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Everyday Problem Solving  
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Everyday Problem Solving by Hearing-Impaired  
and Normal Hearing High School Students

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Thesis for the Upper Division Honors Program in Psychology

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### Abstract

The purpose of this study was to answer two questions with the use of Cornelius and Caspi's Everyday Problem Solving Inventory. First, are there differences in everyday problem solving styles used by hearing-impaired and normal hearing high school students? Second, regardless of hearing ability, are there sex differences in the everyday problem solving styles used by high school students? The participants for this study were 24 diploma-bound, public high school students from three Louisiana parishes. Half the subjects were female and half were male. Within each sex group, half were hearing-impaired mainstreamed students and half were normal hearing regular classroom students. The hearing loss of hearing-impaired subjects ranged from severe to profound. Contrary to prediction, results of the study suggested that differences in the hearing ability and sex of high school students may not be associated with significant differences in their scores for four everyday problem solving styles.

Everyday Problem Solving by Hearing-Impaired  
and Normal Hearing High School Students

This thesis examines the question of whether hearing-impaired persons acquire problem solving styles that are different from those of normal hearing persons. Due to the nature of their disability, hearing-impaired individuals tend to have life experiences that are very different from those of normal hearing individuals (Altshuler, 1974).

Altshuler (1974) asserts that individuals who are born with hearing-impairment, or who lose their hearing before the age of 2, have great difficulty learning verbal language, which is the "vehicle for socialization and training." Thus, hearing-impairment may restrict an individual's ability to learn a full repertoire of effective social behaviors.

Within the past five years, there have been no published studies on the effects of hearing impairment on everyday problem solving by young adults. The purpose of this study is to answer two questions with the use of Cornelius and Caspi's (1987) Everyday Problem Solving Inventory. First, are there differences in everyday problem solving styles used by hearing-impaired and normal hearing high school students? If there are, it is predicted that normal hearing students will score higher for the problem-focused action style and the cognitive problem analysis style than hearing-impaired students. It also predicted that normal hearing students will score lower for

the passive-dependent behavior style and the avoidant thinking/denial style than hearing-impaired students. Second, regardless of hearing ability, are there sex differences in the everyday problem solving styles used by high school students? If there are, it is predicted that males will score higher for the problem-focused action style and the cognitive problem analysis style than females. It is also predicted that males will score lower for the passive-dependent behavior style and the avoidant thinking/denial style than females.

The everyday problem solving styles identified by Cornelius and Caspi were derived from the problem solving and coping styles named by Denney and Palmer (1981), Billings and Moos (1981), and also by Lazarus and Folkman (1984). The everyday problem solving styles are labeled as follows: problem-focused action (using direct action to deal with the problem immediately), cognitive problem analysis (using thinking skills and other perspectives to work out a solution for the problem), passive-dependent behavior (doing nothing or depending on someone else to solve the problem), and avoidant thinking/ denial (ignoring the problem altogether). Cornelius and Caspi found that the problem-focused action style and the cognitive problem analysis style were rated by judges as effective ways to manage problem situations. The passive-dependent behavior

style and the avoidant thinking/denial style were rated as ineffective problem solving styles.

Cornelius and Caspi (1987) developed the Everyday Problem Solving Inventory to measure age-related changes in problem solving abilities. Cornelius and Caspi followed Goldfried and D'Zurilla's (1969) behavior-analytic model for assessing competence, which they defined as an individual's ability to adapt effectively to particular problem situations. The inventory assesses everyday problem solving styles across the following contexts: the ability to be a smart consumer, to understand complicated information, to run a household, and to work out problems with family members, friends, or coworkers.

Another area of focus in problem solving research is the effect of sex and sex-role orientation on problem solving styles. Beckham, Carbonell, and Gustafson (1988) found that problem solving differences for analytical insight problems were not significantly related to sex or to sex-role orientation in young adults. However, Brems and Johnson (1989) found that for young adults, male sex and a high masculine sex-role orientation led to a tendency to approach problem situations, while female sex and a high feminine sex-role orientation led to a tendency to avoid problem situations. As stated earlier, one of the questions asked in this thesis is whether there are sex differences in

the everyday problem solving styles used by high school students, regardless of hearing ability.

