FAMILY CHARACTERISTICS AND ADAPTATION

IN FAMILIES WITH ADOLESCENTS

by

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Committee Chairman: Jay A. Mancini, Ph.D.

(ABSTRACT)

Family characteristics and their typologies were examined in relationship to family adaptation in 97 nonclinical families with adolescents. Cohesion, adaptability, and satisfaction were measured by Family Adaptability and Cohesion Evaluation Scales III. Quantity of family time and routines and value of family time and routines were assessed using an adapted version of the Family Time and Routines Index. The dependent variable, family adaptation, was obtained using the Family Member Wellbeing Index. Neither the Rhythmic Typology nor the Balanced Typology had significant differences in family across typology groups. Multiple regression analyses showed that the only family characteristic that explained variance in family adaptation was family satisfaction (Beta=.22, p < .05). The results suggest that it may be too simplistic to expect family characteristics or typologies alone to explain variance in family adaptation. The characteristics need to be examined in conjunction with stress theory variables.
ACKNOWLEDGEMENTS

I would like to thank my chair, Jay A. Mancini, for the freedom to think on my own, for his continual support, and for his patience throughout this endeavor.

I also appreciate the input from committee members: Linda Thompson, Michael Sporakowski, and Cosby Rogers.

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Family Characteristics and Adaptation in Families with Adolescents

Many researchers (Epstein, Bishop, & Levin 1978; Olson, Russell, & Sprenkle, 1979; Reiss & Oliveri, 1982; Van Der Veen, Hueber, Jorgens, & Neja, 1964;) have examined family functioning. Family functioning, in actuality, parallels the concept of family adaptation. Only recently, however, has there been any collaboration between family functioning research and family stress research, particularly family adaptation.

One model of family functioning, the Circumplex Model (Olson, Russell, & Sprenkle, 1979), suggests that cohesion and adaptability are the two major variables predicting family functioning. Most of the studies investigating the Circumplex Model compare "poorly functioning" families to "healthy" families. The results from these studies show that there are significant differences in the levels of cohesion and adaptability between "poorly functioning" families and "healthy" families, e.g., clinical vs. non-clinical (Sprenkle & Olson, 1978; Clarke, 1984), high functioning vs. low functioning (Russell, 1979), chemically dependent vs. non-chemically dependent (Olson & Killorin, 1984), and high-risk vs. low-risk (Garbarino,
The assumption follows that cohesion and adaptability would correlate highly with how well families handle stress. Olson, McCubbin, Barnes, Larsen, Muxen, & Wilson, (1983a), however, found that cohesion and adaptability correlated modestly with coping ($r < .30$). The measure of coping in Olson and colleague's study was F-COPES (McCubbin, Olson, & Larsen, 1981). F-COPES reveals how people cope and how much they use coping behaviors. Boss (1986) argues that although families have these skills and resources, it can not be implied that families will use them or use them to their benefit. Therefore, measures of coping do not adequately assess the relationship between the stress process and the two family characteristics, cohesion and adaptability. Coping is a moderating variable in the stress process (see flow chart in Appendix A), while family adaptation is the outcome of family coping (McCubbin & Thompson, 1987). It would follow then that family adaptation, not coping, should be measured.

McCubbin and Thompson (1987) pursued the family characteristics line of thinking as a viable alternative for explaining differences in family coping. They presented four typologies: regenerative, rhythmic,
traditionalistic, and resilient. McCubbin (1987b) prefers the rhythmic typology because it explains the variance in family coping better than any other typology.

The present research addresses the following questions:
1. How do the Balanced and Rhythmic typologies relate to adaptation? 2. Do any of the following family characteristics explain differences in adaptation: quantity of family time and routines, value of family time and routines, cohesion, satisfaction, and adaptability?
Review of Literature

Family Stress

One of the earliest frameworks for family stress theory was developed by Reuben Hill (1949, 1958). Hill investigated how families coped with war separation i.e., a father's absence and his return. From this study, he developed the ABCX model of family stress, where family stress is defined as an imbalance, whether actual or perceived, between demand and capacity. "A" is defined as the stressor event, "B" stands for the resources, and "C" equals the meaning that the family gives to the event. These factors influence "X" which is the crisis.

The ABCX model only looks at pre-crisis variables and does not address coping, so McCubbin and Patterson (1983a, b) expanded it to incorporate coping. McCubbin and Patterson (1983a, b) developed the Double ABCX model. This is a temporal model adding an adjustment and accommodation phase. After "X", are post-crisis variables such as: "Aa", the pileup of stressors; "Bb", the new resources; and "Cc", the new meaning that the family has given the event. "Xx" is adaptation; it is measured on a continuum ranging from bonadaptation to maladaptation.

Extending the ABCX model further, McCubbin and
Thompson (1987) added more family characteristics and introduced the T-Double ABCX model. Family characteristics are central to this model. The new family variables are: 1) "V" = the family's level of vulnerability. (Vulnerability is a combination of the family's life cycle stage and concurrent pileup stressors). 2) "T" = family's typology. (Family typologies summarize information and express the amount of two family characteristics that a family has by classifying the family into a specific type. Several typologies exist.) 3) "PSC" = family's problem-solving and coping capacity. (Problem solving and coping are the actions or behaviors which family members employ to change, accept, or avoid a crisis situation.) 4) "R" = family's level of regenerativity. (Regenerativity is a positive factor, but it has not yet been defined.) 5) "CCC" = family's world view. (The family's schema is the set of beliefs which a family holds about itself in relation to each other and other systems, e.g., the community. In addition, "X", in this model, can be either maladjustment, adjustment, or crisis. "X" is on a continuum because not all families have a crisis. "Xx" has also been explained in more detail; family adaptation is defined as "the outcome of family efforts to achieve a new level of balance and fit after a family
crisis" (McCubbin & Thompson, 1987, p.309). In order to measure family adaptation indirectly, two assumptions must be accepted: Family stress has an impact upon the family unit as a whole, as subsets, and as individuals. Secondly, the negative consequences are evident through breakdown in the whole family system, or "the quality of the relationship within and among subsystems in the family unit, and/or the psychological and physical health status of family members" (McCubbin & Thompson, 1987, p. 310).

From this review, it is apparent that family stress theory has been refined and expanded; however, in 1983, adaptation was still strictly a descriptive term. Not until 1987 do McCubbin & Thompson operationalize adaptation. Furthermore, they have added many family characteristics to their latest model, but few empirical studies testing this family stress theory have been done.

Family Typology

One of the earliest studies using family characteristics was by Angell (1936). He did an after-the-fact study of how families coped with the Depression. Families were categorized into one of eight groups according to how high/low they scored on two dimensions, integration and adaptability. Integration
was characterized by how unified or bonded a family was. Adaptability was defined as flexibility. Angell then examined how different categories of families coped.

