity to your identity? | <i>Not at
all
Import
ant</i> | <input type="checkbox"/> | <i>Very
Import
ant</i> |
| 2. | How often do you think of yourself as a member of your ethnic group? | Never | <input type="checkbox"/> | Very
Often |
| 3. | How close do you feel to other members of your ethnic group? | Not at
all
Close | <input type="checkbox"/> | Very
Close |

V.18

For the following three questions, if you provided your race in an earlier question it will appear in the questions below. If you did not provide your race to the earlier question, the questions below will read [No Reply] where your race would normally appear. If you did not provide your race earlier, please consider your race when thinking about these questions.

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | In general, being {race} is an important part of my self-image. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | I have a strong sense of belonging to {race} people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Being {race} is not a major factor in my social relationships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

V.19

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | I feel I could develop a close relationship with someone from a different race. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | If I were to adopt a child, I would be happy to adopt a child of any race. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | My friendship network is racially mixed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

V.20

The next four statements ask you about your feelings toward gay men and lesbian women. Answer each question as best you can.

		Strong ly Disagr ee						Strong ly Agree
1.	Marriages between two lesbian women should be legal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I think it would negatively affect our relationship if I learned that one of my close relatives was a lesbian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Marriages between two gay men should be legal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I think it would negatively affect our relationship if I learned that one of my close relatives was gay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V.21

Use the scale provided to select where you fall on the range from extremely liberal to extremely conservative.

	Extre mely Libera l						Extre mely Conser vative
How politically liberal-conservative are you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V.22

1. **Has another parent completed this survey on behalf of {cname}?**
No
Yes
Don't know/ Not sure.....

2. **If you have more than one child, have you completed this survey on behalf of another child?**
No

- Yes*
- Not applicable*

3. How did you hear about this survey?

4. At the beginning of the survey, you were asked to imagine {cname} in a specific type of romantic relationship. Which of the relationship types listed below were you asked to imagine for this survey?

- A heterosexual relationship with someone of the same race*
- An interracial dating relationship (dating someone of a different race)..*
- A homosexual dating relationship (gay or lesbian relationship).....*

**From this point, parents were routed to the three open-ended questions (see S.23).

APPENDIX W: HYPOTHETICAL SAME-SEX RELATIONSHIPS QUESTIONNAIRE

**Parents first completed sections T.1 and T.2 before being routed to this questionnaire.

W.1

If you have more than one child, please focus your answers only on {cname} for the entire survey.

1. What is {cname}'s age? _____

2. What is {cname}'s sex?
Male
Female.....

3. What is {cname}'s race? Typical racial categories include (but are not limited to) White, Black, Asian, etc.

4. Below is a list of the racial groups typically assessed by the U.S. Census. Which of these groups would you say is {cname}'s race?
Asian.....
Black or African American
Middle Eastern
Native Hawaiian or Pacific Islander
Native American, Alaska Native
White or Caucasian
Don't know/ Not sure.....
Other
Please specify _____

5. What is {cname}'s ethnicity? (examples: Mexican, Korean, Polish, Sri Lankan)

6. Is {cname} Hispanic or Latino?
Yes
No.....

7. **Was {cname} born in the United States or in another country?**
United States
Another country.....
Please specify _____

8. **What is {cname}'s religious affiliation?**
Protestant
Catholic
Muslim.....
Jewish.....
Atheist.....
Agnostic.....
No religion
Other
Please specify _____

