

KIMBERLY M. CABANY

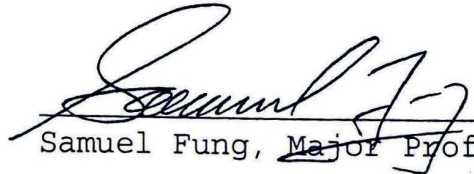
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ANALYSIS OF THE HALO EFFECT:  
THE IMPACT OF NEGATIVE BEHAVIOR DESCRIPTIONS  
ON ATTRACTIVENESS RATINGS

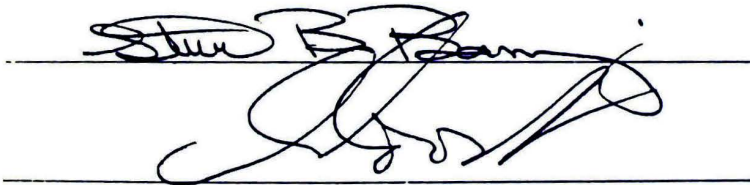


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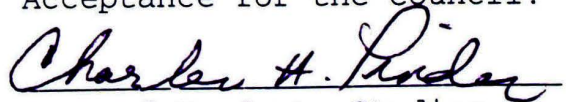
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We have read this thesis and  
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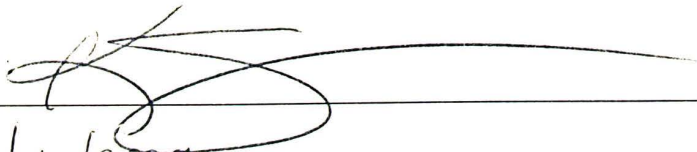
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Analysis of the Halo Effect:  
The Impact of Negative Behavior Descriptions on  
Attractiveness Ratings

A Thesis  
Presented for the  
Master of Science  
Degree  
Austin Peay State University

Kimberly M. Cabany

December 2005



## DEDICATION

This thesis is dedicated to my family and to the memory of my maternal grandmother, Jerry Hughes. Thank you all for your love, support, and guidance. Without your encouragement, I never would have made it this far.

"An idea is never given to you without you being given the power to make it reality. You must, nevertheless, suffer for it." -Richard Bach

## ACKNOWLEDGEMENTS

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A big "thank you" to Brett Kling and Amanda Taylor, who helped get this project started four years and one degree ago. Thank you to Kate Hackett for donating her photograph for use in this project.



## ABSTRACT

Approximately sixty heterosexual male undergraduate volunteers read behavioral information statements (control, moderately negative, severely negative) and rated the photograph of a woman, to whom the behavior was attributed. It was hypothesized that their responses would measure the effect of negative information on attractiveness ratings (social and physical) and ratings of similarity to the target. It was found that negative information conditions were rated significantly lower than the control condition for both social attractiveness and similarity. However, ratings of physical attractiveness were not significantly different between conditions.

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## CHAPTER 1

### INTRODUCTION

There are many things to consider when measuring, analyzing and defining the construct of beauty. Many philosophers have tried to be objective about the nature of physical beauty. Plato, for example, believed beauty could be physically manifested in an object if that object had spiritual properties (Silverman, 2000). The philosopher Santayana defined it as "pleasure objectified" (Santayana, 1936). The old adage "Beauty is in the eye of the beholder", one of the most common cliches one hears about beauty, has been demonstrated to some extent. All cultures, including those in North America, also have their own beliefs about beauty and what it means to be beautiful (Wheeler & Kim, 1997; Zebrowitz, Montepare, & Lee, 1993), though there is general global agreement about standards for physical attractiveness (Langlois et al., 2000). Even self-ratings of attractiveness are dependent on self-perception (Diener, Wolsic, & Fujita, 1995). If beauty is so hard to define concretely, how does someone know what is actually beautiful and how are the benefits of beauty recognized (Etcoff, 1999)?