Furthering Angell's research, Olson, Sprenkle, and Russell (1979) developed the Circumplex Model. The Circumplex Model classifies families according to their degree of cohesion and adaptability. Adaptability and cohesion are the synthesis of over 50 terms used to express family dynamics (Olson & McCubbin, 1982). Cohesion is defined as how emotionally involved family members are. Adaptability represents the family's ability to change. A family typology, the Balanced Typology, was developed by cross-partitioning these two variables. Cohesion and adaptability are each divided into four categories ranging from high to low and combined to form sixteen cell types. From this, three broader types have also been classified—balanced, mid-range, and extreme. Balanced families score moderately on both cohesion and adaptability whereas mid-range families are extreme on one dimension and moderate on the other. Receiving extreme scores on both dimensions places a family into the extreme family type (Olson, 1986; Olson, Russell, & Sprenkle, 1980; Olson, Russell, & Sprenkle, 1983).
Regarding these two dimensions, the Circumplex Model hypothesizes that:

1. Moderate levels of cohesion and adaptability allow for better family functioning than do extreme amounts.
2. Families with moderate amounts of cohesion and adaptability, i.e., balanced families, have a broader range of behaviors to apply to situations. Therefore, they can handle change more readily than families with extreme levels.
3. If all family members are satisfied, then family functioning will be adequate.
4. Balanced families are able to alter their levels of cohesion and adaptability, whereas extreme families cannot (Olson, Russell, & Sprenkle, 1983, pp. 63-65).

Family satisfaction is an important variable in the Circumplex Model. Family satisfaction is the inverse of the discrepancy between the ideal vs. actual perceptions of a family by its members (Olson, Portner, & Lavee, 1985). Although the definition of family satisfaction can be argued as invalid conceptually (Bird, 1988), the discrepancy between the ideal and perceived scores is important regardless of the name it is given. Examining in before and after treatment of alcoholics, Bonk (1984) found a significant change in family satisfaction, not cohesion or adaptability.
Olson, Portner, & Lavee (1985) suggested that family satisfaction might be a possible variable in explaining family functioning since families from various ethnic groups and cultures often desire and exhibit high levels of cohesion yet are well adapted (e.g., Mormons--Schvandevelt, 1973; Amish--Wittmer, 1973).

The Rhythmic Typology looks at the quantity and value of family time and routines. It is based on work by Boyce, Jensen, and colleagues. Prior to Boyce, Jensen, Cassel, Collier, Smith, & Ramsey (1977), only descriptive studies on everyday family routines existed, e.g., Bossard and Boll (1950). Regularity, e.g., regular eating and sleeping, however, had been correlated with health (Belloc, 1973). Boyce et al. (1977) hypothesized that family routines, because they provided continuity, were preventive against illness. Fifty-eight pre-school and school-age children were followed for one year. Results showed that the combined influence of life events and the degree of family routinization was significantly related to the severity of respiratory illness in children. Boyce, Jensen, James, & Peacock (1983) and Jensen, James, Boyce & Hartnett (1983) continued this line of research. They found that routines are common to all families
regardless of race and class. Furthermore, some routines have symbolic content. They also developed a measure of family routinization, the Family Routines Inventory. Family routines were defined as predictable, repetitive behaviors or patterns dealing with everyday life and involving two or more family members.

McCubbin has extended the idea of a relationship existing between routinization and physical health to look at the relationship between family routines and family stress. Hence, they developed the Rhythmic Typology. The Rhythmic Typology cross-partitions the quantity of family time & routines and value of family time & routines. Each variable is divided into two groups, high or low, creating the four following categories—intentional, unpatterned, structuralized, and rhythmic. Intentional families value family time and routines highly but lack these in actuality. Unpatterned families do not practice or value family time and routines, while the structuralized family does not value the practice but has many family time and routines. In contrast, the rhythmic family type is high on both quantity and value of family time and routines (McCubbin & Thompson, 1987). Of these four groups, families in the rhythmic family type are hypothesized to
handle stress the best (McCubbin & Thompson, 1987); this typology, however, has not been correlated to adaptation in the current literature. Thus, the family types are defined, but further research on family typologies is needed (McCubbin, 1987).

Summarizing the literature reviewed, the Balanced Typology has been developed over time; the Rhythmic Typology is relatively new and untested. Both typologies have been suggested as important variables in family stress theory, but neither has been related to adaptation.

Rationale and Hypotheses

There has been a lack of research on family-stress theory using "normal" families (Lavee, McCubbin, & Olson, 1987); the present study will utilize a "normal" population. Secondly, this study will further the research on typologies and family stress by relating the Balanced and Rhythmic Typologies to family adaptation (see Appendix C). Previously, only the relationship between the Balanced Typology and family coping was examined. The multitude of studies, their findings, and the sheer number of years spent researching cohesion and adaptability, all lend credibility to the significance which cohesion and adaptability play as major
determinants of family functioning. Most of the studies on cohesion and adaptability, however, define "poorly functioning" and "healthy" by the lack or presence of one dimension, e.g., sexual abuse, alcoholism, etc. It involves a huge leap to go from one dimension to the whole concept, family functioning. This study attempts to test this generalization. There are differences in cohesion and adaptability among groups differing on one dimension; do cohesion and adaptability account for a majority of the variance in general family functioning? A measure of family adaptation is utilized because it is conceptually the same as family functioning. Both consider family "fit". The following hypotheses were tested:

1. The following family characteristics (quantity of family time and routines, value of family time and routines, satisfaction, cohesion, and adaptability) fail to explain a significant amount of variability in adaptation.

2. There is no difference in adaptation across the following groups: balanced, mid-range, and extreme.

3. There is no difference in adaptation across the following Rhythmic Typology groups: unpatterned, intentional, structuralized, and rhythmic.
Methodology

Subjects

The sample consisted of 11th and 12th graders in Dunlap, Illinois and their parents. These students attend a public high school representing approximately 94% of the total high-school population in the area. Of the 16-19-year-old population in Dunlap, Illinois, approximately 70% is enrolled in school (U.S. Department of Commerce, 1983). The total number of students approached regarding participation in the study was 190. Completed, usable surveys were returned by 51% or 97 students and their parents. For a comparison of the sample's scores to norms on the instruments, see Table 1.

The sample was predominately Caucasian (98%). The respondents were predominately Protestant (73% of the mothers, 79% of the fathers), with Catholicism the next most frequently indicated religion (21% of the mothers and 12% of the fathers). Most of the parents were in their first marriage (71% of the mothers, 89% of the fathers). Few fathers in the sample were unmarried; thus, most of the single-parent families involved mothers and children. Single-parent families made up 18% of the sample. Most of the parents were educated; two thirds of them had at least some college education.
TABLE 1: Descriptive Statistics Comparing the Sample's Scores to Normative Scores.