9. **What specific denomination, if any?**

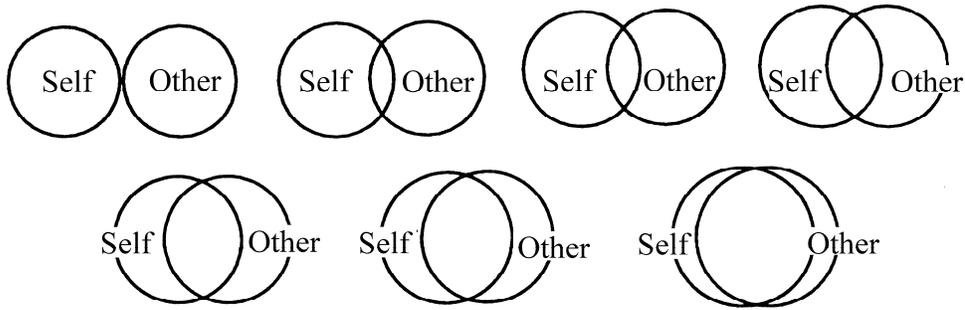
10. **Is {cname} adopted?**
No
Yes

11. **Who is {cname} attracted to romantically?**
My child is attracted to men.
My child is attracted to women.
My child is attracted to men and women.
Don't know/ Not sure.....

W.2

We now have a few questions about your relationship with {cname}.

1. **Please select the picture below that best describes your relationship with {cname}. In the pictures, the circle that says "Self" represents you, the parent. The circle that says "Other" refers to {cname}.**



Very
Unhap
py

Very
Happy

2. All things considered, how happy are you in your relationship with {cname}?

W.3

IMPORTANT INSTRUCTIONS

The purpose of this study is to help us understand how you, the parent, might react or feel if {cname} were in a specific type of romantic relationship.

FOR ALL QUESTIONS IN THIS SURVEY, PLEASE IMAGINE THAT {cname} IS IN A HOMOSEXUAL DATING RELATIONSHIP (GAY OR LESBIAN RELATIONSHIP).

Try to imagine as realistically as possible how you might react or feel if {cname} was in a gay or lesbian relationship.

For the next set of questions, we ask you to think about the likelihood that you would show support or approval for {cname}'s homosexual relationship. Please respond to each question according to your own thoughts and opinions about what you think you might do.

Imagine {cname} is in a homosexual dating relationship (gay or lesbian relationship)

Please indicate the likelihood of you doing the following things.

- | | | <i>Extre
mely
Unlike
ly</i> | <input type="checkbox"/> | <i>Extre
mely
Likely</i> |
|----|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------------|
| 1. | I would <i>tell</i> {cname} that I <u>approve of</u> the relationship with his/her same-sex romantic partner. | | <input type="checkbox"/> |
| 2. | I would <i>show</i> {cname} that I <u>approve of</u> the relationship with his/her same-sex romantic partner. | | <input type="checkbox"/> |

Imagine {cname} is in a homosexual dating relationship (gay or lesbian relationship)

Please indicate the likelihood of you doing the following things.

- | | | <i>Extre
mely
Unlike
ly</i> | <input type="checkbox"/> | <i>Extre
mely
Likely</i> |
|----|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------------|
| 3. | I would <i>tell</i> {cname} that I <u>support</u> the relationship with his/her same-sex romantic partner. | | <input type="checkbox"/> |
| 4. | I would <i>show</i> {cname} that I <u>support</u> the relationship with his/her same-sex romantic partner. | | <input type="checkbox"/> |

Imagine {cname} is in a homosexual dating relationship (gay or lesbian relationship)

I would ...

	<i>Extre mely Unlike ly</i>	<i>Extre mely Likely</i>
--	---	----------------------------------

- | | | | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. | ... tell {cname} I like his/her romantic partner. | <input type="checkbox"/> |
| 6. | ... tell {cname} and his/her partner that they make a nice couple. | <input type="checkbox"/> |
| 7. | ... tell {cname} I think he/she should continue the relationship. | <input type="checkbox"/> |
| 8. | ... have a conversation with {cname}'s partner. | <input type="checkbox"/> |
| 9. | ... invite {cname}'s partner over for meals or to spend time with the family. | <input type="checkbox"/> |
| 10. | ... invite {cname}'s partner over for family holidays. | <input type="checkbox"/> |
| 11. | ... give {cname}'s partner a hug or handshake. | <input type="checkbox"/> |
| 12. | ... ask {cname} how his/her partner is doing (i.e., ask about partner's welfare). | <input type="checkbox"/> |

W.4

Imagine {cname} is in a homosexual dating relationship (gay or lesbian relationship)

Use the scale below to indicate how strongly you agree or disagree with the following statements.