#### Method

##### Subjects

The participants for this study were 24 diploma-bound, public high school students from the following Louisiana parishes: Ascension, Caddo, and East Baton Rouge. The subjects ranged from 15 to 20 years of age, and were from the ninth, tenth, eleventh, and twelfth grades. Half the subjects were female and the other half were male. Within each sex group, half the subjects were hearing-impaired mainstreamed students and half were normal hearing regular classroom students. The hearing loss of the hearing-impaired subjects ranged from severe (71 to 90 decibels) to profound (greater than 90 decibels). Four of the subjects were African-American, and 20 of the subjects were Caucasian. The subjects were recruited through personal contact, and their participation was voluntary.

##### Materials

Each data packet (see Appendix) contained a consent form, a demographics questionnaire, an audiological questionnaire, and the Everyday Problem Solving Inventory (Cornellius & Caspi, 1987). The consent form required the signatures of both the subject and his or her parent or legal guardian. The demographics questionnaire followed a standard format. The audiological questionnaire was adapted

from the Adult Audiological Case History Form used by the Speech and Hearing Clinic at Louisiana State University in Baton Rouge. The Everyday Problem Solving Inventory presents 24 everyday problem scenarios, each with four given possible solutions. Unknown to the subjects, each given solution represents one of the four different everyday problem solving styles (problem-focused action, cognitive problem analysis, passive-dependent behavior, avoidant thinking/denial). A 5-point scale is provided for the subjects to indicate how likely they would be to use each solution. A rating of 1 means "Definitely would not do", while a rating of 5 means "Definitely would do." The data packets were distributed in individual, stamped, 9 in. by 12 in. brown envelopes so they could be mailed back to the researcher upon completion.

#### Design and Procedure

For each hearing-impaired subject, a normal hearing matched subject was arbitrarily selected by a school administrator or, in cases where that was not feasible, by the hearing-impaired subject himself. The normal hearing matched subject had to be the same sex and race, and in the same grade and school as the hearing-impaired subject. They did not have to be the same age. Thus, there were 6 subjects in each of the following groups: hearing-impaired females, normal hearing females, hearing-impaired males, and normal hearing males. Each subject was given a data packet



to take home and fill out on his or her own. The completed packets were sealed in the brown envelopes and mailed back to the researcher.

### Results

From the Everyday Problem Solving Inventory, a problem-focused action score, a cognitive problem analysis score, a passive-dependent behavior score, and an avoidant thinking/denial score were derived for each subject. A one-way analysis of variance was conducted for each everyday problem solving style to compare the mean scores of the four subject groups (hearing-impaired females, normal hearing females, hearing-impaired males, normal hearing males). Contrary to prediction, differences in the hearing ability and sex of high school students do not seem to lead to significant differences in their scores for each everyday problem solving style. As shown in Table 1 and Figure 1, the mean scores of the four subject groups do not differ significantly for the problem-focused action style,  $F(3, 20) = 1.14$ ,  $p=.36$ , the cognitive problem analysis style,  $F(3, 20) = 0.51$ ,  $p=.69$ , the passive-dependent behavior style,  $F(3, 20) = 0.25$ ,  $p=.86$ , or the avoidant thinking/denial style,  $F(3, 20) = 0.50$ ,  $p=.69$ .

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Insert Table 1 about here

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Insert Figure 1 about here

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### Discussion

The results suggest that there were no differences in the everyday problem solving styles used by hearing-impaired and normal hearing high school students who participated in this study. The results also suggest that, regardless of hearing ability, there were no sex differences in the everyday problem solving styles used by the same group of high school students. In order to generalize these findings, it would be necessary to rerun this study with a much larger subject group. Nevertheless, it is interesting to note that the hearing-impaired subjects seemed to be as well-adjusted as the normal hearing subjects when measured by the Everyday Problem Solving Inventory. This contrasts with the suggestion by Macklin and Matson (1985) that deaf children and preadolescents are less socially adept than normal hearing children and preadolescents. In that study, the subjects who were deaf attended a residential school. In this study, the hearing-impaired subjects attended regular classrooms in public schools. Hearing-impaired students who are mainstreamed in the public schools probably are better adjusted than those who attend residential schools for the hearing-impaired.