## Beauty Attributions

Dion, Berscheid, and Walster (1972) hypothesized that "What is beautiful is good," thereby describing an attractiveness stereotype, also called the halo effect, as a wide range of assumed characteristics that are based on physical attractiveness. Eagly, Ashmore, Makhijani, and Longo (1991) noted that the ratings of individuals as attractive or unattractive were linked to assumptions about personality. Some of these assumptions include characteristics like social success, marital satisfaction, better parenting skills, and having better jobs and social lives than less attractive people (Dion et al., 1972; Eagly et al., 1991; Feingold, 1992). Feingold noted that most of these assumptions fall under the categories of sociability and popularity. Gross and Crofton (1977) demonstrated that "What is good is beautiful", suggesting that there is a strong relationship between physical attractiveness and "goodness", or socially desirable behavior. This indicates that an individual's personality and behavior can influence how others rate that individual's appearance, with socially desirable behaviors increasing attractiveness ratings.

Studies similar to Dion et al.'s (1972) further illuminate the halo effect. Attractive people are assumed to have better social skills (Goldman & Lewis, 1977), to have

more positive social experiences (Reis et.al., 1982), more social confidence, more rewarding interactions with others, and are rated as friendlier and more likeable (Reis, Nezlek, & Wheeler, 1980; Stroebe, Insko, Thompson, & Layton, 1971). They are thought to have better employment outcomes because they are more likely to get hired, to be given a positive job reference, and to earn more than less attractive people (Hosoda, Stone-Romero, & Coates, 2003). Additionally, attractive people are thought to be happier (Diener et al., 1995), to be more sexually warm, have better mental health, and to be more dominant (Feingold, 1992). Langlois et al. (2000) demonstrate that social interactions with attractive people go well due to a type of self-fulfilling prophecy, because of beliefs that attractive persons have appealing traits (e.g. enhanced social skills or friendliness) that compliment their beauty.

The halo effect is not all positive. Dermer and Thiel (1975) added several distinctly negative personality characteristics that went along with increased physical attractiveness, including "vanity, egotism, likelihood of marital disaster (requesting a divorce/having an extramarital affair)," snobbery, and materialism. According to Rowatt, Cunningham, and Druen (1999), another possible



disadvantage of being physically attractive is being deceived more often in order to obtain a date.

Physical attractiveness has benefits more tangible than interpersonal interaction. It is common practice for one's defense counsel to recommend dressing-up and appearing well groomed, two ways of improving one's appearance. Wuensch and Moore (2004) showed that in terms of legal verdicts, jurors favored attractive plaintiffs with lighter sentences and lesser fines, yet attractive defendants were thought to be guilty with more certainty in sexual harassment mock-trials. Downs and Lyons (1991) found that unattractive people were given greater court fines than those rated as attractive, at least when related to a misdemeanor. In addition, Efran (1974) found that impressions of good looks were also useful in mock-trials of more serious criminal cases, as if simply being attractive made people less guilty of crimes they have committed. McKelvie and Coley (1993) also found that attractive offenders were less likely to be recommended for psychiatric help when sentenced, which reaffirms the association between attractiveness and mental health.

### Rating Attractiveness

Owens and Ford (1978) found that the relationship between goodness and beauty is stronger when information is attributed to a female and rated by male participants, indicating that beauty may be more important to men than to women. In addition, others have found that gender of target influences which personality traits are attributed to attractive targets (Byrne, London, & Reeves, 1968; Feingold, 1992). For example, Byrne et al. found that attractive men and women were rated oppositely in terms of morality and intelligence, with the women being viewed as smarter and more moral. Similarly, attractive males are thought to be more assertive than attractive females as well as less afraid of social rejection (Reis et al., 1982).

