

**HEALTHY
MARRIAGE
INITIATIVE**

**RELATIONSHIP
EDUCATION
IMPACT
REPORTS**

PAIRS FOUNDATION

**Healthy
Marriage
Initiative**

Program Evaluation
September 2011

The Healthy Marriage Initiative Evaluation: Relationship Education Impact Report

Grant No: 90-FE-0092

September 2011

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Other reports available at: <http://www.acf.hhs.gov> and <http://evaluation.pairs.com>.

ADMINISTRATION FOR
CHILDREN & FAMILIES



From the Project Director

BOTTOM Father and daughter at PAIRS class..

"It's possible now for all the different kind of therapies to go into education... using what we know as a pathology is only something that tells us something is wrong and then allows us to move towards helping people experience more joy, reality, connectedness, accomplishment and opportunities to grow."

- Virginia Satir, 1984

When Carlos Durana, Ph.D. published his first study on the use of bonding and emotional expressiveness in PAIRS in 1994¹, the field of marriage and relationship education was in its earliest years of infancy. The study came just a decade after Virginia Satir, known as the "Mother of Family Therapy," formally launched PAIRS Foundation at a training in which she encouraged psychotherapists to move from therapy to education as their primary strategy to help couples, families and children.

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

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

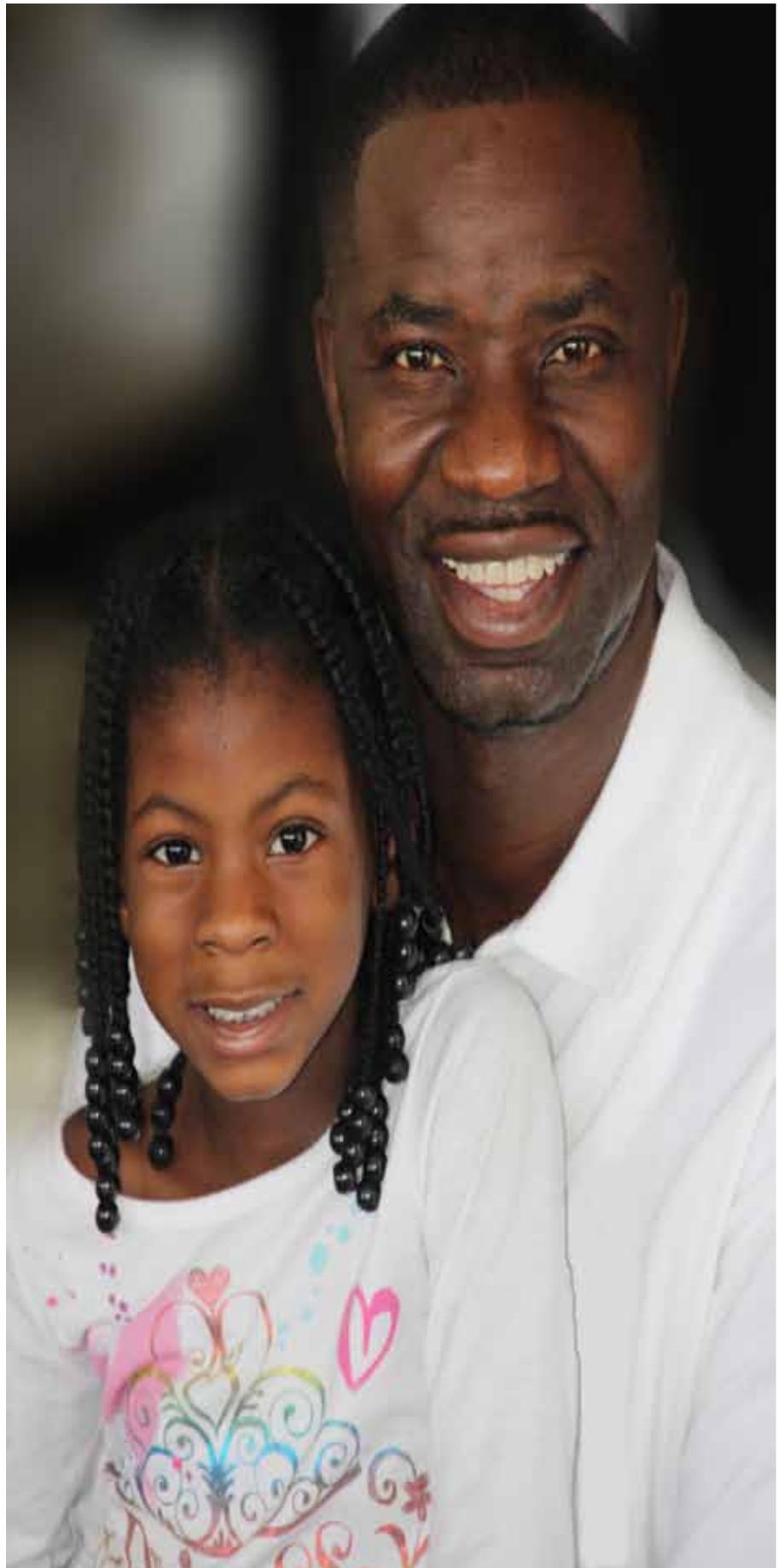
While many opportunities exist for further evaluation of the impact of marriage and relationship education, the results highlighted in these impact studies offer insights into the potential for PAIRS brief, evidence-based, programs to contribute to more resilient, healthier, happier relationships, improved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

Sincerely,



Seth Eisenberg
President/CEO
The PAIRS Foundation, Inc.

¹ Durana, Carlos. "The Use of Bonding and Emotional Expressiveness in the PAIRS Training: A Psychoeducational Approach for couples," (1994). *Journal of Family Psychotherapy*, Vol. 5(2).





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About the Authors

Paul R. Peluso, Ph.D. is a clinician, professor, and author of three books, 11 book chapters and over 25 articles related to individual, couples and family counseling. He served as Principal Investigator for the "PAIRS Relationship Skills for Strong South Florida Families," research initiative from 2009-2011.

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Agenda, Scope & Goals

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



Overview

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

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

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

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

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

More Than 5,000 South Florida Program Participants

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

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





A Comprehensive Approach

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

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

LEFT Couple celebrates new insights into themselves and each other after completing PAIRS' confiding exercise.

Enhancing Core Competencies

PAIRS programs focus on enhancing core competencies in three areas:

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

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



RIGHT Professional training participants embrace.



PAIRS Foundation's Mission

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

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

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

LEFT Couple learns to identify, talk about, and overcome “emotional triggers” in PAIRS class.

Couple celebrates new insights and opportunities for closeness after completing PAIRS confiding exercise.



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

- Paul Peluso, Ph.D.

Resilience

Building a foundation for enduring relationships

by Paul Peluso, Ph.D.

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

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

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

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

Daily Temperature Reading (DTR)

- Formal Use 19%
- Informal Use 89%
- Total Usage 62%

Emptying the Emotional Jug

- Formal Use 21%
- Informal Use 60%
- Total Usage 66%

Talking Tips

- Formal Use 21%
- Informal Use 60%
- Total Usage 67%

Fair Fight for Change

- Formal Use 17%
- Informal Use 51%
- Total Usage 56%

Listening Empathically

- Formal Use 19%
- Informal Use 65%
- Total Usage 70%

Listening to Understand

- Formal Use 80%
- Informal Use 58%
- Total Usage 64%

Confiding Emotions

- Formal Use 19%
- Informal Use 66%
- Total Usage 72%

Sharing Concerns Without Criticism

- Formal Use 18%
- Informal Use 61%
- Total Usage 65%

Practicing Caring Behaviors

- Formal Use 18%
- Informal Use 64%
- Total Usage 69%

Aware of Emotional Allergies

- Formal Use 16%
- Informal Use 40%
- Total Usage 43%

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





LEFT PAIRS Instructor reaches out to participant.

Engagement

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

by Paul Peluso, Ph.D. and Seth Eisenberg

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

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

Rationale for Investigation

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

Methodology

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

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

higher at six and 12 months relative to pre-test, $n=466$ and 119 , respectively). In addition, the difference in scores between six and 12 months were compared for 128 participants in the alternative format.

As with the entire sample previously, the DAS scales of consensus affection and satisfaction were not significantly different from six to 12 months (meaning that they nei-

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

Findings

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

At 12 months, the analysis showed no significant difference between the groups. This means that both groups, despite their systematic differences at pre-test, are no different at 12 month follow-up with regards to their overall relationship satisfaction.

Previous analyses revealed that from pre-test to six-month post-test, and pre-test to 12-month post test, DAS scale scores were all significantly higher for all participants. A repeat of this analysis was performed on just those participants who attended the alternative formats. The results were identical (all significantly

ther increased, OR decreased). However, the cohesion scale and the total DAS scales were significantly higher at 12 months compared to six months.

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

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

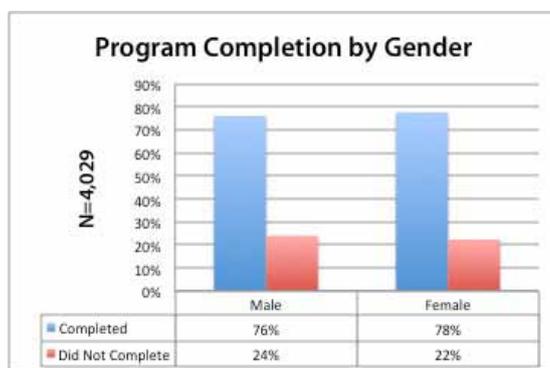
Second, the DAS Total scores at 12 months are 119 and 121 respectively for traditional and alternative formats. These are both above the “non-distressed” threshold.

Retention

Impact of gender, ethnicity, program format and distress

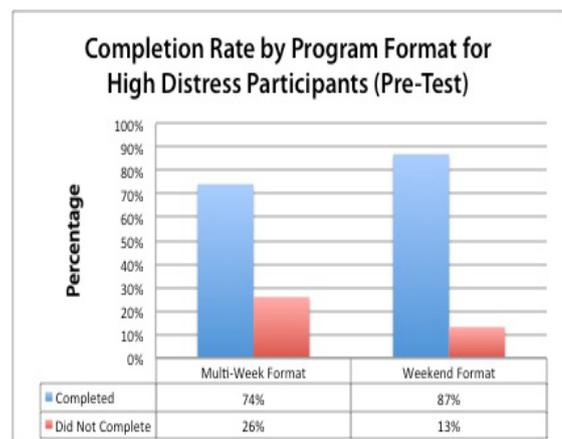
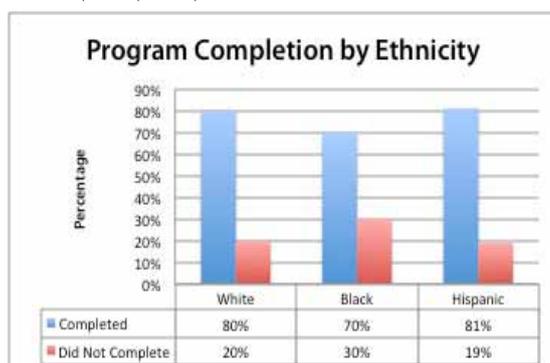
by Paul Peluso, Ph.D. and Seth Eisenberg

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



Ethnicity

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



Program Format and Pre-Test Distress Level

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

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

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



RIGHT Three quarters of participants enrolled after personal contact with a trusted referral source.