It is also interesting to note the scatterplot pattern of the mean scores for the everyday problem solving styles shown in Figure 1. Within each of the four groups of subjects who participated in this study (hearing-impaired females, normal hearing females, hearing-impaired males, normal hearing males), the scatterplot shows a pattern of mean scores that are higher for the problem-focused action style and the cognitive problem analysis style than for the passive-dependent behavior style and the avoidant thinking/denial style. This pattern is ideal because the former two styles were rated as effective problem solving styles, while the latter two styles were rated as ineffective ways to solve problems (Cornelius & Caspi, 1987). Figure 1 seems to suggest that for this particular subject population, not only were the hearing-impaired subjects as well-adjusted as the normal hearing subjects, but also that the entire subject group was well-adjusted. This might be an explanation for why no significant results were found.

Today, more than ever, problem solving abilities are important for individuals who must be able to adapt quickly to the ever-changing American society. Elkind (1981) states: "The bewildering rapidity and profound extent of ongoing social change are the unique hallmarks of our era, setting us apart from every previous society. For us, in the foreseeable future, nothing is permanent. Stress is an

organism's reaction to this change, this impermanence." The stress to which Elkind refers can be managed more effectively by individuals with adaptive everyday problem solving skills, than by individuals without such skills. The hearing-impaired high school students who participated in the study appear to be capable of solving the problems they will encounter in the world of the hearing. As students mainstreamed in the public schools, they have had the opportunity and the necessity to develop effective skills for solving everyday problems.

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Appendix

## Consent Form

Dear Participant:

Please read and sign this form BEFORE filling out the questionnaires.

The purpose of this study is to find out how individuals react to different situations they might encounter in their daily lives.

Your participation in this study must be voluntary, and you have the right to withdraw from the study at any time. However, whether or not they are completed, the consent form and the questionnaires must be returned to the researcher. If the consent form and/or the questionnaires are not properly filled out, those data cannot be used. All data that are used will be confidential and will be available only to the researchers. Complete anonymity of the participants will be maintained. Your name will not be used in any reports of this research. If you voluntarily choose to participate in this study, you AND your parent or legal guardian must indicate your consent by signing this form. If you have any questions, please call me at 504-293-2996. This research is being supervised by Dr. Robert Coon, Department of Psychology, Louisiana State University.

Thank you for your time!

Sincerely,



Karen Fitzsimons  
Researcher

I have read and understood the above statement. All of my questions have been answered, and I voluntarily agree to participate in this study.

Participant's name (print) \_\_\_\_\_

Participant's signature \_\_\_\_\_

Parent/Legal guardian's signature \_\_\_\_\_

Date \_\_\_\_\_



## Demographics Questionnaire

Please answer ALL of the following questions. Use a blue or black ink pen, and be sure to print clearly. Thank you.

1. Date of birth:
2. Age:
3. Sex:
4. Religion:
5. Race / National origin:
6. Is English your native language?:
7. Marital status:
8. Number of children you have:
9. Number of brothers you have:
10. Number of sisters you have:
11. In which Louisiana parish do you attend school?:
12. Current high school grade level:
13. Do you plan to graduate from high school?:
14. Do you plan to attend college?:
15. Mother's highest level of education:
16. Father's highest level of education:
17. Spouse's highest level of education:
18. Mother's occupation:
19. Father's occupation:
20. Spouse's occupation:
21. Your occupation (if any):
22. Are you in good health?:
23. List any physical disabilities you have:

## Audiological Questionnaire

Please answer ALL of the following questions to the best of your ability. If a question does not apply to you, leave it blank. Use a blue or black ink pen, and be sure to print clearly. Thank you.