There are individual differences in how people rate the attractiveness of others. Kenrick, Montello, Gutierrez, and Trost (1993) found that people tend to rate attractiveness differently if they believe that their own looks differ from the target person's attractiveness level, particularly if they rate themselves as inferior. For example, someone who thinks that they are overweight might overcompensate for his or her own physical deficiencies by either rating very attractive persons as very low or by exaggerating the

attractiveness rating of a good looking person. Kenrick et al. also pointed out that the attractiveness as well as the gender of the rater should be taken into consideration because viewing someone of the same gender who is comparatively more attractive than oneself can create bad, rather than good, feelings. In studies of gender and attractiveness, ratings typically indicate that men value attractiveness more than women do (Feingold, 1990; Stroebe et al., 1971). Attractiveness ratings were not strongly influenced by appearance when one attractive person rated another attractive person, demonstrating that attractiveness matching occurs in real life, and that attractive people are used to being around others who are attractive (Feingold, 1990).

### Similarity

A relationship exists between attitudinal similarity and social attraction, in that those who are similar are perceived as being more attractive (Byrne et al., 1968; Stroebe et al., 1971). Even those who are merely perceived as being similar (through deception or through the mask of complementariness) are liked more than those who are perceived as dissimilar (Dryer & Horowitz, 1997). Richard, Wakefield, and Lewak (1990) found that, in terms of



personality, spousal similarity can predict marital satisfaction. It has also been found that people are liked more (not necessarily thought more beautiful) if their personalities and attitudes are similar, rather than different (Condon & Crano, 1988; Shaikh & Kanekar, 1994). Condon and Crano also noted that we find similarity attractive because it has a rewarding element of comfort. Individuals are reminded that they and perhaps their ideologies are accepted by others and that they are, or particularly could be, accepted as part of a group. Therefore, if they find that they are similar to others, they might expect future interactions with them to be pleasant and/or comforting (Davis, 1981; Condon & Crano). Davis found that those interactions that were expected to go well actually went well and noted that similar behavior (not just attitudinal similarity) also affects interaction quality. Fazio, Powell, and Williams (1989) assert that attitudes guide behavior and that behavior is a reflection of attitudes. Byrne (1971) states that "behavioral similarity is instrumental on the development of affective relationships only in the absence of supplementary attitudinal cues."

It has also been shown that dissimilarity has a significant impact on attraction. For example, Rosenbaum

(1986) demonstrated that dissimilarities have been shown to lead to repulsion and therefore lower attractiveness ratings. Rosenbaum's analysis indicated that repulsion due to dissimilarity could be caused by a situation in which we learn something negative about a person's belief or actions that may conflict with our moral or personal beliefs. Byrne, Clore, and Smeaton (1986) suggest that this repulsion could be caused by the common assumption that personal beliefs are shared by others. When this assumption is shattered, individuals react negatively and often emotively.

### Social Attractiveness

Bornstein (1989) demonstrated that simply being exposed to someone affects ratings of attractiveness. In that study, the ratings of attractiveness and of liking the stimulus person were related to the physical distance between participants at the time of rating, so he concluded that proximity affects social attractiveness ratings. People who are physically close to one another are more likely to like each other. Additionally, Segal's (1974) study on alphabetic placement of individuals indicated that people are more likely to be socially attracted to those who are close to them, and therefore were more likely to

spend time with people who were alphabetically placed near them. It could be said that while proximity brings people together physically, similarity attracts them to one another socially. Byrne, Ervin, and Lamberth (1970) discovered that ratings of similarity had an effect on proximity. The more similarly couples rated on their assessment, the closer they physically stood together during an interview. Smeaton, Byrne, and Murnen (1989) discussed an aspect of initial socialization in which individuals actually identify the people they don't like in a situation and physically separate themselves from them. After that, they physically seek out those who are similar to them and to whom they are, in response, attracted.