<table>
<thead>
<tr>
<th>Scale</th>
<th>SAMPLE M</th>
<th>SD</th>
<th>NORM M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFILE</td>
<td>8.4</td>
<td>5.2</td>
<td>7.5</td>
<td>5.3</td>
</tr>
<tr>
<td>FILE (mother)</td>
<td>9.52</td>
<td>5.3</td>
<td>9.21</td>
<td>5.6</td>
</tr>
<tr>
<td>FILE (father)</td>
<td>8.44</td>
<td>4.9</td>
<td>8.42</td>
<td>6.1</td>
</tr>
<tr>
<td>FACES:COHESION (family scores)</td>
<td>36.0</td>
<td>6.1</td>
<td>37.1</td>
<td>6.1</td>
</tr>
<tr>
<td>FACES III: ADAPTABILITY (family scores)</td>
<td>24.2</td>
<td>4.3</td>
<td>24.3</td>
<td>4.8</td>
</tr>
</tbody>
</table>

[Note: Family scores have been used previously with FWB, but no norms exist; therefore, FWB was not included in the table. The Organization subscale was not included either because norms exist only for individual scores.]
Few fathers worked less than 40 hours a week whereas about 60% of the mothers did. Working 40 hours outside the home was common for approximately one fourth of fathers and mothers. Working over 40 hours were 75% of the fathers and 14% of the mothers. Regarding income, the sample was above average. Families with incomes between $40,001-50,000 equalled 23% of the sample, while 43% had an income of $50,001 or above.

**Instruments**

The survey instrument (see Appendix B) consisted of a demographic profile (Part 6, items #1-9) and four scales: FTRI II (Part 2, items #1-23), FACES III (Part 4, items #1-40), A-FILE (Student booklet, Part 1, items #1-50) or FILE (Parent booklet, Part 1, items #1-71), and FWB (Part 5, items #1-8).

FTRI II is an adapted version of FTRI, Family Time and Routines Index (McCubbin, McCubbin, & Thompson, 1986). FTRI II was developed in order to be applicable to families of all configurations (single parent, traditional, etc.) and of all family-life stages. FTRI (McCubbin, McCubbin, & Thompson, 1986) and FTRI II differ in that the FTRI couple items, presupposing two parents, were deleted and several FTRI age-specific items were changed or deleted. For example, the item
"parent(s) read or tell stories to children almost every day" (McCubbin, McCubbin, & Thompson, 1987, p. 140) was deleted to prevent biasing scores. All of the families in the sample may not have young children for which this question applies, yet they would have received a lower score on FTRI because they do not do this routine. FTRI II is a 23-item scale measuring the extent to which a family member thinks specific routines describe his/her family as well as how much the family member values the routines. There are seven subscales: Parent-Child Togetherness, Child Routines, Meals Together, Family Time Together, Family Chores Routines, Relatives Connection Routines, and Family Management Routines. Validity was assessed using the Organization subscale from Family Environment Scale (Moos & Moos, 1981). Two-month test–retest reliability on the Organization subscale is .76, and internal consistency is .76 (Moos & Moos, 1981).

The other two independent variables, cohesion and adaptability, were assessed by FACES III, a 20-item instrument. FACES III, Family Adaptability and Cohesion Evaluation Scale, (Olson, Portner, & Lavee, 1985) is the third version of FACES. Work began on the original in 1978. The two dimensions are independent of one another
with $r = .03$. Factor loadings on cohesion range from .51 to .74 and on adaptability from .42 to .56. Internal consistency using Cronbach's alpha is .68, and test-retest reliability with four-five weeks between time is .83 for cohesion and .80 for adaptability. Family satisfaction was measured with FACES III by administering the instrument twice. First, FACES III is given asking how an individual describes his/her family i.e., the perceived version. Then, the individual responds to the same questions but states how he/she would like his/her family to be, the ideal version. The discrepancy between these two scores is the measure of family satisfaction (Olson, Portner, & Lavee, 1985).

The Family Inventory of Life Events & Changes (FILE) (McCubbin, Patterson, & Wilson, 1983), is a 71-item instrument used to assess the pileup of events (McCubbin & Thompson, 1987). This self-report inventory includes both normative and non-normative events and changes occurring in a family during the previous year. Overall scale reliability i.e., internal consistency is .81 (McCubbin & Patterson, 1987a). A-FILE (McCubbin, Patterson, Bauman, & Harris, 1981) is simply the adolescent version of FILE. A-FILE consists of 50 normative and non-normative life events and changes.
Overall internal reliability is .69, and two-week test-retest reliability is .82 (McCubbin & Patterson, 1987b). Measurement of life events and changes provides information regarding the families and their experiences.

The measure used to assess adaptation, the dependent variable, is the Family Member Wellbeing Index (FWB) (McCubbin & Patterson, 1982). It consists of eight items, and its Cronbach's alpha is .86 (McCubbin & Thompson, 1987). Wellbeing considers both emotional and physical aspects of each family member. Therefore, family adaptation, in this study, was defined as the average of individual family members' wellbeing scores.

Procedure

Letters explaining the nature and purpose of the survey were given to each adolescent in English class, a required course, 10 days before the questionnaires were distributed. Similar letters were sent to the parents with a consent form. A second letter was sent to the parents four days before the survey distribution day. A presentation was given in each classroom, and surveys were distributed. One week after the surveys had been circulated, a letter was given to students thanking the respondents who had completed the survey and urging
others to respond. Announcements were made daily over the school public address system reminding students of the project. Three weeks after the survey, a final letter was sent in the mail to the families who had not yet responded.

Data analysis

Family scores, the average of family members' individual scores, were analyzed. Multiple regression was used to address the hypothesis regarding the five family characteristics and variability in family adaptation. Two separate analyses were required because satisfaction scores are not independent of cohesion and adaptability scores. The first regression involved quantity of family time & routines, value of family time & routines, cohesion, and adaptability. The second regression involved quantity of family time & routines, value of family time & routines, and satisfaction. Two analyses of variance were used to determine the difference in adaptation among the following groups: a) balanced, mid-range, and extreme (Balanced Typology groups); b) rhythmic, unpatterned, structuralized, and intentional (Rhythmic Typology groups).
RESULTS

Hypothesis 1 was rejected. The first regression showed that variance in adaptation is explained by family satisfaction but not by quantity of family time & routines or by value of family time & routines. Family satisfaction explained 5% of the variance in adaptation (Beta=.22, p < .05) (See Table 2). Thus, higher family satisfaction is associated with better adaptation. The second regression showed that adaptation is not explained by any of the other family characteristics (cohesion, adaptability, quantity of family time & routines, or value of family time & routines). In fact in testing this hypothesis, quantity of family time & routines, value of family time & routines, cohesion and adaptability did not pass the pre-established statistical criteria as set forth in SPSS-X default (PIN, minimum F probability to enter, =.05, tolerance=.01). And, in looking at the typologies as independent variables, neither the Balanced Typology nor the Rhythmic Typology accounted for a significant amount of variance in adaptation.