1. Do you have a hearing loss? (circle one) yes no
  - a. In which ear(s)? (circle one) right left both
  - b. How would you describe your hearing loss? (circle one)  
mild moderate severe profound
  - c. What is your hearing loss in decibels?  
right ear \_\_\_\_\_ left ear \_\_\_\_\_
  - d. At what age did your hearing loss occur? \_\_\_\_\_
  - e. Was your hearing loss gradual or sudden? \_\_\_\_\_
  - f. What caused your hearing loss? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Do you wear hearing aids? (circle one) yes no
  - a. In which ear(s)? (circle one) right left both
  - b. At what age did you begin using hearing aids? \_\_\_\_\_
  - c. Are your hearing aids helpful? (circle one) yes no
  - d. Do you like your hearing aids? (circle one) yes no
3. Are you able to tell what direction a sound is coming from? (circle one) yes no
4. Do you have trouble hearing in noisy situations?  
(circle one) yes no
5. Are you able to hear on the telephone?  
(circle one) yes no
6. Do you lip-read? (circle one) yes no
7. When communicating with others, do you prefer to use speech or sign language? \_\_\_\_\_
8. Do you attend a special school for students with hearing impairments? (circle one) yes no
9. Has anyone else in your family had a hearing loss?  
(circle one) yes no
  - a. How are those persons related to you? \_\_\_\_\_  
\_\_\_\_\_
  - b. Do they wear hearing aids? (circle one) yes no
10. Is there any additional information about your hearing loss that you would like to share? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Everyday Problem Solving Inventory (Form A)

On the following pages, situations are listed that people might experience in their daily lives. We are interested in how people deal with situation when they arise. Certainly people can react in a variety of ways. In this questionnaire, after each situation is described, four ways of reacting to it are listed. We are interested in knowing how likely it is that you would respond in various ways to the situations. Imagining yourself in the situation, decide how likely it is that you would act in each of the four ways described. Circle the number on the right that corresponds to the following 5-point scale:

- 1 = definitely would not do
- 2 = probably would not do
- 3 = uncertain; may or may not do
- 4 = probably would do
- 5 = definitely would do

Here is an example:

---

1. After inviting a friend to lunch, you discover when you are ready to pay the bill that you have forgotten your billfold.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. Excuse yourself and make a phone call to someone to bring you some money.                 | 1 | 2 | 3 | 4 | 5 |
| B. Leave your watch or other valuable property as security and return to pay the bill later. | 1 | 2 | 3 | 4 | 5 |
| C. Ask the restaurant manager to give you credit.  | 1 | 2 | 3 | 4 | 5 |
| D. Ask your friend to pay the check, explaining your predicament.                            | 1 | 2 | 3 | 4 | 5 |
- 

Circle the number of the answer choice for each of the responses A to D that best indicates how likely you would react in this fashion. For example, if you probably would not call to have someone bring you money (Response A) circle number 2. If you probably would leave something valuable so that you could pay later (Response B), circle number 4. If you probably would not ask the manager for credit (Response C), you would circle number 2. If you definitely would ask your friend to pay the check (Response D), circle number 5.

Please circle for each of the responses A to D the answer choice that best indicates how likely you would react in that way. Each of the responses should be considered independently, and it is okay to circle the same answer choice for two or more different responses.

When you are certain you understand, please answer the items as explained.

- 1 = definitely would not do
- 2 = probably would not do
- 3 = uncertain; may or may not do
- 4 = probably would do
- 5 = definitely would do

1. You lost or broke an expensive item you borrowed from someone.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Blame someone else for the situation.                | 1 | 2 | 3 | 4 | 5 |
| B. Tell the person and offer to replace it.             | 1 | 2 | 3 | 4 | 5 |
| C. Realize it was an accident and not intentional.      | 1 | 2 | 3 | 4 | 5 |
| D. Ask someone to help you try to find or fix the item. | 1 | 2 | 3 | 4 | 5 |

2. You would like to leave your home at night to attend a meeting or concert but are unsure whether it is safe for you to be out alone.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Ask someone to accompany you.              | 1 | 2 | 3 | 4 | 5 |
| B. Take precautions to insure your safety.    | 1 | 2 | 3 | 4 | 5 |
| C. Re-evaluate how important it is to attend. | 1 | 2 | 3 | 4 | 5 |
| D. Avoid worrying about it.                   | 1 | 2 | 3 | 4 | 5 |