### Overview of the Study

Empirical research on proximity indicates that willingness to engage in close proximity can be used to measure attractiveness (Byrne et al., 1970). The purpose of this study was to determine if different levels of negative information could cause someone, who was rated as physically attractive by the opposite sex (female target, male participants), to be rated as less socially attractive. Social attractiveness, an abstract concept, was

operationally defined as the participants' willingness to engage in extended close proximity with (i.e. the willingness to date or work with) the female target (IJS combined questions 5 and 6). Physical attractiveness was operationally defined as the participants' ratings of the female target's facial appearance (IJS question 10). Upon introduction of a negative information condition, ratings of social attractiveness (hypothesis 1) and physical attractiveness (hypothesis 2) were predicted to decline, as measured by ratings on the Interpersonal Judgment Scale (IJS) (Byrne, 1971). Additionally, this study sought to determine if negative behavior descriptions influenced measures of similarity (IJS question 11). Upon introduction of a negative information condition, ratings of similarity were predicted to decline (hypothesis 3).



## CHAPTER 2

### METHOD

#### participants

Sixty heterosexual male student volunteers were surveyed from Austin Peay State University. Participants learned of the opportunity to participate in research through announcements by their Psychology course instructors and through signs in the Psychology Department advertising this project's need for participants. Participants were given an extra credit form to be accepted at their course instructor's discretion.

#### Materials

The extended Interpersonal Judgment Scale (Byrne, 1971) was used to measure similarity, willingness to engage in close proximity (social attraction), and physical attraction (see Appendix A). Demographic questions were asked regarding age, sexual orientation, and class-standing (see Appendix B). The target photograph was a non-copyrighted photograph of an amateur female model who volunteered the use of her photograph for research (see Appendix C). Participants were given a color photograph enclosed in an envelope. The behavioral information statement was comprised of a two-sentence behavioral

description (see Appendix D), in accordance with Eagly et al.'s (1991) findings that simple, short descriptions were less likely to interfere with the halo effect.

Additionally, Reis et al. (1992) stated that amount of information can have a significant impact on attractiveness.

### Design

This is a 3 x 3 (type of attractiveness/similarity x strength of information) between-subjects design. The independent variable consisted of three strength levels of information given to the participants and attributed to the target, including no negative information given, moderately negative information, and strongly negative information. Questionnaires were stored in sequential order (control, moderate, severe, then repeated). Participants received the topmost questionnaire. Therefore, order of arrival determined which condition the participant received. Participants were presented with the information statement before they saw the target picture because order of presentation affects attractiveness rating (Kenrick et al., 1993). The actual behavior descriptions used in this study were pre-rated for severity in a previous unpublished research project by the same author. The dependent variable

was the perceived attractiveness of the target photo as rated on the IJS. The strength of their responses indicated how attracted (socially and physically) they were to the target as well as how similar they believed they were to her.

### Procedure

Participants were surveyed individually or in small groups, as Byrne (1971) indicated that attractiveness ratings were not affected by the number of participants involved at one time. They were given an informed consent document. After reading and indicating both understanding and consent verbally, they were given a questionnaire packet (one behavior statement, the photograph, one copy of the IJS and one copy of the demographics sheet). The principle researcher read the instructions aloud, "Please read the statement, then open the envelope and look at the picture. After looking at the picture, turn the page and fill out the questionnaire, followed by the demographics page." At the conclusion of the session, participants were debriefed and thanked for their cooperation.

## CHAPTER 3

### RESULTS

Social attractiveness was calculated by combining questions five and six of the IJS, a process that Byrne & Nelson (1965a) indicate has a split-half reliability of .85. The univariate approach to analysis of variance indicated that the level of information (control, moderate, severe) had a significant effect on ratings of social attractiveness,  $F(2, 57) = 17.52$ ,  $MSE = 5.823$ ,  $p < .001$ . Post hoc testing (Tukeys HSD) showed that those who received the control condition rated the social attractiveness of the target significantly higher than those who received the moderate and severe conditions,  $p < .001$ . Group means are reported in Table 1 and Tukey's HSD pairwise comparisons are reported in Table 2.