The study confirmed Hypothesis 2; there were no differences in adaptation across the Balanced Typology groups: extreme, midrange, and balanced \( F (2,74) = .61, p < .05 \). Therefore, families with moderate amounts of
TABLE 2: MULTIPLE REGRESSION ANALYSIS OF CONTRIBUTORS TO FAMILY ADAPTATION AMONG FAMILIES WITH ADOLESCENTS

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>r</th>
<th>BETA</th>
<th>T VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Satisfaction</td>
<td>.22</td>
<td>.22</td>
<td>2.16*</td>
</tr>
<tr>
<td>Quantity of family time and routines</td>
<td>.16</td>
<td>.10</td>
<td>0.98</td>
</tr>
<tr>
<td>Value of family time and routines</td>
<td>-.02</td>
<td>-.06</td>
<td>0.59</td>
</tr>
</tbody>
</table>

Note: Multiple R=.22, F=4.68, df=1,95, p<.05
***p<.001
**p<.01
*p<.05
cohesion and adaptability in this study do not adapt better than families with other amounts of cohesion and adaptability.

Hypothesis 3 was confirmed. There were no differences in adaptation across the groups (unpatterned, structuralized, intentional, and rhythmic). Analysis of variance revealed an $F$ value equal to 2.23, (df = 3, 87; $p < .05$). Therefore, the Rhythmic Typology, which cross-partitions quantity and value of family time and routines was not significant; in other words, high levels of both value and quantity of family time & routines do not indicate greater adaptation.
DISCUSSION

The results indicate that it may be too simplistic to expect the Balanced Typology alone or its two family characteristics (cohesion and adaptability) to explain adaptation; the same holds true for the Rhythmic Typology and its two family characteristics (quantity of family time and routines and value of family time and routines). Since they alone cannot explain a significant amount of variance in adaptation, theories of stress must be considered. Stress theory suggests that a multitude of variables interact and affect adaptation (McCubbin & Patterson, 1983; McCubbin & Thompson, 1987). Some of those variables include family resources, the family's problem-solving and coping responses, family life events, and the family's schema. (See Appendix A.) Therefore, the typologies can only be assessed in conjunction with other stress theory variables.

There are three other possible factors which may have confounded the data thereby contributing to the lack of significance which the family characteristics had in explaining adaptation. First of all, different family characteristics may be important to different family configurations i.e., single-parent families vs. two-parent families. Previous studies (Olson et al.,
controlled for this factor by not including single-parent families. Single-parent families were included in this study because the family characteristics were thought to be strong enough to explain variance across all family configurations. Hence, in this study, the relative importance of a variable in one family configuration may be confounded by its lack of importance in another family configuration. Different family configurations should be included; however, they should also be controlled for.

Secondly, the measure of adaptation may not have been sufficient. The Family Member Wellbeing Index was chosen because it utilizes concrete, easily understandable items, but it may provide too narrow a definition of adaptation because it includes only a limited number of items. Some of the variability in family adaptation may have been lost, causing the family characteristics' significance to be weakened. More importantly, the measure of family adaptation lacks congruence with the measures of family characteristics. Family adaptation, in this study, is an average of family member's perceptions of individual properties.
rather than an average of family member's perceptions of relationship properties (see Thompson & Walker, 1982 for more on this topic).

Third, the use of family scores, averaging family members' responses, causes information to be lost and changed. This methodological problem has been discussed previously (Fisher, Kokes, Ransom, Phillips, & Rudd, 1985; Thompson & Walker, 1982; Thomson & Williams, 1982). In this study, for example, a frequency procedure using individual vs. family scores identified over twice as many individuals in the Balanced-Typology extreme group as compared to three times the total number of families in that category (accounting for three members in each family). Thus, the results might be vastly different if individual scores had been employed, discrepancy among family members' scores had been included and controlled for, or other family scores had been used (see Fisher et al., 1985).

In looking at the results that are significant, family satisfaction explained variance in adaptation. Family satisfaction is probably highly related to the number of pileup stressors a family is experiencing. If pileup stressors are included, then family satisfaction will probably become an insignificant factor. Previous
studies reporting that family satisfaction is important have not controlled for life events. Therefore, life events were entered into a regression equation as an independent variable, and in fact, family satisfaction no longer accounted for a significant amount of variance in adaptation (Beta=.12, p > .05, see Table 3).
<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>r</th>
<th>BETA</th>
<th>T VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life events (Mother)</td>
<td>.38</td>
<td>-.35</td>
<td>3.77***</td>
</tr>
<tr>
<td>Life events (Father)</td>
<td>.25</td>
<td>-.21</td>
<td>2.20*</td>
</tr>
<tr>
<td>Life events (Adolescent)</td>
<td>.36</td>
<td>-.19</td>
<td>1.82</td>
</tr>
<tr>
<td>Family Satisfaction</td>
<td>.22</td>
<td>.12</td>
<td>1.09</td>
</tr>
<tr>
<td>Quantity of family time and routines</td>
<td>.16</td>
<td>.08</td>
<td>0.90</td>
</tr>
<tr>
<td>Value of family time and routines</td>
<td>-.02</td>
<td>-.06</td>
<td>-0.62</td>
</tr>
</tbody>
</table>

Note: Multiple R=.43, F=10.84, df=2,94, p<.05
***p<.001
**p<.01
*p<.05
IMPLICATIONS FOR FUTURE RESEARCH

The following three implications relate to current family stress theory. The stress process is temporal, and future studies might study families across time to see if at different phases in the stress process, family characteristics have varying amounts of explanatory power. Secondly, adaptation has only recently been operationalized, and future studies need to expand and improve its measurement. McCubbin & Thompson (1987) have said that the consequences of stress are evident at three levels, individual, subsystem and family. Lack of adaptation will cause "breakdown in the total family unit, the quality of the relationship within and among subsystems in the family unit, and/or in the psychological and physical health status of family members" (p.310). Therefore, a better index of adaptation would measure all three levels. Thirdly, the stress process is complex. It would be valuable if future studies would include and control for stress-theory variables such as pileup stressors and family resources.

Future researchers need to re-think their ideas about stress theory. Do they believe that a theory of stress should be specific or general? In other words, do they view the stress process as a common experience
including only variables which are significant regardless of race, family configuration, and SES, or is the stress process too cultural, situation specific for a general theory? If family stress is impacted by more specific factors, then researchers should continue with the present method and line of inquiry. Future studies would want to include and control for, not only stress-theory variables, but also for other variables such as family configuration, ethnicity, and family lifecycle stage. Regarding family configuration, Thompson & Gongola (1983) suggested that single-parent families have "their own structure, norms, and internal process of boundary reorganization" (p. 108). They also state that single-parent families have "heightened cohesiveness" (p. 107), but that all conclusions are tentative because not enough research has been done. Thus, the effects of family configuration on family adaptation are unknown. Family lifecycle stage is important because different variables are important depending on a family's lifecycle stage (Olson et al., 1983a). The present study looked at only one stage in the family lifecycle, i.e., the adolescent stage, but future studies looking at families with various stages need to control for this factor. Unfortunately, the
sample did not consist of diverse groups regarding ethnicity. And while ethnic groups have not been studied adequately, ethnicity is important (McAdoo, 1981; McCubbin & Thompson, 1987).

