Exhibit

Dyadic Sexual Regulation Scale

Instructions: The following statements describe different things people do and feel about sex. Please tell me how much you agree or disagree with these statements.

1  2  3  4  5  6  7
Strongly agree  Strongly disagree

1. I often take the initiative in beginning sexual activity.
2. If my sexual relations are not satisfying there is little I can do to improve the situation.
3. I have sexual relations with my partner as often as I would like.
4. My planning for sexual encounters leads to good sexual experiences with my partner.
5. I feel that it is difficult to get my partner to do what makes me feel good during sex.
6. I feel that my sexual encounters with my partner usually end before I want them to.
7. When I am not interested in sexual activity I feel free to reject sexual advances by my partner.
8. I want my partner to be responsible for directing our sexual encounters.
9. I find it pleasurable at times to be the active member during sexual relations while my partner takes a passive role.
10. I would feel uncomfortable bringing myself to orgasm if the stimulation my partner was providing was inadequate.
11. During some sexual encounters I find it pleasurable to be passive while my partner is the active person.

Note. Items 2, 3, 4, 5, and 6 make up the brief revised form. Items 3 and 8 are reworded in the short form, as follows: 3. You have sexual relationships as often as you like. Do you agree or disagree? 8. Your sexual partner makes most of the decisions about when the two of you will have sex. Do you agree or disagree?

Juvenile Love Scale: A Child’s Version of the Passionate Love Scale

ELAINE HATFIELD and DANIELLE YOUNG, University of Hawaii

Hatfield and Walster (1978) defined passionate love as “a state of intense longing for union with another.” Reciprocation is “associated with fulfillment and ecstasy,” whereas unrequited love is “associated with emptiness, anxiety, or despair (p. 9).” Though the Passionate Love Scale (PLS) for adults has been used for several decades (Hatfield, Rapson, & Martel, 2007), it was not until 1983 that we developed a companion scale to measure passionate love in young children and adolescents. Because passionate love has been described as “puppy love,” “lovesickness,” and “infatuation” (labels all ideologically associated with young love), it seems to be specifically relevant to measure this concept in younger age groups. The Juvenile Love Scale (JLS) is an exact equivalent of the PLS. (A detailed description of the PLS is provided elsewhere in this volume.) The JLS taps cognitive, emotional, and behavioral indicants of “desire for union.”

Description

The JLS is designed to measure passionate love in children from 3 to 18 years of age. The JLS, like the PLS, comes in a short form (15 items) and a long form (30 items). Researchers have used two techniques in administering the JLS, depending on the age of the participants. If children are 3 to 7. The first step in administering the JLS is to make sure the children understand the concepts of boyfriend and girlfriend (almost all do), the 15 or 30 test items (almost all do), and how to use the response scale.

The response scale is explained first. Essentially, one wants to teach children that, when the experimenter makes a statement, they can indicate how much they agree via a 9-point scale. This is done in the following way: Children are shown a large “ruler” with dimensions of 4 × 20 inches.

1 Address correspondence to Elaine Hatfield, 2430 Campus Road, Honolulu, HI 96822; e-mail: elaineh1@aol.com
It is divided into nine blocks. The first block is labeled (1)
Agree Very Little. The last block is labeled (9) Agree Very
Much. The experimenter then conducts several tests to teach
children how to respond via the scale. (For a more detailed
example, see Hatfield, Schmitz, Cornelius, & Rapson,
1988.)

After it has been confirmed that children understand and
can use the scale, the experimenter then proceeds to admin-
ister the JLS. Researchers, such as Greenwell (1983), have
found that even children as young as 3 or 4 years of age
have no trouble understanding this scale. (For more infor-
mation on these procedures, see Greenwell, 1983.)

If children are older. Once children are 7 or 8 years old,
one can simply follow the same procedure used in adminis-
tering the PLS to older adolescents and adults.