Enrollment

Engagement through course completion

by Seth Eisenberg

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

Conversations that Matter

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

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

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

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

Process of Enrollment

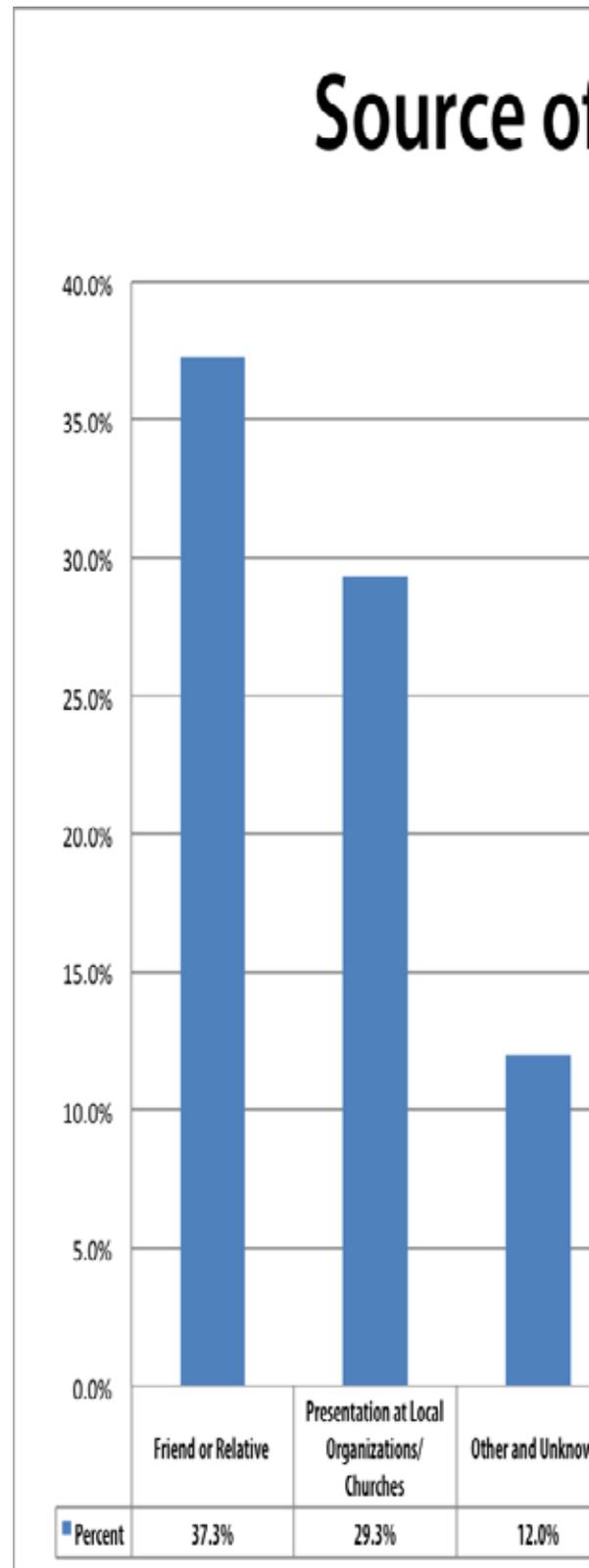
1. Establishing rapport with prospects as well as personal, program and organizational credibility.
2. Speaking about the potential benefits prospects can expect to receive from their participation in relation to the goals and values that are relevant to each unique audience.
3. Actively engaging prospects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

Exemplifying Program Values

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

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

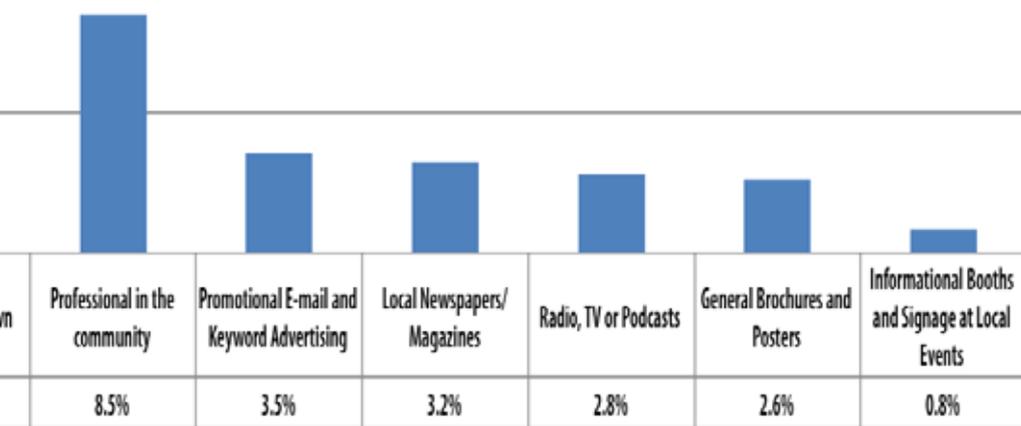
Source of



LEFT PAIRS Instructors Francisco Robledo, Lauren DelGandolfo, and Vivian Schindler.

Participant Enrollment

N = 3,073



Instructors
do,
io, Rachel
a Robledo.



LEFT PAIRS Instructors Chaplain Clyde Angel and Seth Eisenberg.

RIGHT PAIRS Instructor Shirley Johnson, Ph.D., at PAIRS for PEERS class.

Qualities of Effective Instructors

Personal Qualities

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

Presentation Qualities

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

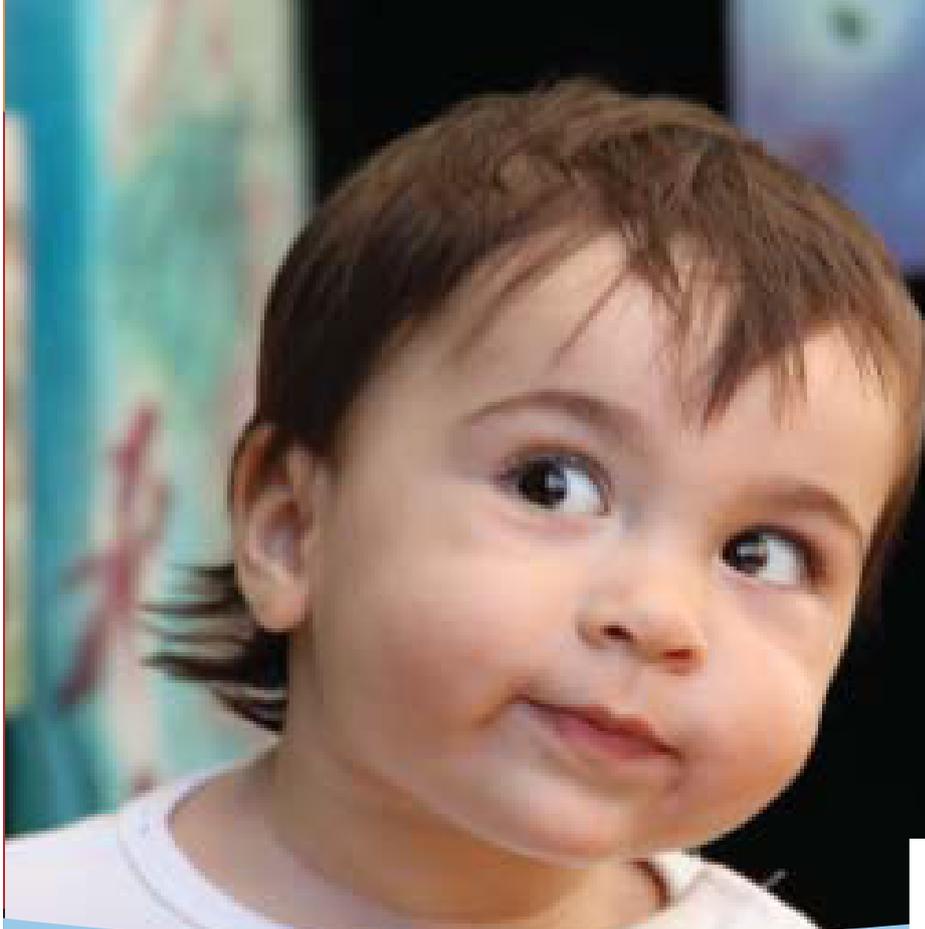
Presenting as a Couple or Team

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

Ethical Practices

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





DREAMS COME TRUE.

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

**proven
strategies
to fulfill**

big dreams



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

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Funding for this project was provided by the United States Department of Health and Human Services, Administration for Children and Families - Grant 90FE0029/05. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the United States Department of Health and Human Services, Administration for Children and Families.

LEFT Sample marketing flyer and poster emphasizing benefits of participation for parents of young children.

Marketing: Words Matter

Messages should emphasize the positive by Seth Eisenberg

Definition of insanity: Doing the same things over and expecting different results.

- Rita Mae Brown

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

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

By the second year of our federally-funded five-year research and demonstration project, those experiences led us to stop using phrases such as “prevent divorce,” “distressed couples,” and others that refer to troubled relationships. While such terms might motivate people to read an article or book, participate in private therapy or counseling sessions, seek guidance from clergy, or participate, to a limited extent (for middle and upper income couples) in programs offered at a substantial cost, they often have the opposite effect when it comes to free public programs in which participants are likely to see neighbors, fellow parishioners, co-workers or other acquaintances with whom issues of privacy and reputation are likely to supersede the desire to participate.

In retrospect, it’s not surprising that in early free classes promoted with negative phrases, beyond issues of low attendance, we saw some couples opt to travel an hour or more to participate at locations in which they were less likely

“Couples considering separation or divorce generally do not want that known to others.”

to see people they knew, despite the availability of classes closer to home. In other cases, distressed couples, frequently from separate locations, were more likely to participate in online classes. Couples considering separation or divorce -- something their children and close friends often don’t know -- generally do not want others to know either.

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

What Worked?