TABLE 1: RATINGS OF SOCIAL ATTRACTIVENESS GROUP MEANS

	Control	Moderate	Severe
Means	9.45	6.38	5.00
SD	2.06	2.44	2.71



TABLE 2: SOCIAL ATTRACTIVENESS: MEAN DIFFERENCES OF LEVEL OF NEGATIVE INFORMATION PROVIDED

	MEAN	9.45	6.38	5.00
Control	9.45			
Moderate	6.38	*		
Severe	5.00	*		

\* Refers to significance at .001

Additionally, analysis of variance indicated that the level of information (control, moderate, severe) had a significant effect on ratings of similarity,  $F(2, 57) = 15.71$ ,  $MSE = 1.531$ ,  $p < .001$ . Post hoc testing (Tukeys HSD) showed that those who received the control condition rated themselves as significantly more similar to the target than those who received the moderate and severe conditions,  $p < .001$ . Group means are reported in Table 3 and Tukey's HSD pairwise comparisons are reported in Table 4.

TABLE 3: RATINGS OF SIMILARITY GROUP MEANS

	Control	Moderate	Severe
Means	3.90	2.29	1.79
SD	1.41	1.35	0.86

TABLE 4: SIMILARITY: MEAN DIFFERENCES OF LEVEL OF NEGATIVE INFORMATION PROVIDED

	MEAN	3.90	2.29	1.79
Control	3.90			
Moderate	2.29	*		
Severe	1.79	*		

\* Refers to significance at .001

Finally, analysis of variance indicated that level of information (control, moderate, severe) was not a significant predictor of physical attractiveness ratings,  $F(2, 57) = 0.361$ ,  $MSE = 2.338$ ,  $p = .07$ . Post hoc testing indicates that there are no significant differences between groups. Group means are reported in Table 5 and Tukey's HSD pairwise comparisons are reported in Table 6.

TABLE 5: RATINGS OF PHYSICAL ATTRACTIVENESS GROUP MEANS

	Control	Moderate	Severe
Means	4.25	3.91	4.36
SD	1.52	1.30	1.74

TABLE 6: PHYSICAL ATTRACTIVENESS: MEAN DIFFERENCES OF LEVEL OF NEGATIVE INFORMATION PROVIDED

	MEAN	4.25	3.91	4.26
Control	4.25			
Moderate	3.91			
Severe	4.36			

In summary, the results of this study indicate that men who learn negative information about a woman do not find her socially attractive and they do not believe that they are similar to her. Their ratings of her physical attractiveness do not change with negative information.

## CHAPTER 4

### DISCUSSION

#### Attractiveness

Previous research did not clearly differentiate between social and physical attractiveness. One purpose of this study was to demonstrate whether negative information lowers a target person's social and physical attractiveness ratings. It was hypothesized that the negative information conditions would be rated significantly lower than the control condition for social and physical attractiveness. Could negative information in the form of a behavior description related to the target person's character influence how her social and physical attractiveness is perceived? The results of this study indicated that when men learn that a woman engages in negative behaviors, such as stealing from family members, they do not rate her as socially attractive. Her physical attractiveness ratings did not change with presentation of negative information. It is interesting, however, to show that women who do bad things are viewed as less socially attractive, especially with research on similarity in mind. This indicates a separation between judging what a woman looks like and what a woman is like.



## similarity

Another purpose of this study was to demonstrate whether or not ratings of similarity were affected by negative behavior descriptions. Results indicate that the participants in the moderate and severe conditions rated themselves as significantly less similar to the target than those in the control condition. This indicates that men do not see themselves as being like those who undertake actions that they do not condone. They do not wish to be identified as part of a group of people who do "bad" things. If they then label a group as "bad," they are likely to distance themselves from that group, decreasing proximity and the likelihood of getting used to the sort of behavior by which they were originally repulsed.

Additionally, the results indicate that men don't want to be associated with those who are bad (neither in "liking" or "wanting to work with") and they don't believe that they are like them at all. Yet, being dissimilar from the target in terms of behavior did not influence ratings of her physical attractiveness. These results confirm Stroebe et al.'s (1971) findings that similarity is more likely to reflect social attractiveness ratings, rather than physical attractiveness.