3. After waiting for several weeks to get a pair of shoes repaired, you go to pick them up. The store manager tells you that an employee quit recently so that they are still not fixed.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. Complain to others about the poor service you received. | 1 | 2 | 3 | 4 | 5 |
| B. Accept the delay and continue waiting.                  | 1 | 2 | 3 | 4 | 5 |
| C. Pick up the shoes and take them elsewhere to be fixed.  | 1 | 2 | 3 | 4 | 5 |
| D. Be sympathetic with the store manager's predicament.    | 1 | 2 | 3 | 4 | 5 |

4. You have a landlord who refuses to make some expensive repairs you want done because he or she thinks they are too costly.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. Try to make the repairs yourself.   | 1 | 2 | 3 | 4 | 5 |
| B. Try to understand your landlord's view and decide whether they are necessary repairs. | 1 | 2 | 3 | 4 | 5 |
| C. Accept the situation and don't dwell on it.   | 1 | 2 | 3 | 4 | 5 |
| D. Try to get someone to settle the dispute between you and your landlord.               | 1 | 2 | 3 | 4 | 5 |

5. You have done something that offended one of your friends.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Try to understand why your friend was offended and think of ways to make amends.       | 1 | 2 | 3 | 4 | 5 |
| B. Do not say anything to your friend and let it go at that.                              | 1 | 2 | 3 | 4 | 5 |
| C. Ignore your friend's reaction and do not dwell on it.                                  | 1 | 2 | 3 | 4 | 5 |
| D. Apologize to your friend by explaining that you had not intended to offend him or her. | 1 | 2 | 3 | 4 | 5 |

6. You are shopping for an item for your home. A salesman at the store is trying to sell you a better quality product, but it is more expensive than you would like to pay.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Let another family member or friend who would use the product make the decision.   | 1 | 2 | 3 | 4 | 5 |
| B. Ignore the sales pitch and leave without the item.   | 1 | 2 | 3 | 4 | 5 |
| C. Buy the product you originally were interested in telling the salesman you are not interested in the better quality product. | 1 | 2 | 3 | 4 | 5 |
| D. Try to weigh whether the better quality product is really worth the extra money.   | 1 | 2 | 3 | 4 | 5 |

7. You have let your home become too cluttered with items you use infrequently but which have much sentimental value for you.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Enjoy the items and do not worry about the clutter.                          | 1 | 2 | 3 | 4 | 5 |
| B. Discard the items by giving them to a charity or friends who could use them. | 1 | 2 | 3 | 4 | 5 |
| C. Keep the items in a storage area.  | 1 | 2 | 3 | 4 | 5 |
| D. Decide it is foolish to be so sentimental.                                   | 1 | 2 | 3 | 4 | 5 |

8. You continually receive mail advertisements from a firm for products you do not want and have no desire of purchasing.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Write the firm sending the advertisements and request that your name be removed from the mailing list. | 1 | 2 | 3 | 4 | 5 |
| B. Continue receiving the advertisements.   | 1 | 2 | 3 | 4 | 5 |
| C. Try to figure out how the firm obtained your name.   | 1 | 2 | 3 | 4 | 5 |
| D. Discard the advertisements without opening them.   | 1 | 2 | 3 | 4 | 5 |

9. You are trying to find an item of clothing in a style you like, but you are unable to find it after shopping for several hours.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. Convince yourself that the style is not really that important to you.   | 1 | 2 | 3 | 4 | 5 |
| B. Consider several alternatives such as sewing the item yourself, trying to order the item through a store, think about stores that probably would have the style you want. | 1 | 2 | 3 | 4 | 5 |
| C. Give up looking and go home.  | 1 | 2 | 3 | 4 | 5 |
| D. Continue looking until you find it.   | 1 | 2 | 3 | 4 | 5 |

10. You see a friend several times with a person who is not his/her spouse and suspect that the friend may be having an affair.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. Mention to your friend's spouse your suspicions.                                    | 1 | 2 | 3 | 4 | 5 |
| B. Avoid the friend and mind your own business.  | 1 | 2 | 3 | 4 | 5 |
| C. Try to figure out other reasons why your friend and this person are often together. | 1 | 2 | 3 | 4 | 5 |
| D. Confront your friend with your suspicion.   | 1 | 2 | 3 | 4 | 5 |