On the other hand, if stress theory is conceived of as more general, then researchers need to search out variables similar to pileup events which are robust enough to be significant regardless of basic demographic differences across families. Boss (1986) suggests that the interplay of pileup events (A) and the family's meaning of the event (C) is a major determinant of adaptation. This interaction is coined boundary ambiguity and much research is underway. Another avenue to follow in developing a general stress theory would be to go back to the basic model (either the ABCX or the Double-ABCX), further the empirical knowledge of it, and perfect assessment tools of the basic variables. These need developing further. Maybe, with the measurement of these basic variables (Aa, Bb, Cc, Xx) further refined, they alone can explain a large amount of variance in adaptation, thereby making other variables unnecessary.
References


McCubbin, H. I. (1987b, November). In search of the resilient family: Paradigms, paradoxes, & politics. Paper presented at the meeting of the National Council on Family Relations, Atlanta, GA.


Olson, D. H., McCubbin, H. I., Barnes, H., Larsen, A.,


Orthopsychiatry, 34, 45-55.

Appendix A
Appendix B
Parent Booklet

**Part 1**

Directions: Please read each family life change and decide whether it happened to any member of your family—including you. ("Family" means a group of two or more persons living together who are related by blood, marriage or adoption. This includes persons who live with you and to whom you have a long term commitment.)

During the last 12 months, did these changes happen in your family:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase of husband—father's time away from family</td>
<td></td>
</tr>
<tr>
<td>2. Increase of wife—mother's time away from family</td>
<td></td>
</tr>
<tr>
<td>3. A member appears to have emotional problems</td>
<td></td>
</tr>
<tr>
<td>4. A member appears to depend on alcohol or drugs</td>
<td></td>
</tr>
<tr>
<td>5. Increase in conflict between husband &amp; wife</td>
<td></td>
</tr>
<tr>
<td>6. Increase in arguments between parent(s) &amp; child(ren)</td>
<td></td>
</tr>
<tr>
<td>7. Increase in conflict among children in the family</td>
<td></td>
</tr>
<tr>
<td>8. Increased difficulty in managing teenage child(ren)</td>
<td></td>
</tr>
<tr>
<td>9. Increased difficulty in managing school age child(ren) (5-12 yrs.)</td>
<td></td>
</tr>
<tr>
<td>10. Increased difficulty in managing preschool age child(ren) (2 1/2 - 6 yrs.)</td>
<td></td>
</tr>
<tr>
<td>11. Increased difficulty in managing toddler(s) (1/2 - 2 1/2 yrs.)</td>
<td></td>
</tr>
<tr>
<td>12. Increased difficulty in managing infant(s) (0 - 1 yrs.)</td>
<td></td>
</tr>
<tr>
<td>13. Increase in the amount of &quot;outside activities&quot; which the child(ren) are involved in</td>
<td></td>
</tr>
<tr>
<td>14. Increased disagreement about a member's friends or activities</td>
<td></td>
</tr>
<tr>
<td>15. Increase in the number of problems or issues which don't get resolved</td>
<td></td>
</tr>
<tr>
<td>16. Increase in the number of tasks or chores which don't get done</td>
<td></td>
</tr>
<tr>
<td>17. Increased conflict with in-laws or relatives</td>
<td></td>
</tr>
<tr>
<td>18. Spouse/parent was separated or divorced</td>
<td></td>
</tr>
<tr>
<td>19. Spouse/parent has an &quot;affair&quot;</td>
<td></td>
</tr>
<tr>
<td>20. Increased difficulty in resolving issues with a &quot;former&quot; or separated spouse</td>
<td></td>
</tr>
<tr>
<td>21. Increased difficulty with sexual relationship between husband &amp; wife</td>
<td></td>
</tr>
<tr>
<td>22. Spouse had unwanted or difficult pregnancy</td>
<td></td>
</tr>
<tr>
<td>23. An unmarried member became pregnant</td>
<td></td>
</tr>
<tr>
<td>24. A member had an abortion</td>
<td></td>
</tr>
<tr>
<td>25. A member gave birth to or adopted a child</td>
<td></td>
</tr>
<tr>
<td>26. Took out a loan or refinanced a loan to cover increased expenses</td>
<td></td>
</tr>
<tr>
<td>27. Went on welfare</td>
<td></td>
</tr>
<tr>
<td>28. Change in conditions (economic, political, weather) which hurts the family business</td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>29.</td>
<td>Change in Agriculture or Stock Market or Land Values which hurts family investments and/or income.</td>
</tr>
<tr>
<td>30.</td>
<td>A member started a new business.</td>
</tr>
<tr>
<td>31.</td>
<td>Purchased or built a home.</td>
</tr>
<tr>
<td>32.</td>
<td>A member purchased a car or other major item.</td>
</tr>
<tr>
<td>33.</td>
<td>Increasing financial debts due to over use of credit cards.</td>
</tr>
<tr>
<td>34.</td>
<td>Increased strain on family &quot;money&quot; for medical/dental expenses.</td>
</tr>
<tr>
<td>35.</td>
<td>Increased strain on family &quot;money&quot; for food, clothing, energy, homecare.</td>
</tr>
<tr>
<td>36.</td>
<td>Increased strain on family &quot;money&quot; for child(ren)’s education.</td>
</tr>
<tr>
<td>37.</td>
<td>Delay in receiving child support or alimony payments.</td>
</tr>
<tr>
<td>38.</td>
<td>A member changed to a new job/career.</td>
</tr>
<tr>
<td>39.</td>
<td>A member lost or quit a job.</td>
</tr>
<tr>
<td>40.</td>
<td>A member retired from work.</td>
</tr>
<tr>
<td>41.</td>
<td>A member started or returned to work.</td>
</tr>
<tr>
<td>42.</td>
<td>A member stopped working for extended period (e.g., laid off, leave of absence, strike).</td>
</tr>
<tr>
<td>43.</td>
<td>Decrease in satisfaction with job/career.</td>
</tr>
<tr>
<td>44.</td>
<td>A member had increased difficulty with people at work.</td>
</tr>
<tr>
<td>45.</td>
<td>A member was promoted at work or given more responsibilities.</td>
</tr>
<tr>
<td>46.</td>
<td>Family moved to a new home/apartment.</td>
</tr>
<tr>
<td>47.</td>
<td>A child/adolescent member changed to a new school.</td>
</tr>
<tr>
<td>48.</td>
<td>Parent/spouse became seriously ill or injured.</td>
</tr>
<tr>
<td>49.</td>
<td>Child became seriously ill or injured.</td>
</tr>
<tr>
<td>50.</td>
<td>Close relative or friend of the family became seriously ill.</td>
</tr>
<tr>
<td>51.</td>
<td>A member became physically disabled or chronically ill.</td>
</tr>
<tr>
<td>52.</td>
<td>Increased difficulty in managing a chronically ill or disabled member.</td>
</tr>
<tr>
<td>53.</td>
<td>Member or close relative was committed to an institution or nursing home.</td>
</tr>
<tr>
<td>54.</td>
<td>Increased responsibility to provide direct care or financial help to husband’s and/or wife’s parent(s).</td>
</tr>
<tr>
<td>55.</td>
<td>Experienced difficulty in arranging for satisfactory child care.</td>
</tr>
<tr>
<td>56.</td>
<td>A parent/spouse died.</td>
</tr>
<tr>
<td>57.</td>
<td>A child member died.</td>
</tr>
<tr>
<td>58.</td>
<td>Death of husband’s or wife’s parent or close relative.</td>
</tr>
<tr>
<td>59.</td>
<td>Close friend of the family died.</td>
</tr>
<tr>
<td>60.</td>
<td>Married son or daughter was separated or divorced.</td>
</tr>
<tr>
<td>61.</td>
<td>A member &quot;broke up&quot; a relationship with a close friend.</td>
</tr>
<tr>
<td>62.</td>
<td>A member was married.</td>
</tr>
<tr>
<td>63.</td>
<td>Young adult member left home.</td>
</tr>
<tr>
<td>64.</td>
<td>A young adult member began college (or post high school training).</td>
</tr>
</tbody>
</table>
65. A member moved back home or a new person moved into the household.
66. A parent/spouse started school (or training program).
67. A member went to jail or juvenile detention.
68. A member was picked up by police or arrested.
69. Physical or sexual abuse or violence in the home.
70. A member ran away from home.
71. A member dropped out of school or was suspended from school.