## Implications and Limitations

In addition to the previous research on "What is good is beautiful", the inverse should also hold true. The findings of this study lead to the notion that it is beneficial for both attractive and unattractive people to behave in a good manner, if only to improve their social lives and to encourage others to be around them. In addition, if it is beneficial for attractive people to engage in good behaviors, it also seems that attractiveness is not a guarantee of positive rewards. If it is easy to lower social attractiveness ratings simply by learning things about people, how does this influence the perceived benefits of the halo effect? It could be possible for less attractive people to benefit where attractive people with negative behaviors fail, purely on the basis of behavioral and personality factors, which means that people should rely on their qualifications and not on their looks.

This leads to the question that if good behaviors are known before actual visual contact, can those behaviors increase a less attractive person's perceived attractiveness? Is it possible for prior positive knowledge to aid a less attractive person with benefits at not only the workplace but also in the social world? As Gross and Crofton (1977) would have us believe, it is

possible and entirely likely. Combating the assumptions of the halo effect is possibly one of the most difficult concepts for less attractive people in the dating world. With your face as the first thing people see when they meet you, it is difficult to overcome what nature has left you without. Therefore it is in your best interest to maintain a life that makes you happy and that other people would hopefully rate as good, regardless of your attractiveness level. At the very least, your social potential will be higher.

This project has its limitations. Simpson and Gangestad (1992) discuss the evolutionary basis for attraction, which includes partner preference for survival means. Given that the two negative behavior descriptions were themed on theft, evolutionary instinct to prefer partners who procure resources may override judgment of theft as a negative behavior. It is possible that different behavior descriptions will have different results, though importance of topic to participants is not thought to be of significance (Byrne & Nelson, 1965b). Byrne (1969) investigated the "attitude-attraction relationship" as well as similarity's influence on attraction. However, his subjects based their judgments on first-person written attitudes, not behavior statements as was done in this

project. Additional limitations of this study include that it takes for granted that participants will base their answers on implied attitude similarity that stems from a reaction to a behavior statement. Participants never actively state whether they agree or disagree with the behavior statements. Rather, they indicate on a 7-point Likert-type scale how similar they believe they are to the target, which may have nothing to do with how they feel about the target's behavior.

Griffitt and Veitch (1974) also studied the relationship between similarity and attraction, noting that similarity may be operationalized differently in a laboratory setting and out in the real world. This may indicate that assessments of similarity and its relationship to attraction in the context of a laboratory may have no relevance at all outside of the lab. Nesler, Storr, and Tedeschi (1993) point out that the combination of questions five (liking) and six (working with) on the IJS (measures of social attraction) may be combining two completely different factors rather than two related factors, depending on the conditions of the experiment. They indicated that, at times, liking and wanting to work with someone may have nothing to do with each other.



A final caveat is that the effects from within-subjects designs are stronger than between-subjects designs, such as this project implemented, because subjects in within-subjects designs serve as their own controls (Byrne, 1971). Byrne, Clore, and Smeaton (1986) indicate that a control condition that presents any information at all can be a confound because any information can be judged to be similar or dissimilar to our own, and therefore affect ratings of attractiveness.

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# APPENDIX A

## Interpersonal Judgment Scale

*Circle the number that best represents your response.*

1. How would you rate this person's intelligence?  
above average      1      2      3      4      5      6      7      below average
2. How knowledgeable is this person about current events?  
below average      1      2      3      4      5      6      7      above average  
knowledge      knowledge
3. How moral is this person?  
extremely      1      2      3      4      5      6      7      extremely  
moral      immoral
4. How adjusted is this person?  
extremely      1      2      3      4      5      6      7      extremely well  
maladjusted      adjusted
5. How do you feel about this person?  
like very much      1      2      3      4      5      6      7      dislike very  
much
6. How would you feel about working with this person?  
dislike very much      1      2      3      4      5      6      7      like very much
7. How would you feel about dating this person?  
like very much      1      2      3      4      5      6      7      dislike very  
much
8. How would you feel about being married to this person?  
dislike very much      1      2      3      4      5      6      7      like very much
9. How sexually attractive is this person?  
extremely      1      2      3      4      5      6      7      extremely  
attractive      unattractive
10. How physically attractive is this person?  
extremely      1      2      3      4      5      6      7      extremely  
unattractive      attractive
11. How much are you similar to this person?  
Very similar      1      2      3      4      5      6      7      very different