11. You would like to buy a birthday gift for a friend but cannot afford it at the time.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Ask a family member to give you the money to buy the gift. | 1 | 2 | 3 | 4 | 5 |
| B. Decide it's not important whether you give a gift.         | 1 | 2 | 3 | 4 | 5 |
| C. Make a homemade gift out of materials you have on hand.    | 1 | 2 | 3 | 4 | 5 |
| D. Ignore the friend's birthday.                              | 1 | 2 | 3 | 4 | 5 |

12. You are with a group of people who begin to gossip about one of your friends.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Realize that the gossip reflects poorly on the people and less on your friend's character. | 1 | 2 | 3 | 4 | 5 |
| B. Daydream until the conversation turns to another topic.                                    | 1 | 2 | 3 | 4 | 5 |
| C. Just sit and listen.   | 1 | 2 | 3 | 4 | 5 |
| D. Speak up on behalf of your friend.   | 1 | 2 | 3 | 4 | 5 |

13. You are trying to repair a small home appliance. When you reassemble it, the appliance still is not working properly.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. Wait until someone can help you.  | 1 | 2 | 3 | 4 | 5 |
| B. Get the owner's manual and search for possible reasons that the appliance is still not operating. | 1 | 2 | 3 | 4 | 5 |
| C. Lose your patience and do something else.   | 1 | 2 | 3 | 4 | 5 |
| D. Start over in the steps you have followed and see where you may have made a mistake.              | 1 | 2 | 3 | 4 | 5 |

14. In grocery shopping, you find that many items (e.g., spices, fruits, etc.) are packaged in quantities that are much larger than your needs.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. Try to figure out how much waste will be involved if you purchase the packaged items. | 1 | 2 | 3 | 4 | 5 |
| B. Buy the items and give the excess quantity to someone else.                           | 1 | 2 | 3 | 4 | 5 |
| C. Go to another store where you can select the exact amount you want.                   | 1 | 2 | 3 | 4 | 5 |
| D. Buy the items and do not worry about throwing away the excess when it spoils.         | 1 | 2 | 3 | 4 | 5 |



15. You wish to spend more time socializing with certain friends but are unable to find a mutually convenient time when you and they are both free.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Accept the situation and just hope that you will have a chance sometime in the future to get together. | 1 | 2 | 3 | 4 | 5 |
| B. Wait for them to make time in their schedules that is good for you.                                    | 1 | 2 | 3 | 4 | 5 |
| C. Try to figure out various ways you could alter your schedule to make time.                             | 1 | 2 | 3 | 4 | 5 |
| D. Change your schedule to accommodate to their free time.  | 1 | 2 | 3 | 4 | 5 |

16. A friend criticizes you for an important decision you made about one of your children or parents.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Ignore the criticism.  | 1 | 2 | 3 | 4 | 5 |
| B. Accept the criticism and re-evaluate your decision.            | 1 | 2 | 3 | 4 | 5 |
| C. Tell the friend it is none of his or her business.             | 1 | 2 | 3 | 4 | 5 |
| D. Explain your decision and try to change your friend's opinion. | 1 | 2 | 3 | 4 | 5 |

17. Because of a lack of time you have let household chores begin piling up.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Try to cut down on your other activities until you have completed the chores.          | 1 | 2 | 3 | 4 | 5 |
| B. Decide what is most important to do and consider different ways of spending your time. | 1 | 2 | 3 | 4 | 5 |
| C. Let someone else do the chores for you.  | 1 | 2 | 3 | 4 | 5 |
| D. Tell yourself that it is not worth being upset about.                                  | 1 | 2 | 3 | 4 | 5 |

18. You have some neighbors with a pet or children who make so much noise that it bothers you.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Speak to the neighbors about it and try to get them to keep their pet or children more quiet.            | 1 | 2 | 3 | 4 | 5 |
| B. Keep your feelings to yourself.  | 1 | 2 | 3 | 4 | 5 |
| C. Ask a family member or another neighbor who also feels bothered to talk to the neighbor about the noise. | 1 | 2 | 3 | 4 | 5 |
| D. Consider various ways to handle the problem.   | 1 | 2 | 3 | 4 | 5 |