**Part 2**

Directions: First, read the following statements & decide how often these routines occur in your family. Please check the box that best expresses your family experience. Second, determine the importance of each routine to your family (0=not important to 3=very important).

<table>
<thead>
<tr>
<th>Never or Rarely</th>
<th>1x/2-3x per wk.</th>
<th>Daily</th>
<th>how important are these to your family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>NOT IMPORTANT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

1. Parent(s) & child(ren) spend time with each other
2. Parent(s) & child(ren) spend recreation time together
3. Parent(s) take care of child(ren) e.g., laundry
4. Family does something special together
5. Family has quiet time when everyone talks or plays quietly
6. Family has a certain family time when they do things together at home
7. Child(ren) have time for being alone
8. Parent(s) have time for being alone
<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Never or Rarely</th>
<th>1x per week</th>
<th>2-3x per week</th>
<th>Daily</th>
<th>How Important are these to your family</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Child(ren) spend time with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NOT VERY</td>
</tr>
<tr>
<td>10.</td>
<td>Parent(s) spend time with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ + + +</td>
</tr>
<tr>
<td>11.</td>
<td>Child(ren) have special things they do each night at bedtime (e.g., goodnight kiss, hug)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ + + +</td>
</tr>
<tr>
<td>12.</td>
<td>Child(ren) go to bed at the same time almost every night</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ + + +</td>
</tr>
<tr>
<td>13.</td>
<td>Family eats the evening meal at about the same time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ + + +</td>
</tr>
<tr>
<td>14.</td>
<td>Whole family eats one meal together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ + + +</td>
</tr>
<tr>
<td>15.</td>
<td>At least one parent talks to or visits his/her parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ + + +</td>
</tr>
<tr>
<td>16.</td>
<td>Family visits writes talks to relatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ + + +</td>
</tr>
<tr>
<td>17.</td>
<td>Child(ren) spend time with talk to write grandparent(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ + + +</td>
</tr>
<tr>
<td>18.</td>
<td>Family checks in or out with each other when someone leaves or comes home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ + + +</td>
</tr>
<tr>
<td>19.</td>
<td>Family has certain things they almost always do to greet one another</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ + + +</td>
</tr>
<tr>
<td>20.</td>
<td>We express caring &amp; affection for each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+ + + +</td>
</tr>
</tbody>
</table>
**Part 3**

Please answer the following statements about your family. Circle 
T if the statement is true for most members or most of the time &
F if it is mostly false.

1. Activities in our family are pretty carefully planned. T or F
2. We are generally very neat & orderly. T or F
3. It's often hard to find things when you need them in our
   household. T or F
4. Being on time is very important in our family. T or F
5. People change their minds often in our family. T or F
6. Family members make sure their rooms are neat. T or F
7. Each person's duties are clearly defined in our family. T or F
8. Money is not handled very carefully in our family. T or F
9. Dishes are usually done immediately after eating. T or F

**Part 4**

Choose one of the following for each statement:

1 2 3 4 5

ALMOST NEVER ONCE IN AWHILE SOMETIMES FREQUENTLY ALMOST ALWAYS

Write the number beside the statement. Describe your family now:

___1. Family members ask each other for help.
___2. In solving problems, the children's suggestions are
   followed.
___3. We approve of each other’s friends.
___4. Children have a say in their discipline.
___5. We like to do things with just our immediate family.
___6. Different persons act as leaders in our family.
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALMOST NEVER</strong></td>
<td><strong>ONCE IN AWHILE</strong></td>
<td><strong>SOMETIMES</strong></td>
<td><strong>FREQUENTLY</strong></td>
<td><strong>ALMOST ALWAYS</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. Family members feel closer to other family members than to people outside the family.  
2. Our family changes its way of handling tasks.  
3. Family members like to spend free time with each other.  
4. Parent(s) and children discuss punishment together.  
5. Family members feel very close to each other.  
6. The children make the decisions in our family.  
7. When our family gets together for activities, everybody is present.  
8. Rules change in our family.  
9. We can easily think of things to do together as a family.  
10. We shift household responsibilities from person to person.  
11. Family members consult other family members on their decisions.  
12. It is hard to identify the leader(s) in our family.  
13. Family togetherness is very important.  
14. It is hard to tell who does which household chores.  
15. Family members would ask each other for help.  
16. In solving problems, the children's suggestions would be followed.  
17. We would approve of each other's friends.  
18. The children would have a say in their discipline.  
19. We would like to do things with just our immediate family.  
20. Different persons would act as leaders in our family.  
21. Family members would feel closer to each other than to people outside the family.  
22. Our family would change its way of handling tasks.  
23. Family members would like to spend free time with each other.  
24. Parent(s) and children would discuss punishment together.  
25. Family members would feel very close to each other.  
26. When our family got together for activities, everybody would be present.  
27. Rules would change in our family.  
28. We could easily think of things to do together as a family.  
29. We would shift household responsibilities from person to person.  
30. Family members would consult other family members on their decisions.  
31. We would know who the leader(s) was in our family.  
32. Family togetherness would be very important.  
33. We could tell who does which household chores.
Part 5
For each of the 8 scales below, note that the words at each end of the 0 to 10 scale describe opposite feelings. Fill in response by circling any number along the bar which seems closest to how you have generally felt during the past month.
Example:
Not Concerned at all 0 0 0 0 0 0 0 0 0 0 Very Concerned 0 1 2 3 4 5 6 7 8 9 10
(Mark one answer per question.)