Response Mode and Timing
Respondents either put a block in the appropriate square (if
they are young) or circle the number indicating how true
each statement is for them (if they are older). The JLS is
generally given individually. Once children are 7 or 8, it can
be given in groups. How long it takes to explain the scale
depends on the children. Usually, the short (15 items)
version of the JLS takes approximately 25 minutes and the long
version (30 items) takes 40 minutes to complete.

Scoring
The individual items are simply summed to produce a total
score. Some researchers, such as Hatfield and Sprecher
(1986), have interpreted the scores (in adolescents and
adults) this way:

- 106–135 points = Wildly, recklessly, in love
- 86–105 points = Passionate but less intense
- 66–85 points = Occasional bursts of passion
- 45–65 points = Tepid, infrequent passion
- 15–44 points = The thrill is gone

Generally, however, the scale has been used to investigate
gender and group differences.

Reliability
Greenwell (1983) provides statistical evidence that the
JLS is internally consistent and reliable. In various sam-
ple, coefficient alphas were found to range from .94 to
.98. When older children and adolescents were asked to
complete both the PLS and the JLS, they received identi-
cal scores on the two scales. This is not surprising, since
the scales are designed to be identical, differing only in the
difficulty of the language. In various populations, the JLS
and PLS have been found to correlate .88 for children and
.87 for adults. Thus, it is clear that the PLS and the JLS are
measuring the same construct.

Greenwell (1983) also provided information on item-by-
item correspondences. She found items to be highly inter-
correlated. She also correlated each item with its own scale
total, the other scale total, and the combined total of all 60
items (i.e., she used the long versions of both the JLS and
the PLS). All items correlated highly with all totals, with 67
items in the .25 to .50 range, 221 in the .51 to .75 range, and
59 in the .76 to 1.00 range.

Validity
If the JLS is valid, it should be related to other vari-
ables in ways expected by past theoretical and empirical
work. There is some evidence for such construct valid-
tity. Greenwell (1983) provided evidence that the JLS and
the PLS are virtually equivalent measures of passionate
love, and that both scales reflect the real-world experience
of "being in love." For example, she asked children and
adolescents to describe their feelings for a person whom
they currently love or had loved in the past, or (if they
had never been in love) with whom it was as close as they
had come to being in love. She found that individuals
who had experienced passion did score higher on both
the JLS and the PLS than did those who had never been in
love. (For more information on the JLS, see Hatfield et al.,
1988, who provided information on the JLS scores typi-
cally secured by boys and girls, from 4 to 18 years of age.)

Furthermore, Hatfield, Brinton, and Cornelius (1989) found
that children and adolescents prone to anxiety tended to
score higher on the PLS than did their less anxious peers.

Other Information
The JLS is copyrighted by Elaine Hatfield and Marilyn
Easton. Permission is automatically given to all clinicians
and researchers who wish to use the scale in their research
(free of charge).

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Exhibit

Juvenile Love Scale (Forms A and B)

Instructions for both scale forms: We are trying to find out how children feel when they love somebody in a very special way. Some children think about a special person a lot, get very excited about him or her, and want to get very, very close. Sometimes we call this a “crush.” Please list on the lines that follow the name of the eight people you have loved or liked most in your life:

<table>
<thead>
<tr>
<th>Name</th>
<th>Male or female</th>
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Now draw a circle around the name of the person you’d feel most excited about seeing right now or used to get excited about seeing if that person isn’t around anymore. Do not choose mother, father, or brother or sister. If you aren’t excited about him/her right now, try to remember how you felt when you did feel the most excited. If you don’t think you have ever felt very excited, try to answer anyway, remembering how you did feel.

Each question is followed by a 9-point rating scale. If you circle the 9, it means you agree very much with what the item says. If you circle the 1, it means you agree very little with what the item says. Try to circle the number that most closely explains how you do feel.