19. You would like to get some friends to come visit you more often.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Try to figure out why they do not seem to make an effort to visit you.       | 1 | 2 | 3 | 4 | 5 |
| B. Invite them to your home.  | 1 | 2 | 3 | 4 | 5 |
| C. Do not be overly concerned about it and turn your attention to other things. | 1 | 2 | 3 | 4 | 5 |
| D. Accept the situation and do nothing.   | 1 | 2 | 3 | 4 | 5 |

20. There have been a number of burglaries near your home in recent months.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Think how lucky you are that nothing has happened to your home and do not be overly concerned.                           | 1 | 2 | 3 | 4 | 5 |
| B. Consider several ways you might try to increase your own safety.   | 1 | 2 | 3 | 4 | 5 |
| C. Buy security devices (e.g., extra locks, home burglary systems) to protect your home or join a neighborhood crime watch. | 1 | 2 | 3 | 4 | 5 |
| D. Let law enforcement officials try to do something about the situation.   | 1 | 2 | 3 | 4 | 5 |

21. You are confronted by a salesman who tries to sell you something you are not interested in.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. Listen patiently to the sales pitch.                    | 1 | 2 | 3 | 4 | 5 |
| B. Imagine yourself in his type of job.                    | 1 | 2 | 3 | 4 | 5 |
| C. Think about other things until he has finished talking. | 1 | 2 | 3 | 4 | 5 |
| D. Tell the salesman immediately you are not interested.   | 1 | 2 | 3 | 4 | 5 |

22. A small electrical appliance (e.g., a lamp, clock, iron) you bought at a garage sale appears to have a short in the wire.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. Buy the supplies and rewire the appliance yourself.                                       | 1 | 2 | 3 | 4 | 5 |
| B. Complain to someone that you were tricked since you thought it worked when you bought it. | 1 | 2 | 3 | 4 | 5 |
| C. Try to analyze whether it's worth the effort to fix or return.                            | 1 | 2 | 3 | 4 | 5 |
| D. Take the appliance to a repairman and have it fixed for you.                              | 1 | 2 | 3 | 4 | 5 |

23. You feel lonely because one of your friends has moved away or died.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Try to step back from the situation and be more objective. | 1 | 2 | 3 | 4 | 5 |
| B. Try to make some new friends.                              | 1 | 2 | 3 | 4 | 5 |
| C. Wait for someone to cheer you up.                          | 1 | 2 | 3 | 4 | 5 |
| D. Avoid thinking about your friend.                          | 1 | 2 | 3 | 4 | 5 |

24. You need to buy a number of things before leaving on a two-week vacation but you do not feel like spending most of the day before leaving doing the shopping.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. Delay you trip until you can begin it relaxed and rested.  | 1 | 2 | 3 | 4 | 5 |
| B. Let someone else shop for you or help you.   | 1 | 2 | 3 | 4 | 5 |
| C. Avoid letting the hassles of last-minute shopping interfere with the enjoyment of beginning your vacation. | 1 | 2 | 3 | 4 | 5 |
| D. Determine what is absolutely necessary to purchase.  | 1 | 2 | 3 | 4 | 5 |