1. How concerned or worried about your health have you been? (During the past month)
Not CONCERNED Very
at all 0 0 0 0 0 0 0 0 0 0 CONCERNED 0 1 2 3 4 5 6 7 8 9 10

2. How RELAXED or TENSE have you been? (During the past month)
Very RELAXED Very TENSE
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
0 1 2 3 4 5 6 7 8 9 10

3. How much ENERGY, PEP, VITALITY have you felt? (During the past month)
No energy at all Very Energetic
LISTLESS 0 0 0 0 0 0 0 0 0 0 DYNAMIC
0 1 2 3 4 5 6 7 8 9 10

4. How DEPRESSED or CHEERFUL have you been? (During the past month)
Very DEPRESSED Very CHEERFUL
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
0 1 2 3 4 5 6 7 8 9 10

5. How afraid have you been? (During the past month)
Not AFRAID Very
at all 0 0 0 0 0 0 0 0 0 0 AFRAID 0 1 2 3 4 5 6 7 8 9 10

6. How angry have you been? (During the past month)
Not ANGRY Very ANGRY
at all 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
0 1 2 3 4 5 6 7 8 9 10

7. How sad have you been? (During the past month)
NEVER SAD ALWAYS SAD
at all 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
0 1 2 3 4 5 6 7 8 9 10

8. How concerned or worried have you been about the health of another family member? (During the past month)
NOT CONCERNED Very
at all 0 0 0 0 0 0 0 0 0 0 CONCERNED 0 1 2 3 4 5 6 7 8 9 10

Part 6

1. What year were you born in?
2. You are: ___ Female ___ Male
3. Your race or ethnic background is:
Caucasian ___ Black ___ Spanish
Other, please specify:
4. Your religious background is:
   Protestant ___ Catholic ___ Jewish ___ None ___ Other:
5. Your education level is:
   some high school ___ bachelor’s degree
   high school degree ___ some graduate credits
   vocational/technical ___ master’s degree
   some college ___ doctoral degree
6. Your family’s income range is:
   < $10,000
   10,001 - 20,000
   20,001 - 30,000
   30,001 - 40,000
   40,001 - 50,000
   50,001+
7. What is your marital status?
   marriage (1st marriage) ___ remarried
   separated ___ divorced
   widowed ___ single
8. Approximately how many hours per week do you spend at work?
9. What are the age(s) of your child(ren) living at home?
   Boy(s) _______ ___ age(s)
   Girl(s) _______ ___ age(s)

Part 7
Please circle the number (1-7) to describe your level of satisfaction.

1. Are you satisfied in belonging to your family? 1 2 3 4 5 6 7
2. Are you satisfied with the way the children are being raised? (their education, activities) 1 2 3 4 5 6 7
3. Are you satisfied with the family’s way of life? 1 2 3 4 5 6 7
4. Are you satisfied with the possibility of expressing what you feel in your family? 1 2 3 4 5 6 7
5. Are you satisfied with the extent to which family members are close to each other? 1 2 3 4 5 6 7
6. Are you satisfied with how the family spends its leisure time? 1 2 3 4 5 6 7
7. Are you satisfied with the way family members communicate with each other? 1 2 3 4 5 6 7
8. Are you satisfied with how your family fits into the neighborhood? 1 2 3 4 5 6 7
9. Are you satisfied with the social relations your family has? 1 2 3 4 5 6 7
10. Are you satisfied with the way the family relates to the wishes of all the family members? 1 2 3 4 5 6 7
-8-
**Part 1**

Directions: Please read each family life change and decide whether it happened to any member of your family—including you. ("Family" means a group of persons who are related to each other by blood, marriage or adoption, who may not live with you. Family includes step-parents, step-brothers & step-sisters. Remember: Anytime the words "parent", "mother", "sister", are used, they also mean "step-parent", "step-mother", etc.)

During the last 12 months, did these changes happen in your family:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family member started new business (farm, store, etc.)</td>
<td>___</td>
</tr>
<tr>
<td>2. Parent lost or quit job</td>
<td>___</td>
</tr>
<tr>
<td>3. Parents separated or divorced</td>
<td>___</td>
</tr>
<tr>
<td>4. Parent remarried</td>
<td>___</td>
</tr>
<tr>
<td>5. Family member was found to have a learning disorder</td>
<td>___</td>
</tr>
<tr>
<td>6. Family member was married</td>
<td>___</td>
</tr>
<tr>
<td>7. Parents adopted a child</td>
<td>___</td>
</tr>
<tr>
<td>8. A member started junior or high school</td>
<td>___</td>
</tr>
<tr>
<td>9. Child or teenager transferred to a new school</td>
<td>___</td>
</tr>
<tr>
<td>10. Parent started school</td>
<td>___</td>
</tr>
<tr>
<td>11. Brother or sister moved away from home</td>
<td>___</td>
</tr>
<tr>
<td>12. Young adult member entered college, vocational training or armed forces</td>
<td>___</td>
</tr>
<tr>
<td>13. Parent(s) started or changed to a new job</td>
<td>___</td>
</tr>
<tr>
<td>14. Family moved to a new home</td>
<td>___</td>
</tr>
<tr>
<td>15. Unmarried family member became pregnant</td>
<td>___</td>
</tr>
<tr>
<td>16. Family member had an abortion</td>
<td>___</td>
</tr>
<tr>
<td>17. Birth of a brother or sister</td>
<td>___</td>
</tr>
<tr>
<td>18. Teenager began having sexual intercourse</td>
<td>___</td>
</tr>
<tr>
<td>19. Family went on welfare</td>
<td>___</td>
</tr>
<tr>
<td>20. Damage to or loss of family property due to fire, burglary or other disaster</td>
<td>___</td>
</tr>
<tr>
<td>21. Brother or sister died</td>
<td>___</td>
</tr>
<tr>
<td>22. Parent died</td>
<td>___</td>
</tr>
<tr>
<td>23. Close family relative died</td>
<td>___</td>
</tr>
<tr>
<td>24. Death of a close friend of family member</td>
<td>___</td>
</tr>
<tr>
<td>25. Family member or close family friend attempted or committed suicide</td>
<td>___</td>
</tr>
<tr>
<td>26. Family member became seriously ill or injured (NOT hospitalized)</td>
<td>___</td>
</tr>
<tr>
<td>27. Family member was hospitalized</td>
<td>___</td>
</tr>
<tr>
<td>28. Family member became physically disabled or was found to have a long-term health problem (allergies, asthma, diabetes, etc.)</td>
<td>___</td>
</tr>
<tr>
<td>29. Family member has emotional problems</td>
<td>___</td>
</tr>
<tr>
<td>30. Grandparent(s) became seriously ill</td>
<td>___</td>
</tr>
</tbody>
</table>
31. Parent(s) have more responsibility to take care of grandparent(s)...........................................  
32. Family member ran away...........................................  
33. More financial debts due to use of credit cards or charges.................................................................  
34. Increased family living expenses for medical care, food, clothing energy costs (gas, heating)..................  
35. Increase of parent’s time away from family..........................  
36. Child or teenage member resists doing things with family.................................................................  
37. Increase in arguments between parents..........................  
38. Children or teenagers have more arguments with one another............................................................  
39. Parent(s) & teenager(s) have increased arguments (hassles) over use of car or hours to stay out...........  
40. Parent(s) & teenager(s) have increased arguments (hassles) over choice of friends and/or social activities.................................................................  
41. Parent(s) & teenager(s) have increased arguments (hassles) over attendance at religious activities...........  
42. Parent(s) & teenager(s) have increased arguments (hassles) over personal appearance (clothes, hair)........  
43. Increased arguments about getting the jobs done at home.................................................................  
44. Increased pressure for a member in school to get “good” grades or do well in sports or school activities...........  
45. Family member uses drugs (not given by doctor)..............  
46. Family member drinks too much alcohol..........................  
47. Child or teenage member was suspended from school or dropped out of school...............................  
48. Parent(s) & teenager(s) have increased arguments (hassles) over use of cigarettes, alcohol or drugs...........  
49. Family member went to jail, juvenile detention, or was placed on court probation..................................  
50. Family member was robbed or attacked (physically or sexually).........................................................
**Part 2**
Directions: First, read the following statements & decide how often these routines occur in your family. Please check the box that best expresses your family experience. Second, determine the importance of each routine to your family (0=not important to 3=very important).