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

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

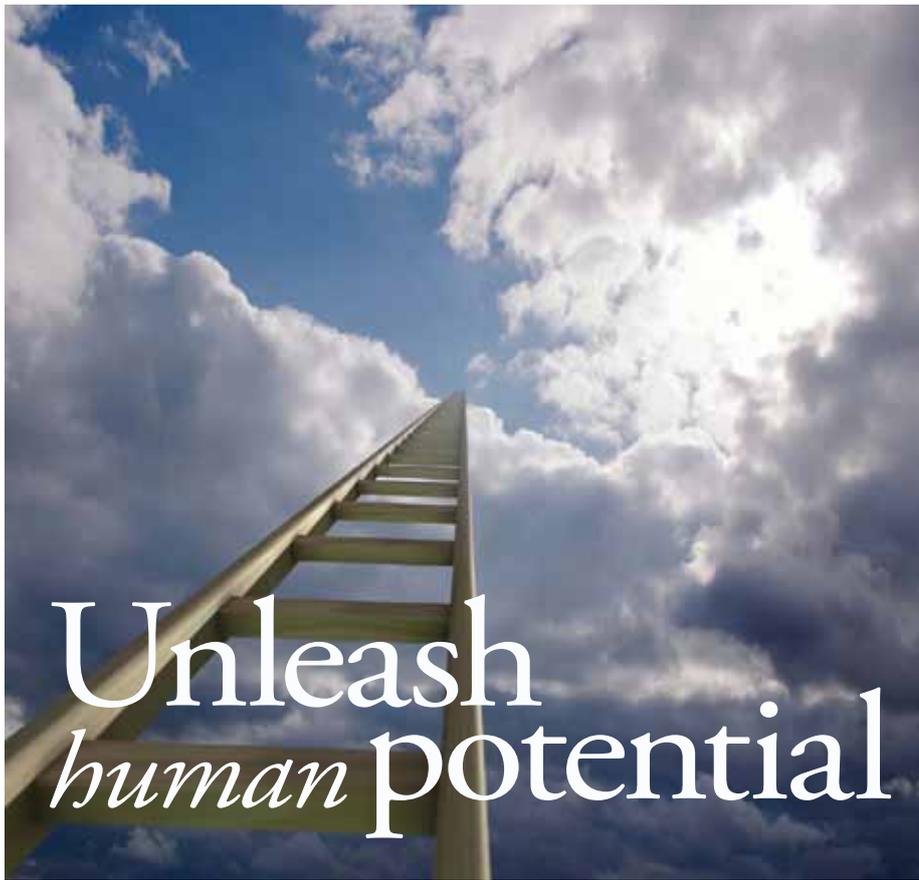
Yale Study

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

Here are their top 10 most powerful:

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

See Sample Marketing Materials, Page 18.



Skills for Successful Relationships™

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

Communication Skills • Conflict Resolution • Embracing Diversity • Leadership Development

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Funding for this project was provided by the United States Department of Health and Human Services, Office of the Assistant Secretary for Health, HHS-90FE0029/05. Any opinions, findings and conclusions or recommendations reflect the views of the United States Department of Health and Human Services.

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ENHANCE COMMUNICATION

IMPROVE PROBLEM SOLVING

REDUCE CONFLICT AND STRIFE

INCREASE HAPPINESS AND FULFILLMENT

STRENGTHEN LOVE AND COMMITMENT

Examples of Program Materials

Sample flyers designed to begin enrollment process. Top: (1) Promoting program to community organizations. (2) Images to begin establishing classes at local Islamic centers. (3) Purpose flyer development. (4) Healthy Marriage Coalition postcard targeting pre-married couples. (5) Postcard targeting pre-married couples.



Relationships thrive, kids grow up in stable, positive relationships are able to restore, and fully release human potential.

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

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Tens of Thousands Have Attended a PAIRS Essentials Class and Loved It!

DISCOVER 10 SKILLS TO BOLSTER YOUR RELATIONSHIPS

PAIRS Essentials is for everyone!

"Our marriage was stuck in the doldrums. The tools we learned in PAIRS Essentials sparked something new and dynamic in our relationship. We are more in love than ever!"

"PAIRS Essentials gave me these incredible tools to connect with my teenage daughter in a way I never imagined possible. She is really opening up and our relationship has never been better."

"I carried some real baggage from my past relationships and upbringing, but PAIRS Essentials not only helped me unpack the pain and hurt of the past, but gave me tools and skills for my future relationship to be healthy and fulfilling. I am a new man!"

PAIRS ESSENTIALS

Acquire Tools to Create and Sustain Successful Relationships!

- ENHANCE COMMUNICATION
- IMPROVE PROBLEM SOLVING
- REDUCE CONFLICT AND STRIFE
- INCREASE HAPPINESS AND FULFILLMENT
- STRENGTHEN LOVE AND COMMITMENT

California healthy marriages coalition

PROGRAM SPECIFIC INFORMATION INSERTED HERE
 LOCATION
 DATES/TIMES
 CONTACT PHONE
 CONTACT EMAIL

Marketing Materials

to lead prospects to... Clockwise from... programs within com... and companies; (2) publishing rapport for... centers; (3) General... ped by California... lition; (4) Oversize... marital and young... Another oversize... marital and young

PAIRS ESSENTIALS

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Discover 10 Skills to bolster your relationships

- ENHANCE COMMUNICATION
- IMPROVE PROBLEM SOLVING
- REDUCE CONFLICT AND STRIFE
- INCREASE HAPPINESS AND FULFILLMENT
- STRENGTHEN LOVE AND COMMITMENT

Ethics

Respecting and protecting the vulnerability of course participants by Seth Eisenberg



TOP New instructors emphasize the importance of ongoing, mutual support at training graduation.

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

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

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

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

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

¹ See training.pairs.com/levelone/overview.php.

² Sample at instructor.pairs.com/forms/ethics.pdf.

Voluntary Participation

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

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

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

Domestic Violence

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

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

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

RIGHT Instructor candidates teach-back lesson on empathy and vulnerability at PAIRS training.



Single participants in PAIRS discover new paradigms for understanding love and emotions along with skills to improve communication, conflict resolution, and emotional literacy for stronger bonds with neighbors, coworkers, children and significant others in the present and future.

Singles

Discovering a new paradigm for relationships

by Paul Peluso, Ph.D.

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

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

METHODOLOGY

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

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

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

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

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

- Paul Peluso, Ph.D.

FINDINGS

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

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

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

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

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

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

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

CONCLUSION

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

Couples: Pre to 6-Months

Sustaining the benefits of relationship education by Paul Peluso, Ph.D.

The majority of participants (70% or more) rate either “Some Improvement” or “Much Improvement” in all of the critical areas of their relationship as a result of their participation in PAIRS. Adding participants who notice even a little improvement in their relationship boosts this to approximately 85-90%. This is consistent with previous reporting on participants’ change in satisfaction with their relationship from pre-test to six months.

Correlation

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

Low Income

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

Improvement”; 43% Rated the Relationship as “Much Improvement.”

Dyadic Adjustment Scale (DAS)

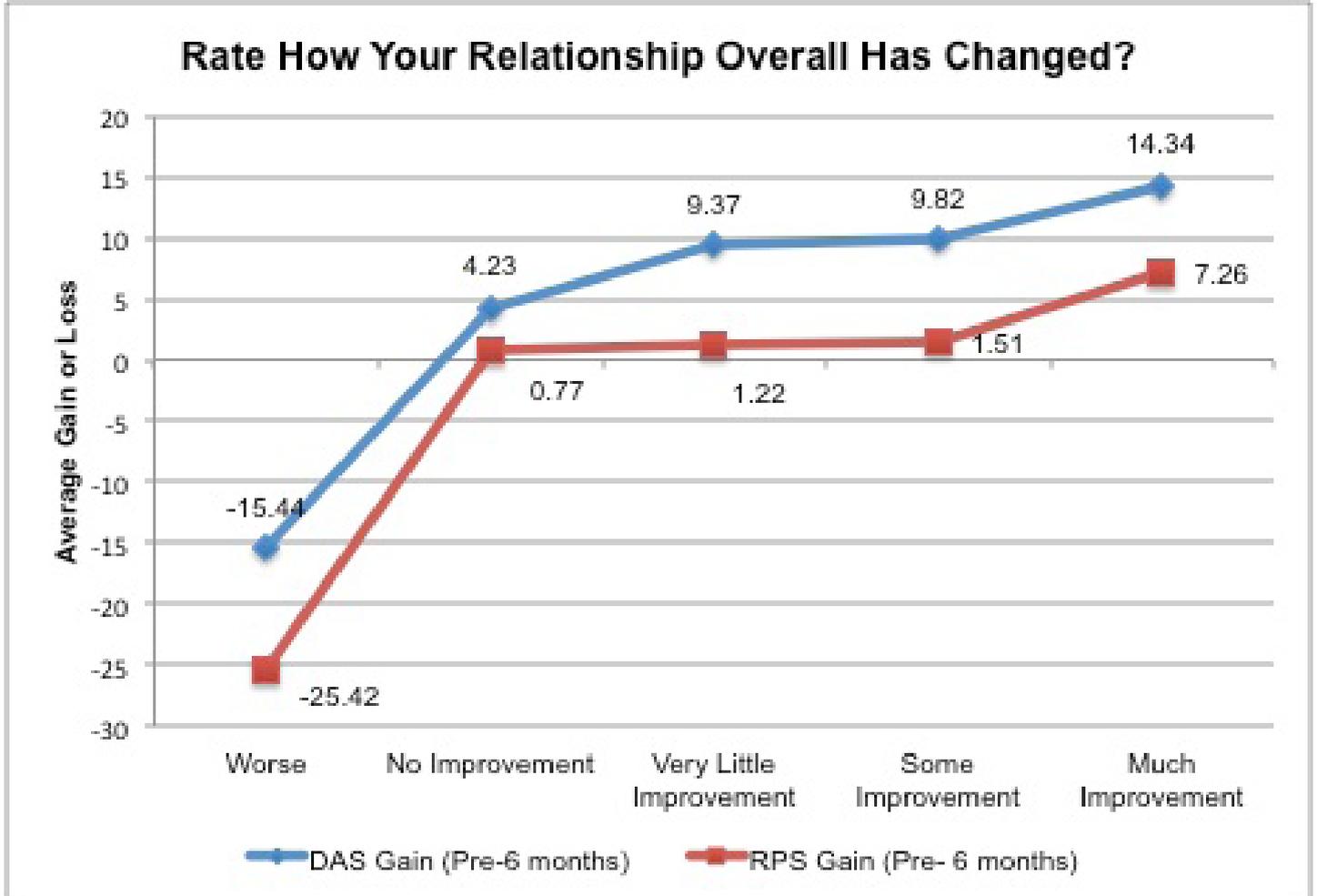
Right top, we present the mean and standard deviation of the “gain” from pre-test to six months on the DAS based on all participants overall ratings of the change in their relationship.