Author Notes

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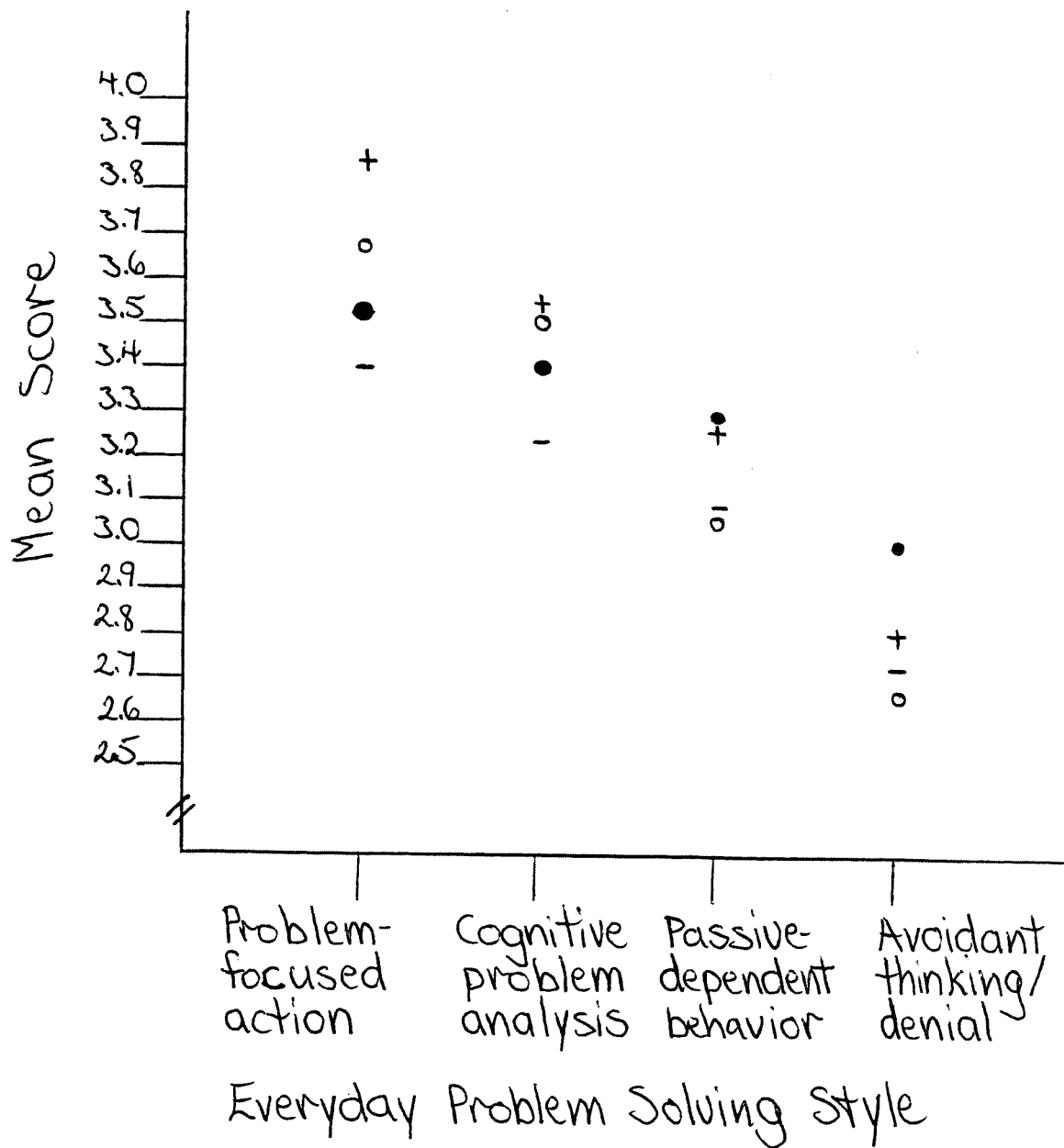
Table 1

Mean Scores for the Everyday Problem Solving Styles

Subject group	Problem-action	Cognitive problem analysis	Passive-dependent behavior	Avoidant thinking/denial
Hearing-Impaired Females	<u>M</u> 3.82 <u>SD</u> 0.41	3.56 0.40	3.25 0.77	2.80 0.60
Normal Hearing Females	<u>M</u> 3.69 <u>SD</u> 0.26	3.50 0.29	3.06 0.36	2.67 0.27
Hearing-Impaired Males	<u>M</u> 3.40 <u>SD</u> 0.60	3.23 0.74	3.09 0.44	2.72 0.64
Normal Hearing Males	<u>M</u> 3.51 <u>SD</u> 0.40	3.40 0.44	3.27 0.45	3.00 0.46

Figure Caption

Figure 1. Mean scores for the everyday problem solving styles.



+ Hearing-Impaired Females

o Normal Hearing Females

- Hearing-Impaired Males

• Normal Hearing Males