Juvenile Love Scale (Form A)

1. I feel like things would always be sad and gloomy if I had to live without _____ forever.
2. Did you ever keep thinking about _____ when you wanted to stop and couldn’t?
3. I feel happy when I am doing something to make _____ happy.
4. I would rather be with _____ than anybody else.
5. I'd feel bad if I thought _____ liked somebody else better than me.
6. I want to know all I can about _____.
7. I'd like _____ to belong to me in every way.
8. I'd like it a lot if _____ played with me all the time.
9. If I could, when I grow up I'd like to marry (live with) _____.
10. When _____ hugs me my body feels warm all over.
11. I am always thinking about _____.
12. I want _____ to know me, what I am thinking, what scares me, what I am wishing for.
13. I look at _____ a lot to see if he/she likes me.
14. When _____ is around I really want to touch him/her and be touched.
15. When I think _____ might be mad at me, I feel really sad.

Possible answers range from

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<td>Agree Very Much</td>
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Juvenile Love Scale (Form B)

1. When _____ is around I laugh and cry more often.
2. I feel like things would always be sad and gloomy if I had to live without _____ forever.
3. Sometimes I feel shaky all over when I see _____.
4. Sometimes I think it is fun just to watch _____ move around.
5. Did you ever keep thinking about _____ when you wanted to stop and couldn’t?
6. I feel happy when I am doing something to make _____ happy.
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7. I would rather be with _____ than anybody else.
8. I’d feel bad if I thought _____ liked somebody else better than me.
9. No one else could like _____ as much as I do.
10. I want to know all I can about _____.
11. I’d like _____ to belong to me in every way.
12. I will always like _____.
13. I feel all happy inside when _____ looks at me and I look at _____.
14. I’d like it a lot if _____ played with me all the time.
15. If I could, when I grow up I’d like to marry (live with) _____.
16. _____ is the person who can make me feel the happiest.
17. When _____ hugs me my body feels warm all over.
18. I feel all soft and happy inside about _____.
19. I am always thinking about _____.
20. If I were away from _____ for a long time I would be very lonely.
21. Sometimes I can’t do my school work because I am thinking about _____.
22. I want _____ to know me, what I am thinking, what scares me, what I am wishing for.
23. Knowing that _____ cares about me makes me feel more like I am OK.
24. I look at _____ a lot to see if he/she likes me.
25. If _____ needed help from me, I’d stop what I was doing, even if it was lots of fun and go help him/her.
26. _____ can make me feel bubbly, like coke.
27. When _____ is around I really want to touch him/her and be touched.
28. Living without _____ would be very, very sad.
29. I want to hug _____ very, very tight.
30. When I think _____ might be mad at me, I feel really sad.

Possible answers range from

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Passionate Love Scale

ELAINE HATFIELD, University of Hawaii
SUSAN PRECHER, Illinois State University

Many classifications and typologies of love exist in the literature, but the most common distinction is between passionate love and companionate love. Hatfield and Walster (1978) described passionate love as “a state of intense longing for union with another. Reciprocated love (union with the other) is associated with fulfillment and ecstasy; unrequited love (separation) is associated with emptiness, anxiety, or despair” (p. 9).

In 1986, Hatfield and Sprecher published the Passionate Love Scale (PLS) for the purpose of promoting more research on this intense type of love. Although a companion scale to measure companionate love was not also developed by this team of researchers, other measures exist in the literature designed to assess this type of love (see, e.g., Grote & Frieze’s [1994] Friendship-Based Love Scale).

Description

The PLS scale was specifically designed to assess the cognitive, emotional, and behavioral components of passionate love. The cognitive components consist of Intrusive thinking; Preoccupation with the partner; Idealization of the other or of the relationship; and Desire to know the other and be known by him/her. Emotional components consist of Attraction to the partner, especially sexual attraction; Positive feelings when things go well; Negative feelings

1 Address correspondence to Elaine Hatfield, 2430 Campus Road, Honolulu, HI 96822; e-mail: elaineh1@aol.com