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

Relationship Pleasure Scale (RPS)

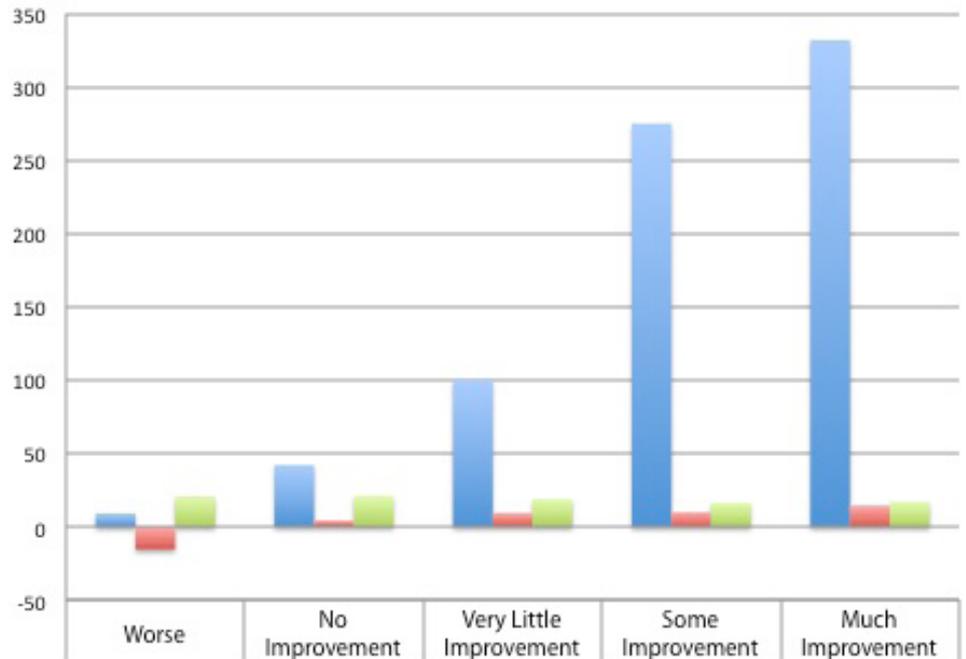
Right bottom, we present the mean and standard deviation of the “gain” from pre-test to six months on the Relationship Pleasure Scale (RPS) based on all participants overall ratings of the change in their relationship.

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



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

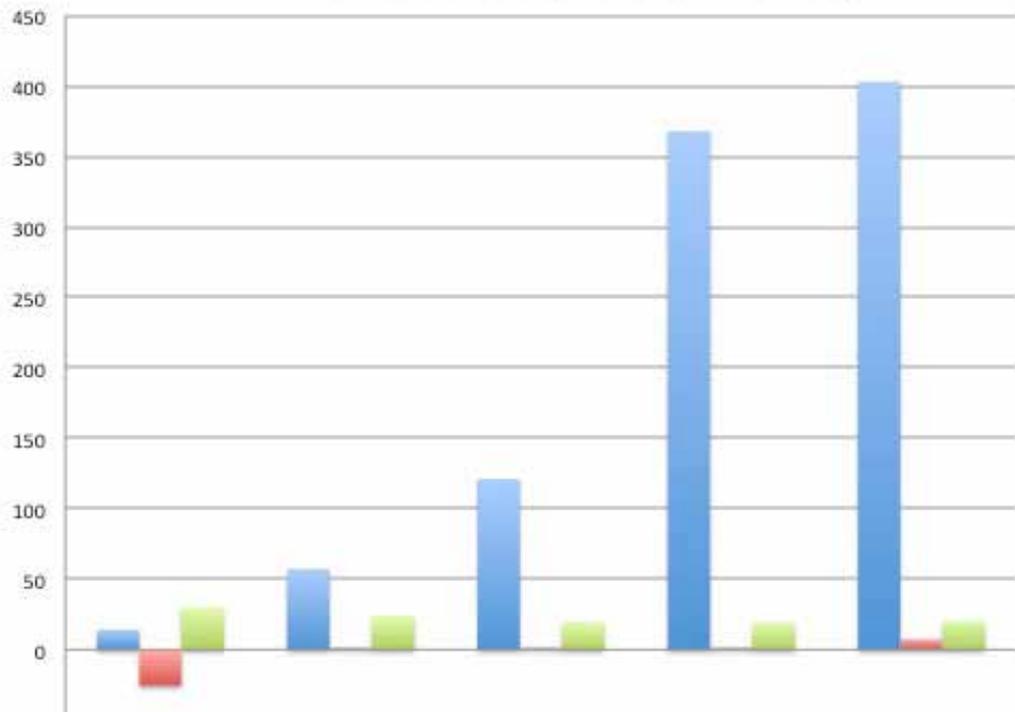
N=758



	Worse	No Improvement	Very Little Improvement	Some Improvement	Much Improvement
Gain in DAS Total Score (pre-6 months) N	9	42	100	275	332
Gain in DAS Total Score (pre-6 months) Mean	-15.44	4.23	9.37	9.82	14.34
Gain in DAS Total Score (pre-6 months) Std, Deviation	20.62	20.89	18.8	16.1	16.84

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

N=963



	Worse	No Improvement	Very Little Improvement	Some Improvement	Much Improvement
Gain in RPS Total Score (pre-6 months) N	14	57	121	368	403
Gain in RPS Total Score (pre-6 months) Mean	-25.42	0.77	1.22	1.51	7.26
Gain in RPS Total Score (pre-6 months) Std, Deviation	30.04	23.89	19.18	19.09	20.37

Couples: 6-12 Months

Improved outcomes six to 12 months after program completion

by Paul Peluso, Ph.D.

Overview

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

Methodology

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

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

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

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

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

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

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

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

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

... CONTINUED, Page 29

DAS Scale	N	Pre Test		Post Test		t	Sig.
		Mean	Std. Deviation	Mean	Std. Deviation		
Consensus	809	46.6972	9.75928	49.3251	8.60358	-9.327	0.000
Satisfaction	806	34.4467	8.01018	36.5732	7.3986	-11.018	0.000
Affection	814	7.8477	2.79543	8.4914	2.45587	-8.286	0.000
Cohesion	812	14.2106	5.01231	15.5086	4.65439	-8.679	0.000
Total Score	794	103.2028	21.8417	109.9219	19.94555	-12.343	0.000

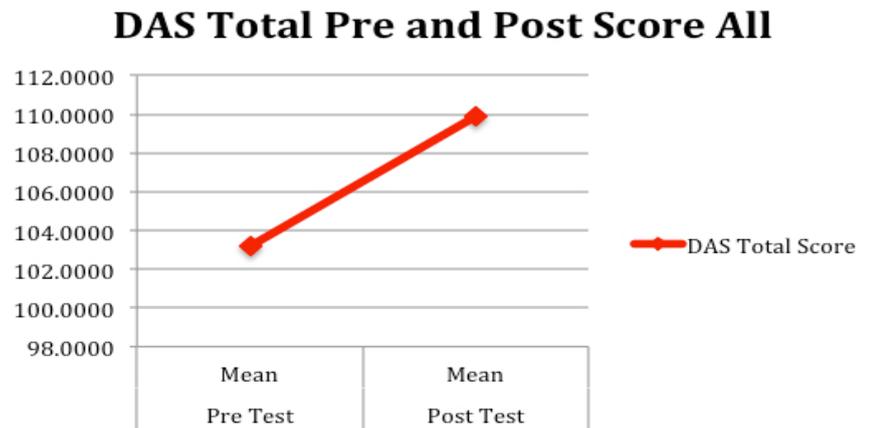
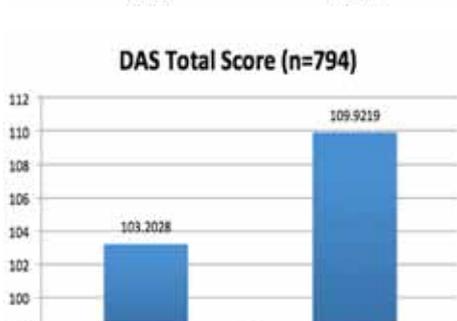
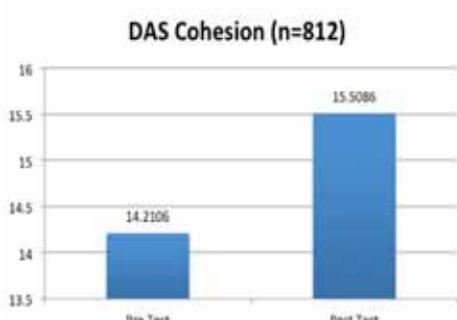
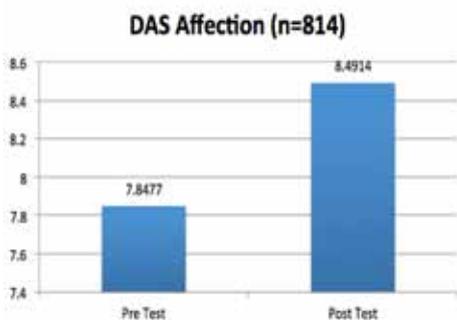
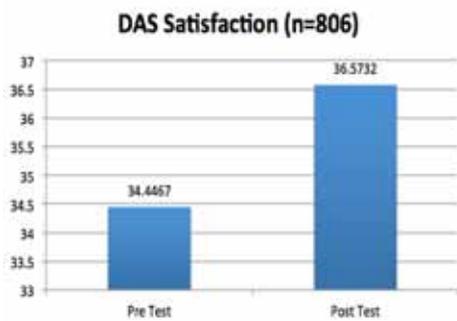
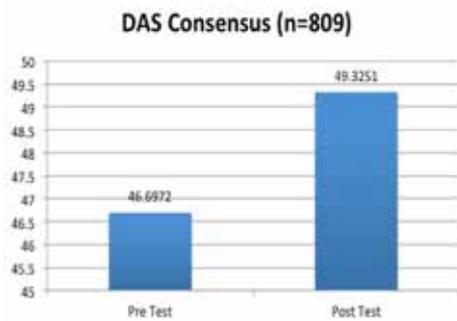




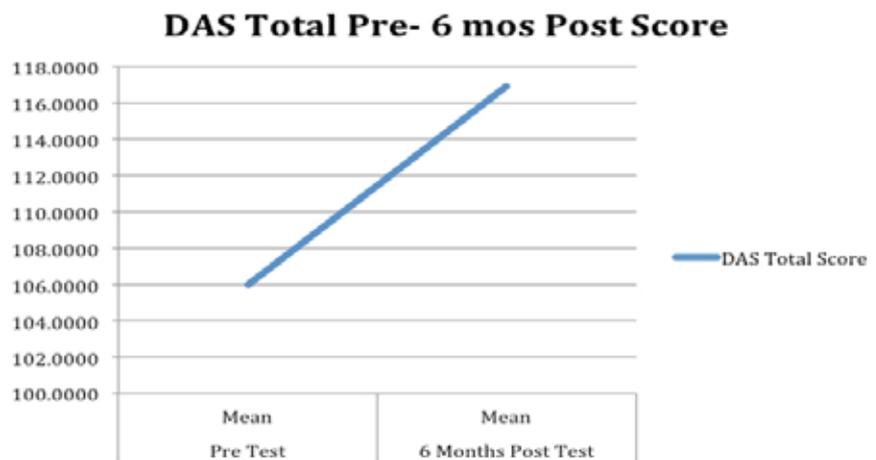
LEFT PAIRS instructor training participants.