*Strong
ly
Disagr
ee*

*Strong
ly
Agree*

- | | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | When it comes to showing support for {cname}'s homosexual relationship, I would want to do what my <u>family</u> thinks I should do. | <input type="checkbox"/> |
| 2. | When it comes to showing support for {cname}'s homosexual relationship, I would want to do what my <u>friends</u> think I should do. | <input type="checkbox"/> |

W.5

Imagine {cname} is in a homosexual dating relationship (gay or lesbian relationship)

To what extent do you agree or disagree with the following statements?

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Most people who are important to me would think it is good to support {cname}'s homosexual relationship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Most people who are important to me think it is better to stick to family traditions than to go against family traditions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Most people who are important to me think it is best for me to adhere to family values, regardless of whether or not I agree with the family values. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

W.6

Now, we'd like you to think about how showing support for {cname}'s relationship would make you feel. Notice each question has a different set of possible answers.

Imagine {cname} is in a homosexual dating relationship (gay or lesbian relationship)

- | | | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------|
| 1. | For me, showing support for {cname}'s homosexual relationship would be ____. | Very
Unplea-
asant | <input type="checkbox"/> | Very
Pleasa-
nt |
| 2. | Showing support for {cname}'s homosexual relationship would be ____. | Very
Harmf-
ul | <input type="checkbox"/> | Very
Benefi-
cial |
| 3. | I would find it _____ to show support for {cname}'s homosexual relationship. | Very
Painfu-
l | <input type="checkbox"/> | Very
Enjoya-
ble |

W.7

The following questions ask how you would feel showing support for {cname}'s relationship in the presence of others or in public.

Imagine {cname} is in a homosexual dating relationship (gay or lesbian relationship)

- | | | | | | | | | | |
|----|--|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|
| 1. | If I showed support for {cname}'s homosexual relationship, overall my family members and/or friends would... | Strong-
ly
Disapp-
rove | <input type="checkbox"/> | Strong-
ly
Appro-
ve |
|----|--|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------|

Use the scale provided to indicate to what extent you would be embarrassed in the following situation.

- | | Very
Embar
rassed | | | | | | | Not at
all
Embar
rassed |
|-----------|-------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------------|
| 2. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | If my family members and/or friends knew about {cname}'s homosexual relationship, I would likely feel... | | | | | | |

Imagine {cname} is in a homosexual dating relationship (gay or lesbian relationship)

To what extent do you agree or disagree with the following statements?

- | | Strong
ly
Disagr
ee | | | | | | | Strong
ly
Agree |
|-----------|------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | I would prefer that {cname} and his/her partner not attend social gatherings together as a couple (e.g., weddings, family reunions). | | | | | | |
| 4. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | I would keep {cname}'s homosexual relationship status a secret from some or all of my family members and/or friends. | | | | | | |
| 5. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | I would not want to appear in public with {cname} and his/her partner. | | | | | | |
| 6. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | I would feel embarrassed to give {cname}'s partner a hug or handshake in the presence of family members and/or friends. | | | | | | |

7. I would feel embarrassed to greet {cname}'s partner warmly in the presence of family members and/or friends.

W.8

Each of the questions below will ask you to report on whether or not showing support for {cname}'s relationship would result in negative reactions from your family or friends. Answer each question based on what you think would happen if your family or friends knew that you supported {cname}'s relationship.

Imagine {cname} is in a homosexual dating relationship (gay or lesbian relationship)

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | If I showed support for {cname}'s homosexual relationship, family and/or friends would disown me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Family and/or friends would stop talking to me if I showed support for {cname}'s homosexual relationship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | If I showed support for {cname}'s homosexual relationship, family and/or friends would not invite me to social gatherings (dinners, holidays, etc). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Family and/or friends would pressure me to show disapproval for {cname}'s homosexual relationship.
5. If I showed support for {cname}'s homosexual relationship, family and/or friends would talk badly about me behind my back.

W.9

We would like to get your perspective on how easy or difficult it has been for you to imagine {cname} in a homosexual romantic relationship. For the next four questions, use the scale provided to provide us your feedback.

- | | | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------|
| | | Very
Challe
nging | | | | | | Very
Easy |
| 1. | How challenging was it for you to imagine {cname} was in a romantic relationship for these questions? | <input type="checkbox"/> |
| 2. | How challenging was it for you to imagine {cname} was in a <u>homosexual</u> relationship for these questions? | <input type="checkbox"/> |
| | | Very
Upsett
ing | | | | | | Not at
all
Upsett
ing |
| 3. | How upsetting was it for you to imagine {cname} was in a romantic relationship for these questions? | <input type="checkbox"/> |

4. How upsetting was it for you to imagine {cname} was in a homosexual romantic relationship for these questions?

W.10

For the following questions, we ask you to share how people who are important to you think about different types of romantic relationships. Please answer each question as best you can.

Indicate to what extent you agree or disagree with the following statements.

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Most people who are important to me approve of interracial relationships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Most people who are important to me approve of homosexual romantic relationships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Indicate how many people that are important to you approve of interracial and homosexual relationships.

- | | | None
of
them | | | | | | All of
them |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | How many people who are important to you approve of interracial relationships? | <input type="checkbox"/> |
| 4. | How many people who are important to you approve of homosexual relationships? | <input type="checkbox"/> |

W.11

Next, we will ask you about your thoughts and opinions regarding interracial and homosexual relationships. Please answer all questions as honestly as you can.

		Strong ly Disagr ee						Strong ly Agree
1.	In my opinion, parents should discourage their children from marrying someone of a different race.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	In my opinion, parents should discourage their children from marrying someone of the same sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Showing public support for interracial marriages is wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Showing public support for homosexual marriages is wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

W.12

For the following questions, we want to hear about your own beliefs and opinions regarding interracial and homosexual relationships.

Indicate to what extent you agree or disagree with the following.

		Strong ly Disagr ee						Strong ly Agree
1.	Most heterosexuals do not judge gays and lesbians on the basis of their sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Most people do not judge others on the basis of their race or ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the scale provided for the next two questions. In the questions below, a *stigma* refers to the belief that a particular aspect of one's character, behavior, or physicality is socially unacceptable or flawed.

- | | | Not at | | | | | A | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | all | | | | | great | |
| | | | | | | | deal | |
| 3. | To what extent do you believe homosexual marriages carry a stigma? | <input type="checkbox"/> |
| 4. | To what extent do you believe interracial marriages carry a stigma? | <input type="checkbox"/> |

W.13

In this section, we will ask for descriptive information about you. Your answers will help us to understand how your responses in this survey are similar or different from others who are also taking part in this study. Remember that your answers are completely anonymous (cannot be traced back to you personally).

1. **What is your sex?**
Male
Female.....

2. **What is your age?** _____

3. **How many children do you have?** _____

4. **What is your race? Typical racial categories include (but are not limited to) White, Black, Asian, etc.**

5. **Below is a list of the racial groups typically assessed by the U.S. Census. Which of these groups would you say is your race?**
Asian.....
Black or African American
Middle Eastern
Native Hawaiian or Pacific Islander
Native American, Alaska Native

White or Caucasian.....
Other
Please specify _____

6. **What is your ethnicity? (examples: Mexican, Korean, Polish, Sri Lankan)**

7. **Are you Hispanic or Latino?**

Yes
No

8. **Were you born in the United States or in another country?**

United States
Another country.....
Please specify _____

9. **What is your marital status?**

Single (not in a romantic relationship).....
Dating and do not live with romantic partner
Dating and live with romantic partner
Engaged and live with partner
Engaged and do not live with partner.....
Married or formally committed.....

10. **Are you divorced?**

Yes
No

11. **Tell us who you are attracted to romantically.**

I am attracted to men.
I am attracted to women.
I am attracted to men and women.