## APPENDIX B

### Demographics

**please circle your response**

Age:

18-20

21-23

23-25

25-30

over 30

Current class standing:

*Freshman*

*Sophomore*

*Junior*

*Senior*

Sexual orientation:

*Homosexual*

*Bisexual*

*Heterosexual*

## APPENDIX C

### Photograph





## APPENDIX D

### Information Statements

#### Control

This individual is an undergraduate. She often spends time with members of her family, catching up on old times.

#### Moderate

This individual is an undergraduate. She often takes her mother's credit card without permission and uses it to buy CDs, clothes, and DVDs.

#### Severe

This individual is an undergraduate. When she visits her terminally ill grandmother in the nursing home, she often steals money or jewelry when the residents aren't watching.

## APPENDIX E

### Informed Consent Document

This research experiment seeks to find out how men rate attractiveness. Participants will be asked to read a short paragraph about a woman, look at her picture, and fill out a questionnaire regarding the attractiveness of the woman. The estimated time of completion is approximately fifteen to twenty-five minutes.

All persons who participate in research need to first indicate that they have *voluntarily* agreed to participate and have been provided with enough information to give *informed consent* to participate. Please read this form carefully and be sure that you understand it before you begin participation in this experiment. If you have any questions, please ask the researcher. The main benefit associated with the outcome of this project involves contributing to the research base and providing a greater understanding of how people are affected by attractiveness.

Please note that your responses will be completely anonymous. This means that no one will be able to connect your responses with any information that might possibly identify you. In addition, no reference will ever be made in any verbal or written materials that could link you to this research. Thus, feel free to respond frankly and honestly throughout. The only known risk of participation is that you may not enjoy answering questions. You do not have to answer any questions that you do not want to answer.

By voluntarily agreeing to participate in this research, you are also free to *terminate* your participation *without penalty or repercussion* at any point in time. If you feel you cannot complete this questionnaire, simply tell the researcher and she will promptly destroy your questionnaire. You will still receive an extra credit slip to present to your psychology professor (to be accepted at his or her discretion).

If you give your consent to participate in this research, then please let the researcher know. If you have questions about this study you can contact Kimberly Cabany at 615-319-9185. If you have general questions about giving consent or your rights as a subject you can call the IRB office at (615) 322-2918. This form is yours to keep.

## APPENDIX F

### Debriefing statement

I would like to take this opportunity to explain the purpose of the study you just participated in. First of all, remember that the information you provided is completely anonymous. This means that no one will be able to connect your responses to any personally identifiable information.

In this study, I am interested in whether knowledge of negative behaviors descriptions lowers ratings of social attractiveness. If my assumptions are correct, attractiveness will be rated lower when you learn negative information about the person. I am interested in applying this knowledge to what is called "the Halo Effect", which involves assumptions about people based on their attractiveness.

Once I finish collecting data and performing data analysis, I will know whether or not my hypothesis is correct. Please feel free to contact me if you have any questions regarding the purpose or eventual results of this study. I ask that you do not discuss this project with anyone until the semester is over, as you may be talking to a future participant and may influence their responses when they participate. Thank you for your help with my research.

Sincerely,

Kimberly Cabany  
615-319-9185  
kcabany@yahoo.com

## VITA

Kimberly Michelle Cabany was born in Murfreesboro, Tennessee on March 8, 1980. She attended a variety of elementary schools in both the Middle Tennessee area and in Carlstadt, New Jersey. After graduating from LaVergne High School in 1998, she attended Middle Tennessee State University. In August of 2002, Kim graduated with a Bachelors of Science in Psychology (Pre-graduate concentration). Kim then entered Austin Peay State University to earn her Masters of Science in Guidance and Counseling (Community Counseling concentration) and graduated in December, 2005.