On average, pre-test scores are only slightly above the traditional score for distressed couples. At post-test, this score is significantly higher on all scales.

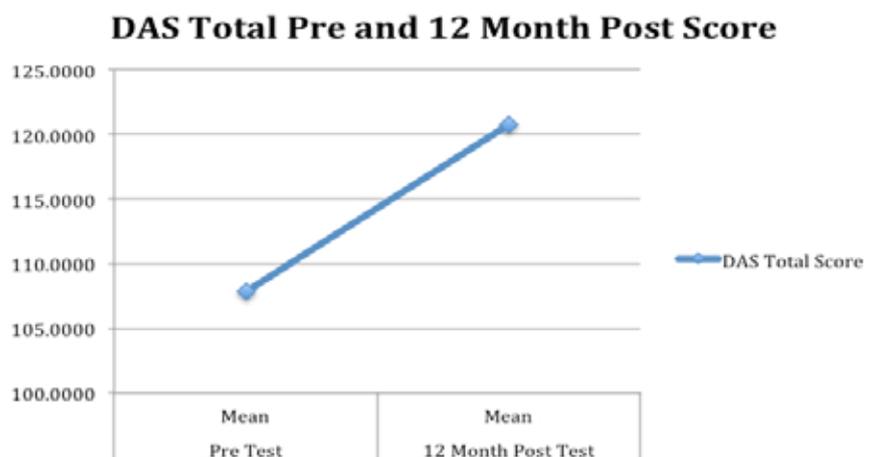
Mean scores for the DAS Total score for pre- and post-test for all participants.



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



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



Distressed Couples

Sustained benefits 12 months after program completion

by Paul Peluso, Ph.D.

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

sample. Pre-post, pre- six months, and pre- 12 months were all significantly different.

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

Reliability Coefficient

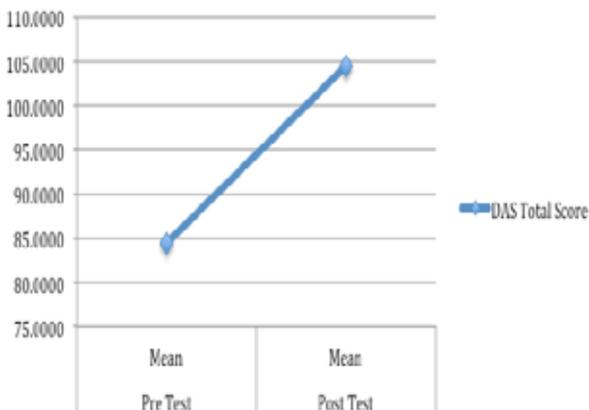
A Cohen’s alpha coefficient was calculated for the DAS total score for pre, post, six month and 12 month follow up. Alphas ranged in the .93-.94 range indicating high reliability. This is consistent with previous research using the DAS.

Conclusion

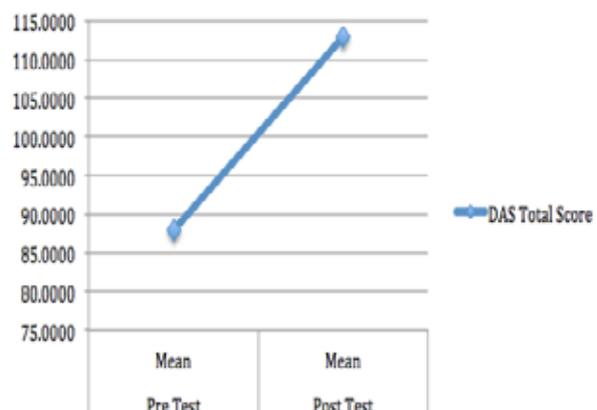
PAIRS participants demonstrate significant attitude change about their relationship following their participation in the program (as measured by the DAS) at six and twelve months post treatment. Both “distressed” and “non-distressed” participants have significant, positive (and persistent) changes in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

	N	Pre Test		12 Month Post Test		t	Sig.
		Mean	Std. Deviation	Mean	Std. Deviation		
DAS Consensus	199	38.9698	8.72412	47.8241	10.17495	-11.408	.000
DAS Satisfaction	79	30.3165	5.67619	37.3671	5.48232	-9.159	.000
DAS Affection	203	5.7980	2.41972	7.9507	2.80691	-10.426	.000
DAS Cohesion	205	10.2976	3.59251	14.9171	5.27833	-11.61	.000

DAS Total Score Pre- 6 mos.- Distressed Couples



DAS Total Score Pre- 12 Mos- Distressed Couples





At PAIRS class, couple struggles to hold on to each other in fight to overcome poverty and homelessness.

Low-Income

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

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

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

INDIVIDUALS	
At or under \$26,000	270
Above \$26,000	394
COUPLES	
At or under \$48,000	715
Above \$48,000	1,348

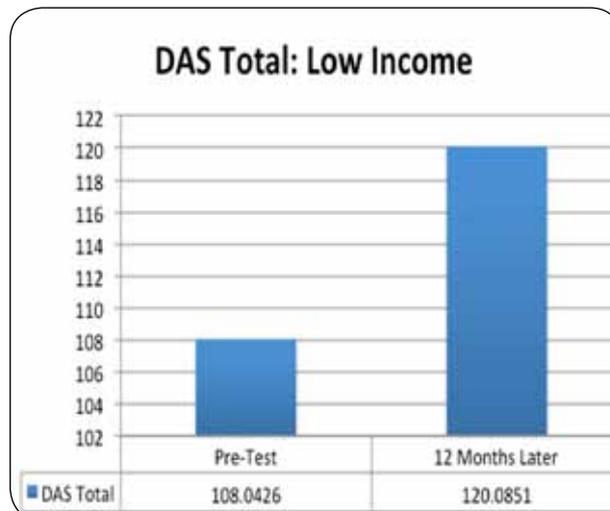
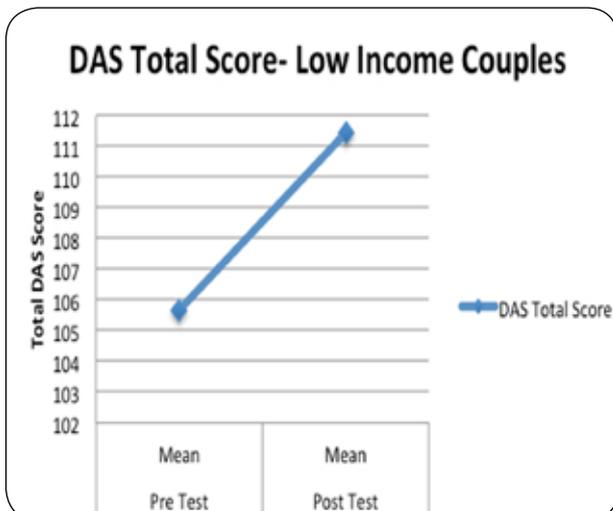
The sub group of low-income participants were selected for further analysis. As illustrated in the accompanying tables, low-income participants experienced significant, sustained gains in DAS scores from pre-post, pre-six months, and pre-12 months.

	Mean	N	Std. Deviation	T
Pre-Test DAS Consensus	47.2749	211	10.45900	
6-Month DAS Consensus	51.4739	211	10.92760	-6.096
Pre-Test DAS Satisfaction	34.0481	208	8.78666	
6-Month DAS Satisfaction	38.2981	208	7.69262	-8.053
Pre-Test DAS Affection	8.2585	205	2.63768	
6-Month DAS Affection	9.2780	205	2.56403	-5.405
Pre-Test DAS Cohesion	14.4360	211	5.41070	
6-Month DAS Cohesion	16.0474	211	5.11092	-4.037
Pre-Test DAS Total Score	104.6736	193	23.41501	
6th DAS Total Score	116.0466	193	22.06460	-8.274

All t tests are significant, p. <.001

	Mean	N	Std. Deviation	t
Pre-Test DAS Consensus	48.3582	134	9.65293	-3.951
12 Month DAS Consensus	51.8955	134	8.20990	
Pre-Test DAS Satisfaction	36.2264	53	6.49154	-3.141
12-Month DAS Satisfaction	39.2075	53	5.00522	
Pre-Test DAS Affection	8.1407	135	2.76752	-4.161
12-Month DAS Affection	9.1185	135	2.26608	
Pre-Test DAS Cohesion	14.8310	142	5.08645	-3.212
12-Month DAS Cohesion	16.9718	142	5.09198	
Pre-Test DAS Total Score	108.0426	47	19.57478	-4.713
12-Month DAS Total Score	120.0851	47	12.33910	

All t tests are significant, p. <.001





“[R]esearch shows that marriage education workshops can make a real difference in helping married couples stay together and in encouraging unmarried couples who are living together to form a more lasting bond. Expanding access to such services to low-income couples, perhaps in concert with job training and placement, medical coverage, and other services already available, should be something everybody can agree on.”