12. **Are you currently in an interracial romantic relationship?**

Yes
No

13. **Have you ever been in an interracial romantic relationship?**

Yes
No

14. **Are you currently in a same-sex romantic relationship?**
Yes
No
15. **Have you ever been in a same-sex romantic relationship?**
Yes
No
16. **Select the highest level of education that you have completed from the options provided below.**
No school.....
Eighth grade or less
More than eighth grade, but less than high school.....
High school equivalent (includes high school graduate, GED, and business or trade school instead of high school)
Some college
4-Year college degree
Graduate or professional training

Think about this ladder as representing where people stand in the United States.

At the **top** of the ladder are the people who are the best off -- those who have the most money, the most education and the most respected jobs. At the **bottom** are the people who are the worst off -- who have the least money, least education, and the least respected jobs or no job. The higher up you are on this ladder, the closer you are to the people at the very top; the lower you are, the closer you are to the people at the very bottom.

Where would you place yourself on this ladder?



17.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

W.14

The next set of questions will ask for you to report on the role of religion in your life.

1.

	Not at all Religi ous						Very Religi ous
How religious would you say you are?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.

How often do you attend religious services?

- Never*
- Less than once a month*
- 1 to 3 times a month*
- Once a week*

Several times a week

3. How often do you take part in the activities and organizations of a church or place of worship other than attending services?

Never

Less than once a month

1 to 3 times a month

Once a week

Several times a week

W.15

1. What is your religious affiliation or identification?

Protestant

Catholic

Muslim

Jewish

Atheist

Agnostic

No religion

Other

Please specify _____

2. What specific denomination, if any?

Please answer the following questions using the scales provided.

Strongly Disagree *Strongly Agree* *Unsure* *Not Applicable*

3. My religion views interracial relationships as a sin.

4. My religion views homosexual relationships as a sin.

W.16

Next we will ask you to think about the importance of your ethnicity and race in your life. Notice each question has a different set of possible answers.

Please answer the following questions using the scales provided.

- | | | | | | | | | |
|----|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| | | <i>Not at
all
Import
ant</i> | | | | | | <i>Very
Import
ant</i> |
| 1. | How important is your ethnicity to your identity? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | How often do you think of yourself as a member of your ethnic group? | Never
<input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Very
Often
<input type="checkbox"/> |
| 3. | How close do you feel to other members of your ethnic group? | Not at
all
Close
<input type="checkbox"/> | <input type="checkbox"/> | Very
Close
<input type="checkbox"/> |

W.17

For the following three questions, if you provided your race in an earlier question it will appear in the questions below. If you did not provide your race to the earlier question, the questions below will read [No Reply] where your race would normally appear. If you did not provide your race earlier, please consider your race when thinking about these questions.

- | | | | | | | | | |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
| 1. | In general, being {race} is an important part of my self-image. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | I have a strong sense of belonging to {race} people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Being {race} is not a major factor in my social relationships.

W.18

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|---|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | I feel I could develop a close relationship with someone from a different race. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | If I were to adopt a child, I would be happy to adopt a child of any race. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | My friendship network is racially mixed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

W.19

The next four statements ask you about your feelings toward gay men and lesbian women. Answer each question as best you can.

- | | | Strong
ly
Disagr
ee | | | | | | Strong
ly
Agree |
|----|--|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Marriages between two lesbian women should be legal. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | I think it would negatively affect our relationship if I learned that one of my close relatives was a lesbian. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Marriages between two gay men should be legal. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. I think it would negatively affect our relationship if I learned that one of my close relatives was gay.

W.20

Use the scale provided to select where you fall on the range from extremely liberal to extremely conservative.

	Extre mely Libera l							Extre mely Conser vative
How politically liberal-conservative are you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

W.21

1. **Has another parent completed this survey on behalf of {cname}?**
No
Yes
Don't know/ Not sure.....
2. **If you have more than one child, have you completed this survey on behalf of another child?**
No
Yes
Not applicable
3. **How did you hear about this survey?**

4. **At the beginning of the survey, you were asked to imagine {cname} in a specific type of romantic relationship. Which of the relationship types listed below were you asked to imagine for this survey?**
A heterosexual relationship with someone of the same race
An interracial dating relationship (dating someone of a different race)..
A homosexual dating relationship (gay or lesbian relationship).....

**From this point, parents were routed to the three open-ended questions (see S.23).

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