- President Barack Obama, *The Audacity of Hope*

Teen Pregnancy

Reducing factors that contribute to teen pregnancy

by Amanda Falciglia

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

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

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

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

Demographics

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

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

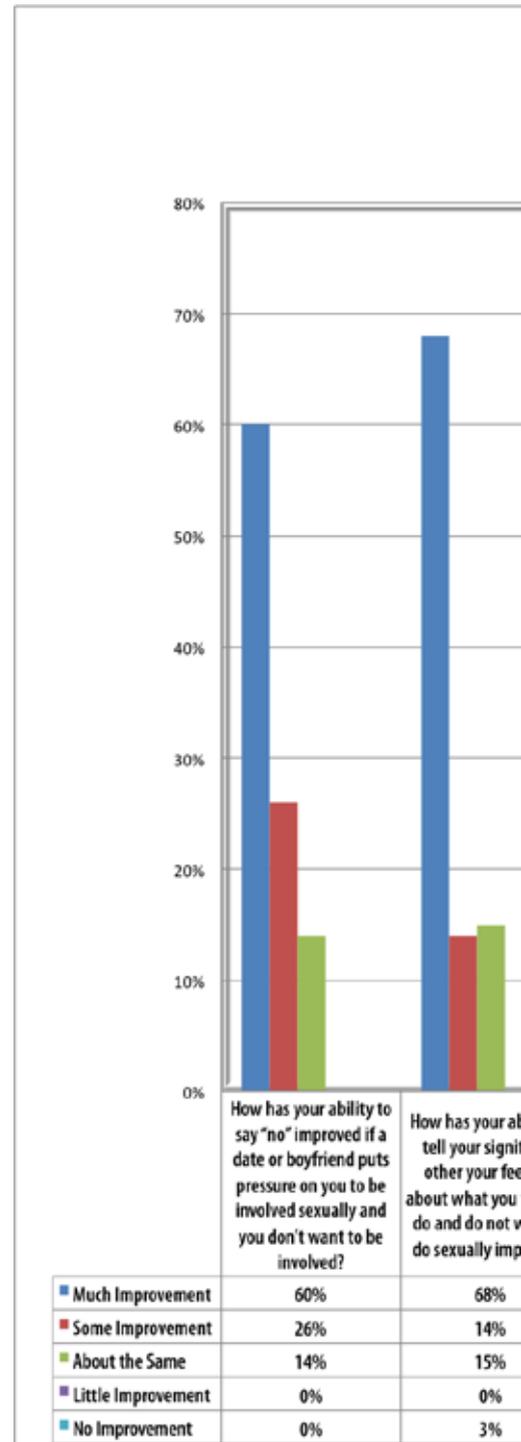
Student Satisfaction

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

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

Follow-Up Investigation

Four months post (prior to end of school year), research team members followed up to investigate the program's lasting impact on the students, asking how the lessons and techniques affected their communication about sexual issues with peers and parents,, consideration for consequences of sexual behaviors, their ability to say "no" to unwanted sexual advances, and use of birth control, and other questions related to factors that influence teen pregnancy. Results are illustrated in the chart at right.



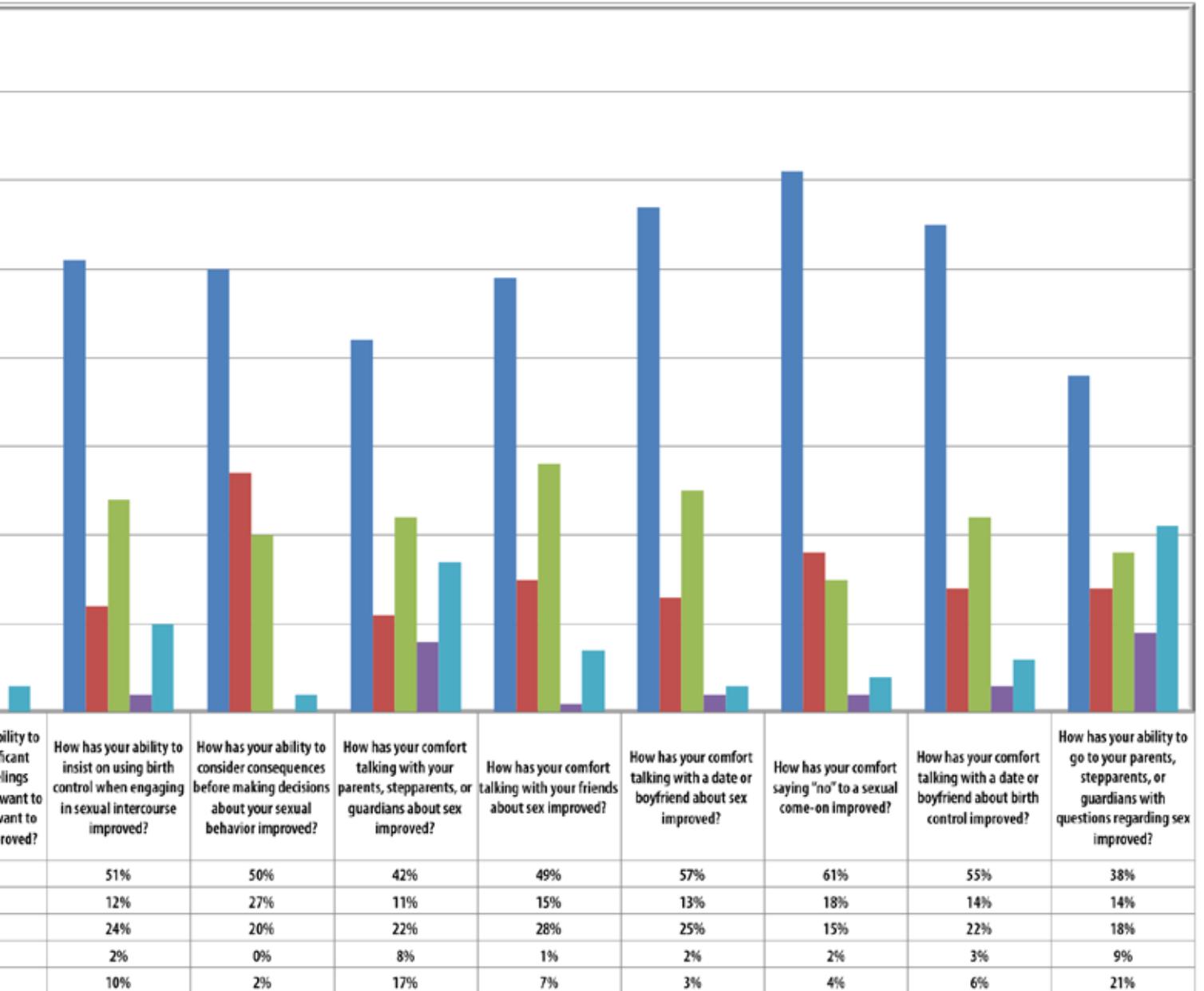
Teens learn about communicating under stress through role-play exercise in PAIRS class.

At follow-up, 77 percent of the students reported being more likely to consider consequences before making decisions about sexual behavior.



PAIRS for PEERS: Four Months Later

Impact Reducing Contributors to Teen Pregnancy



Four months after program completion, more than half of the teenagers said they were better able to talk with their parents about sex.

Eighty six percent of the student participants said their ability to resist unwanted pressure from boyfriends to have sex had improved.



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© 2010 Family Violence Prevention Fund

Partner Two

Your Changed Feelings:

Sympathy

Your Changed Behavior:

It's not

Your

Empath

affection



LEFT Blind Instructor and husband deliver PAIRS class for Veterans.

Skills for Successful Relationships and Emotional Literacy

by Rita DeMaria, Ph.D.

Originally published in 2003

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

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

Love, Intimacy, and Marriage

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

- transformative, stabilizing and energizing for individuals within a relationship.

Bridging Treatment and Education

Research on marital satisfaction conducted since the early 1940s suggests benefits of a satisfying intimate marriage include better health, a more active sex life, higher income, better adjustment among offspring, and greater work incentive (Dawson, 1991; Kiecolt-Glaser, Fisher, Ogrocki, Stout, Speicher, & Glaser (1987); Lillard & Waite, 1995; Waite & Lillard, 1991). Concomitantly, research documents deleterious physical, emotional, financial, and social effects of divorce (Beach & O'Leary, 1986; Bloom, Asher & White, 1978; Copporelli & Orleans, 1985; Glenn & Kramer, 1987; Martin & Bumpass, 1989; O'Leary & Curley, 1986; Sotile, 1992).

role-bound marriage structure toward partnership marriage and, eventually, spiritual marriage. Despite criticism of his work, Gray's (1994) unprecedented commercial success writing about relationships suggests a public hungry for ways to enhance their relationships.

Why do marital and couples therapists need to know about PAIRS? Unfortunately, current reviews suggest marital therapy is effective only in 30% of cases (Jacobson & Addis, 1993). While not dismal, this rate simply is not good enough, when one considers the potentially devastating effects of divorce and family breakup (Amato & Booth, 1997; Hetherington & Kelly, 2002; Wallerstein, 2000). Justifiably, the field of marriage and family therapy is encouraging research-based practice to ensure the effectiveness of interventions.

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

- Rita DeMaria, Ph.D.

Couples today face unique challenges as they struggle to create a new form of marriage and intimacy. Although the viability of marriage in contemporary society is questioned by some [see, for example, Coontz, S (1992), Stacey, J (1990)], support for marriage is growing (Waite & Gallagher, 2000; Glenn, Nock & Waite, 2002). Luquet (2000) goes beyond this debate to suggest the model of marriage and intimate partnership appears to be evolving. Luquet suggests we are moving from the traditional

Best Practice in Marriage Education

The PAIRS Mastery Course, a 120-hour relationship skills-based program with its adaptations, is the most comprehensive of all the marriage and relationship programs. An integrated model, the curriculum pays attention to communication skills, conflict resolution processes, emotional literacy, individual differences and family-of-origin influences, sexuality and sensuality, and the development of conscious

RIGHT PAIRS instructors bring wisdom and evidence-based skills to a shared vision for a safer, saner, more loving world.

BOTTOM Couples enjoy a break during PAIRS weekend in Fort Lauderdale.



expectations (Berger & Hannah, 1999; DeMaria, 1993; DeMaria & Hannah, 2002; Gordon, 1993). PAIRS exemplifies a clinically-based, educational model that attends to ethics, program evaluation, and ongoing training for leaders.

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

Durana (1998) also conducted a study of the enhancement and maintenance of intimacy, which is viewed as a critical element in the development of healthy relationships. Married program participants (N = 137) from several PAIRS classes were assessed pre-PAIRS, post-PAIRS, and six to eight months after PAIRS completion. These participants also reported relatively high levels of distress

and lower intimacy than the general population. Durana included measures of intimacy (Waring Intimacy Questionnaire) and marital adjustment (Locke-Wallace Marital Adjustment Test) along with a qualitative measure of clients' perceptions of intimacy. At the six to eight month follow-up, the majority of participants (76%) demonstrated sustained gains in intimacy. In addition, initial gender differences impact on intimacy appeared to have diminished.

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

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

DeMaria (1998) conducted a survey on PAIRS participants in 16 states. She used both a semi-structured survey form and intensive interviews to explore the characteristics of 129 married couples

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

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

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

Durana (1996b) also explored the effects of using emotions and bonding in the B.E.L. segment. He analyzed a case study in light of relevant psychotherapy literature on emotions, catharsis, and touch.

BOTTOM Instructors representing global diversity, empathy and compassion provide the foundation for relationship growth and healing.



He proposed that bonding and catharsis facilitates change through both remembrance of painful experiences and gratification of unsatisfied needs.

In another study that combined quantitative and qualitative research methods to evaluate the impact of the B.E.L., Durana (1996c) assessed 54 participants at four different points in time (pre-PAIRS, pre-B.E.L., post-B.E.L., and

identifying negative interactions rooted in family-of-origin history, and helping differentiate between the need for bonding and the need for sex. These results suggested the B.E.L. may be an important element of PAIRS, as it enhances marital adjustment, cohesion, and self-esteem and reduces anxiety.

Based on findings from the same study, Durana (1996c) suggested gender differences

Participants come to PAIRS hoping to learn how to improve their communication and conflict resolution, understand their partner, build trust, express feelings, and increase positive feelings and intimacy. The findings summarized here suggest that, for most participants, these expectations are met. In addition, there is evidence that participants' gains are consonant with those promised by the PAIRS program. The find-

“PAIRS enhances marital adjustment, cohesion and self-esteem.”

post-PAIRS). By examining scores on a variety of outcome variables, including marital adjustment (DAS), self-esteem (Index of Self-Esteem), anxiety, control, and support (Illinois Survey of Well-Being), Durana found statistically significant improvements over time in marital adjustment, cohesion, self-esteem, and emotional well-being. Qualitative reports further suggested the B.E.L. segment is useful for expressing feelings, enhancing intimacy,

might be associated with changes in marital satisfaction. Separate analyses of male and female scores, which were measured for the B.E.L. alone and for the entire PAIRS course, showed females reporting greater change on a larger number of variables, including interpersonal ones, in comparison with males. Men showed greater change on measures of personal constructs (self-esteem, control, depression and anxiety) as opposed to interpersonal measures.

ings lend support for the use of bonding and experiential approaches in other psychoeducational programs.

PAIRS: Based on Wisdom and Science

The studies reviewed here indicate PAIRS is associated with enhanced marital adjustment and satisfaction, intimacy, and conflict reduction and that such changes are both enduring and global to other relationships. Of course, the



methodological limitations of the studies described in this chapter, including the correlational nature of the findings, should also be considered. The research findings are limited in other respects; such as sample demographics and the limited range of socioeconomic status. Additional research and verification of the findings should include diverse populations and use of controlled longitudinal designs.

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

Commitment to Excellence

As an organization, the PAIRS professional community is vigilant about ethical conduct of its leaders. Being explicit about standards, engaging in education about those standards, and being devoted to a process of continual revision are major features of the PAIRS Foundation. The goal is to have PAIRS participants receive a thorough, pleasant experience that is facilitated by the ethical, professional conduct of the PAIRS leaders. While most PAIRS

leaders are mental health professionals whose conduct should be guided by the ethical standards of their profession, the PAIRS Foundation has established its own ethical standards that focus on the unique aspects of teaching PAIRS programs.

Implementing PAIRS Programs

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

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

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

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

Selected Publications

- Berger, R & Hannah, M.T. (1999) Preventive Approaches to Couples Therapy. Philadelphia: Taylor & Francis.
- DeMaria, R. (1993) Integrating marriage enrichment and marital therapist: A case study of PAIRS a contemporary psychoeducational marital intervention program. *Families*, 6, 42-59. (Published by the Family Institute of Philadelphia.
- DeMaria, R. (1998). A national survey of married couples who participate in marriage enrichment; Satisfaction, couple type, divorce potential, conflict styles, attachment patterns, and romantic and sexual satisfaction of married couples who participated in a marriage enrichment program. Unpublished doctoral dissertation, Bryn Mawr College, Bryn Mawr, PA.
- DeMaria, R. & Hannah M.T. (Eds.) (2003) *Building Intimate Relationships: Bridging Treatment, Education, and Enrichment*. New York: Brunner/Mazel
- Durana, C. (1994). The use of bonding and emotional expressiveness in the P.A.I.R.S. training: A psychoeducational approach for couples, *Journal of Family Psychotherapy*, 5 (2), 65-81.
- Durana, C. (1996a). A longitudinal evaluation of the effectiveness of the P.A.I.R.S. psychoeducational program for couples. *Family Therapy*, 23, 11-36.
- Durana, C. (1996b). Bonding and emotional re-education of couples in the P.A.I.R.S. training: Part I. *The American Journal of Family Therapy*, 24(3), 269-280.
- Durana, C. (1996c). Bonding and emotional re-education of couples in the P.A.I.R.S. training: Part II. *The American Journal of Family Therapy*, 24(4), 315-328.
- Durana, C. (1998). Enhancing marital intimacy through psychoeducation: The P.A.I.R.S. program. *The Family Journal*, 5(3), 204-215.
- Gordon, L. (1984). P.A.I.R.S. Unpublished manuscript.
- Gordon, L. *Passage to Intimacy*. 2nd Edition.
- Gordon, L. *Love Knots*.
- Goss, M. (1995). The effects of P.A.I.R.S. training on communication response, individuation and global distress among married couples. Unpublished doctoral dissertation, Howard University, Washington, DC.
- Hunt, R. Hof, L.B. & DeMaria, R. (1998). *Marriage enrichment: Preparation, Mentoring and Outreach*. Philadelphia, Taylor & Francis.

BOTTOM Islamic clergy at PAIRS training.



Sample Program Forms and Instruments



PAIRS RELATIONSHIP SKILLS FOR STRONG SOUTH FLORIDA FAMILIES PROJECT
PAIRS Essentials Intake Form
 "This information is for your use and is kept strictly confidential"

Identifying and Contact Information:

Name: _____
 First: _____ Last: _____
 Address: _____
 City: _____ State: _____ Zip Code: _____
 Telephone: _____
 Home Phone: _____ Cell Phone: _____
 Work Phone: _____ Which number is best? Home Cell Work
 Email: _____

Demographic Information - About You:

Gender: Male Female Year Date of Birth (month/year): _____
 Ethnicity: White/Non-Hispanic Hispanic/Latino Black/African American
 Native American Asian American Other
 What language is spoken at home? English Spanish Creole Dialect Other _____
 Years of education completed: _____
 (e.g. 12 years = High School Diploma, 16 years = Associate's Degree, 18 years = Bachelor's Degree, 19 years = Master's Degree, 22 years or more = Doctorate Degree)

Demographic Information - About Your Spouse or Partner:

Is your spouse or partner attending the PAIRS Program with you? Yes No
 If yes, what is their name? _____
 First: _____ Last: _____
 Partner Date of Birth (month/year): _____
 Partner Ethnicity: White/Non-Hispanic Hispanic/Latino Black/African American
 Native American Asian American Other
 Partner Years of Education Completed: _____
 (e.g. 12 years = High School Diploma, 16 years = Associate's Degree, 18 years = Bachelor's Degree, 19 years = Master's Degree, 22 years or more = Doctorate Degree)

Page 1 of 2

PAIRS **PARTICIPANT AGREEMENT**

INFORMED CONSENT:

PAIRS is an educational program. It is not intended as therapy or treatment, or to replace therapy or treatment. The PAIRS seminars include a selection of education, counseling and other supportive experiences. At times, some highly charged emotional experiences may occur. The material presented in PAIRS may involve such elements as anger, sadness, or shame. These experiences are not intended as a part of the stated goals of PAIRS but to expand options for understanding, tolerance and empathy so that participants may develop a new range of emotions in order to increase emotional and physical intimacy with their partner. It is always the option of each individual to choose to participate in any of the exercises offered, or to choose not to participate.

The PAIRS Foundation, its staff, officers, directors, employees, agents, contractors and/or service providers, and its affiliates do not control over the actions of individual Providers or individual courses taught in whole or in part jointly or individually by the PAIRS Foundation. The PAIRS Foundation assumes no liability for the actions of individual Providers. The Provider's recognition that neither individual faculty, nor any individual or any participant. The manner in which the course materials are presented, and the way in which the seminars and supports offered from participants are handled, are at the sole discretion of the individual instructor and the participant, and it is not to be reflected later in PAIRS and its hearings.

As a participant, I acknowledge that my experience in PAIRS, in whole or in part, may include new perceptions and a range of emotions that at times may include uncomfortable emotions. I understand that the exercises are designed to expand perceptions and to facilitate the development of a range of emotions including pleasure, joy, love, awe, fear and anger in behalf of the enhanced capacity for empathy and mutual understanding. At times, I may experience uncomfortable, as well as pleasurable feelings. I voluntarily choose to participate in this program, and I agree to hold the PAIRS Foundation and the Provider of the PAIRS program, in which I participate, harmless against any claims related to my experience in the PAIRS program. I understand that the instructor may seek or collect case information, which may be submitted to the PAIRS Foundation for quality and/or research purposes. Such studies or other uses will not identify participants in any way.

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

CONFIDENTIALITY AGREEMENT:

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

DECLARATION AND PROMISE (AFFIRMATIONS):

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

PLEASE PRINT CLEARLY AND PROVIDE ALL REQUESTED INFORMATION:

Signature	Date	Class/Cell/Work	Print & Institute
Last Name	First Name	Mobile	Title
Email Address	Daytime Phone	Evening Phone	
Street Address	City/State	ZIP Code	

Please complete and return to your PAIRS instructor before the date:
 PAIRS Foundation, 250 S. Park Road, Suite 468, Hollywood, Florida 33027
 Tel: (954) 971-7492 • Fax: 971-7492 • Email: info@pairs.com • Fax: 954-208-2282

PAIRS **ESSENTIALS**

RELATIONSHIP PLEASURE

date: _____ identification: _____

We experience pleasure when our needs and another person creates the emotion of love to meet creates gain, disappointment, displeasure, well is your relationship meeting your need to intimate, bonded relationships? How much deriving from each of these happiness received?

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

RESOURCES OF A RELATIONSHIP

Sensuality (0-4) (touch, aroma, five senses)
Sexuality (0-4) (passion, lust, tension release)
Intellectuality (0-4) (sharing ideas, interests)
Emotionality (0-4) (confiding feelings)
Friendship/Trust/Shared Interests (0-4) (activities to do together)
What's been built together (0-5) (children, friends, family, home, possessions, property)
Add the scores together then multiply by 2
TOTAL

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PROGRAM INTAKE
(pages 44-45)

PARTICIPANT AGREEMENT
(page 46)

RELATIONSHIP PLEASURE
(page 48)



Participant ID#: _____

RELATIONSHIP SKILLS FOR STRONG SOUTH FLORIDA FAMILIES PROJECT

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

Identifying and Contact Information

Name: _____
 First₁ _____ MI₂ _____ Last₃ _____

Address₄: _____

 City₅ _____ State₆ _____ Zip Code₇ _____

Telephone: () _____ () _____
 Home Phone₈ _____ Cell Phone₉ _____
 () _____ Which number is best?₁₁ Home₁ Cell₂ Work₃
 Work Phone₁₀ _____

Email₁₂: _____

Demographic Information – About You

Gender₁₃: Male Female Your Date of Birth (mm/dd/yyyy)₁₄: ____/____/____

Ethnicity₁₅: White/Non-Hispanic Hispanic/Latino Black/Non-Hispanic
 Native American Asian American Other

What language is spoken at home?₁₆ English Spanish Creole Several Other _____

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

Demographic Information – About Your Spouse or Partner

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

If yes, what is their name?₂₃ _____
 First Last

Partner Date of Birth (mm/dd/yyyy)₁₉: ____/____/____

Partner Ethnicity₂₀: White/Non-Hispanic Hispanic/Latino Black/Non-Hispanic
 Native American Asian American Other

Partner Years of Education Completed ₂₁ _____
 (e.g. 12 years = High School Diploma; 14 years = Associate's Degree; 16 years = Bachelor's Degree; 18 years = Master's Degree; 20 years or more = Doctorate Degree)

PARTICIPANT AGREEMENT

INFORMED CONSENT

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

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

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

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

CONFIDENTIALITY AGREEMENT

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

DECLARATION AND PROMISE (AGREEMENT)

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

PLEASE PRINT CLEARLY AND PROVIDE ALL REQUESTED INFORMATION:

Signature	Date	Class City/State	PAIRS Instructor
Last Name	First Name	Middle	Title
Email Address	Daytime Phone		Evening Phone
Street Address	City, State	ZIP Code	

Please complete and return to your PAIRS Instructor before first class:
 PAIRS Foundation, 200 S. Park Road, Suite 455, Hollywood, Florida 33021
 Toll-Free: (877) PAIRS-4U : Email: info@pairs.com : Fax: (954) 206-0281



PARTICIPANT CLASS EVALUATION FORM

Name: _____ Date: _____

Instructor Name/s: _____ City/State: _____

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

1	2	3	4	5
Poor	Average	Good	Very Good	Excellent

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

1	2	3	4	5
Poor	Average	Good	Very Good	Excellent

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

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

Was there anything you did not like about PAIRS ESSENTIALS?

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

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

Scale: 4 = Extremely Valuable 3 = Valuable 2 = Somewhat Valuable 1 = Not Valuable

Content	Score	Content	Score	Content	Score
Levels of Learning	4 - 3 - 2 - 1	Caring Behaviors Worksheet	4 - 3 - 2 - 1	Fair Fight Checklist (Scorecard)	4 - 3 - 2 - 1
Stages of Relationship	4 - 3 - 2 - 1	Emotional Stages of Development	4 - 3 - 2 - 1	Relationship Agreement	4 - 3 - 2 - 1
Three Hopes/Three Fears	4 - 3 - 2 - 1	The Emotional Jug	4 - 3 - 2 - 1	Love Knots/Untangling Love Knots	4 - 3 - 2 - 1
Relationship Road Map	4 - 3 - 2 - 1	Dirty Fighting Worksheet	4 - 3 - 2 - 1	Powergram - Who Decides	4 - 3 - 2 - 1
Communication Stress Styles	4 - 3 - 2 - 1	Emptying the Emotional Jug	4 - 3 - 2 - 1	Decision-Making Worksheet	4 - 3 - 2 - 1
Leveling/Congruent Style	4 - 3 - 2 - 1	Fair Fight For Change (FFFC)	4 - 3 - 2 - 1	Emotional Allergy Infinity Loop	4 - 3 - 2 - 1
Daily Temperature Reading	4 - 3 - 2 - 1	Time-Out Tip	4 - 3 - 2 - 1	Emotional Allergy Worksheet	4 - 3 - 2 - 1
Good Talking & Listening	4 - 3 - 2 - 1	Fight Style Profile	4 - 3 - 2 - 1	Confiding Emotional Allergy	4 - 3 - 2 - 1
PAIRS Talking Tips	4 - 3 - 2 - 1	Fight Results Profile	4 - 3 - 2 - 1	Transforming the Loop	4 - 3 - 2 - 1
Love Bank Account	4 - 3 - 2 - 1	Coaching Guidelines	4 - 3 - 2 - 1	The Language of Love	4 - 3 - 2 - 1

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

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

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



RELATIONSHIP PLEASURE SCALE

date: _____ identification: _____

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

Score each from 0 – 4

- 0 = none;
- 1 = much too little;
- 2 = some;
- 3 = satisfied;
- 4 = very satisfied;
- 5 = (last item only) All I've dreamed of.

RESOURCES OF A RELATIONSHIP	SCORE (CURRENT LEVEL OF SATISFACTION)
Sensuality (0-4) (touch, aroma, five senses)	
Sexuality (0-4) (passion, lust, tension release)	
Intellectuality (0-4) (sharing ideas, interests)	
Emotionality (0-4) (confiding feelings)	
Friendship/Trust/Shared Interests (0-4) (activities to do together)	
What's been built together (0-5) (children, friends, family, home, acquisitions, property)	
Add the scores together then multiply TOTAL by four (100 is maximum score)	
TOTAL _____ X 4 =	

Outcome Questionnaire (OQ[®]-45.2)

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

Name: _____ Age: _____ yrs.
 Sex M F
 ID# _____

Session # _____ Date ____ / ____ / ____

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

SD IR SR
DO NOT MARK BELOW

+ +

Total=

Developed by Michael J. Lambert, Ph.D. and Gary M. Burlingame, Ph.D.
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 FAX: 801-990-4236

DYADIC ADJUSTMENT SCALE ¹

date: _____ identification: _____

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

5 = Always agree

4 = Almost always agree

3 = Occasionally disagree

2 = Frequently disagree

1 = Almost always disagree

0 = Always disagree

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

¹Dyadic Adjustment Scale by G. B. Spanier

DYADIC ADJUSTMENT SCALE

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

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

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

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

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

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

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

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

- _____ 20. Do you ever regret that you married?
- _____ 21. How often do you and your partner quarrel?
- _____ 22. How often do you and your mate get on each other's nerves?

DYADIC ADJUSTMENT SCALE

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

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

____ 23. Do you kiss your mate?

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

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

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

____25. Have a stimulating exchange of ideas

____26. Laugh together

____27. Calmly discuss something

____28. Work together on a project

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

29. Being too tired for sex Yes__ No__

30. Not showing love Yes__ No__

DYADIC ADJUSTMENT SCALE

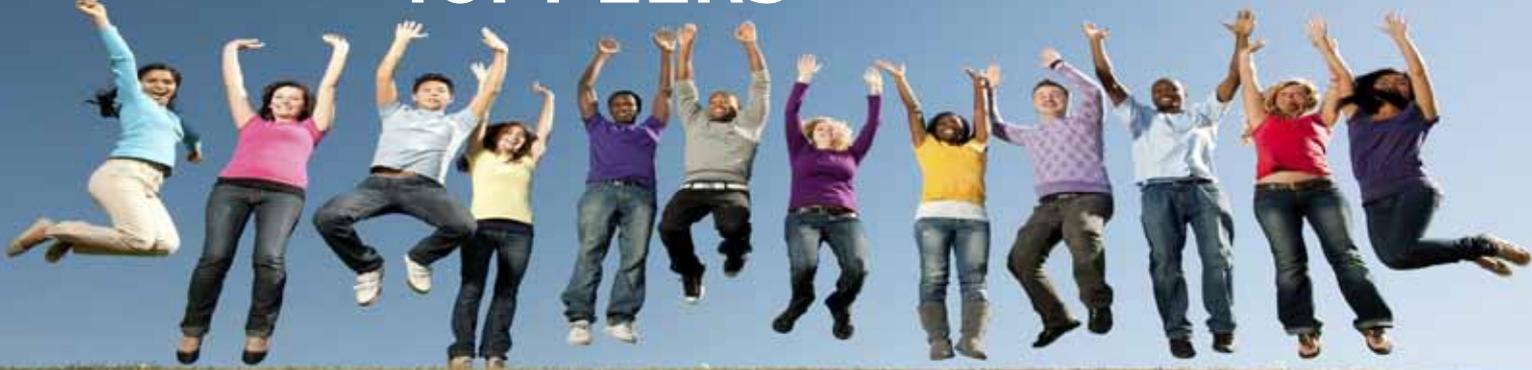
31. The numbers on the following line represent different degrees of happiness in your relationship. The middle point, "happy", represents the degree of happiness of most relationships. Please circle the number that best describes the degree of happiness, all things considered, of your relationship.

0	1	2	3	4	5	6
Extremely Unhappy	Fairly Unhappy	A Little Unhappy	Happy	Very Happy	Extremely Happy	Perfect

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

- 5 I want desperately for my relationship to succeed, and would go to almost any length to see that it does.
- 4 I want very much for my relationship to succeed, and will do all I can to see that it does.
- 3 I want very much for my relationship to succeed, and will do my fair share to see that it does.
- 2 It would be nice if my relationship succeeded, but I can't do much more than I am doing now to help it succeed.
- 1 It would be nice if it succeeded, but I refuse to do any more than I am doing now to keep the relationship going.
- 0 My relationship can never succeed, and there is no more that I can do to keep the relationship going.

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To Parents/Legal Guardians:

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

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

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

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

Please answer the question below:

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

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

Sincerely,

Seth Eisenberg
Executive Director

Student’s Name _____ Signature _____

Parent/Guardian _____ Signature _____

PAIRS for PEERS
Intake Form

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

Contact Information

Name: _____
 First₁ MI₂ Last₃

Address₄: _____

 City₅ State₆ Zip Code₇

Telephone: (____) _____ (____) _____
 Home Phone₈ Cell Phone₉

Email₁₀: _____

Parent/Guardian Information

Name: _____
 First₁₁ Last₁₂

Telephone: (____) _____ (____) _____
 Home Phone₁₃ Cell Phone₁₄

Email₁₅: _____

Relation to you₁₆: Mother Father Legal Guardian

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

Name: _____
 First₁₇ Last₁₈

Telephone: (____) _____ (____) _____
 Home Phone₁₉ Cell Phone₂₀

Email₂₁: _____

Relation to you₂₂: Parent Sibling Aunt/Uncle Cousin Other _____

Demographic Information – About You

Gender₂₃: ₁ Male ₂ Female Date of Birth₂₄: ____/____/____



Redefining Relationships

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

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

Grade Level₂₇: 9th 10th 11th 12th

Demographic Information – About Your Family

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

How many adopted brothers and sisters do you have₂₉? _____

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

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

Are your biological parents still married to each other₃₂? ₁ Yes ₂ No

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

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

Thank You!



PAIRS FOUNDATION

OUR MISSION & PROMISE

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