<table>
<thead>
<tr>
<th>Routine</th>
<th>Never or Rarely</th>
<th>1x per week</th>
<th>2-3x per week</th>
<th>daily</th>
<th>NOT</th>
<th>VERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parent(s) &amp; child(ren) spend time with each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Parent(s) &amp; child(ren) spend recreation time together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Parent(s) takes care of child(ren) e.g., laundry</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. Family does something special together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Family has quiet time when everyone talks or plays quietly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Family has a certain family time when they do things together at home</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. Child(ren) have time for being alone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Parent(s) have time for being alone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Child(ren) spend time with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Parent(s) spend time with friends</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11. Child(ren) have special things they do each night at bedtime (e.g., goodnight kiss, hug)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>Very</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>------</td>
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<td></td>
</tr>
<tr>
<td>12. Child(ren) go to bed at the same time almost every night</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Family eats the evening meal at about the same time</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Whole family eats one meal together</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. At least one parent talks to or visits his/her parent</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Family visits/writes/talks to relatives</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Child(ren) spend time with/talk to/write grandparent(s)</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Family checks in or out with each other when someone leaves or comes home</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Family has certain things they almost always do to greet one another</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. We express caring &amp; affection for each other</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Parent(s) have certain things they almost always do when child(ren) get out of line</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Child(ren) do regular household chores</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Parent(s) do regular household chores</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 3
Please answer the following statements about your family. Circle T if the statement is true for most members or most of the time & F if it is mostly false.

1. Activities in our family are pretty carefully planned. T or F
2. We are generally very neat & orderly. T or F
3. It's often hard to find things when you need them in our household. T or F
4. Being on time is very important in our family. T or F
5. People change their minds often in our family. T or F
6. Family members make sure their rooms are neat. T or F
7. Each person's duties are clearly defined in our family. T or F
8. Money is not handled very carefully in our family. T or F
9. Dishes are usually done immediately after eating. T or F

Part 4
Choose one of the following for each statement:

1 2 3 V 4 5

ALMOST NEVER ONCE IN AWHILE SOMETIMES FREQUENTLY ALMOST ALWAYS

Write the number beside the statement. Describe your family now:

___1. Family members ask each other for help.
___2. In solving problems, the children's suggestions are followed.
___3. We approve of each other's friends.
___4. Children have a say in their discipline.
___5. We like to do things with just our immediate family.
___6. Different persons act as leaders in our family.
___7. Family members feel closer to other family members than to people outside the family.
___8. Our family changes its way of handling tasks.
___9. Family members like to spend free time with each other.
___10. Parent(s) and children discuss punishment together.
___11. Family members feel very close to each other.
___12. The children make the decisions in our family.
___13. When our family gets together for activities, everybody is present.
___14. Rules change in our family.
___15. We can easily think of things to do together as a family.
___16. We shift household responsibilities from person to person.
___17. Family members consult other family members on their decisions.
___18. It is hard to identify the leader(s) in our family.
___19. Family togetherness is very important.
___20. It is hard to tell who does which household chores.
Ideally, how would you like your family to be:

21. Family members would ask each other for help.
22. In solving problems, the children's suggestions would be followed.
23. We would approve of each other's friends.
24. The children would have a say in their discipline.
25. We would like to do things with just our immediate family.
26. Different persons would act as leaders in our family.
27. Family members would feel closer to each other than to people outside the family.
28. Our family would change its way of handling tasks.
29. Family members would like to spend free time with each other.
30. Parent(s) and children would discuss punishment together.
31. Family members would feel very close to each other.
32. Children would make the decisions in our family.
33. When our family got together for activities, everybody would be present.
34. Rules would change in our family.
35. We could easily think of things to do together as a family.
36. We would shift household responsibilities from person to person.
37. Family members would consult other family members on their decisions.
38. We would know who the leader(s) was/were in our family.
39. Family togetherness would be very important.
40. We could tell who does which household chores.

Part 5
For each of the 8 scales below, note that the words at each end of the 0 to 10 scale describe opposite feelings. Fill in response by circling any number along the bar which seems closest to how you have generally felt during the past month.

Example:
Not Concerned at all 0 1 2 3 4 5 6 7 8 9 10
Very Concerned

1. How concerned or worried about your health have you been? (During the past month)
   Not CONCERNED
   Very CONCERNED
   at all
   0 1 2 3 4 5 6 7 8 9 10

2. How RELAXED or TENSE have you been? (During the past month)
   Very RELAXED
   Very TENSE
   0 1 2 3 4 5 6 7 8 9 10
3. How much ENERGY, PEP, VITALITY have you felt? (During the past month)
   
<table>
<thead>
<tr>
<th>No energy at all</th>
<th>Very Energetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTLESS</td>
<td>DYNAMIC</td>
</tr>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

4. How DEPRESSED or CHEERFUL have you been? (During the past month)
   
<table>
<thead>
<tr>
<th>Very DEPRESSED</th>
<th>Very CHEERFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

5. How afraid have you been? (During the past month)
   
<table>
<thead>
<tr>
<th>Not AFRAID</th>
<th>Very AFRAID</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

6. How angry have you been? (During the past month)
   
<table>
<thead>
<tr>
<th>Not ANGRY</th>
<th>Very ANGRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

7. How sad have you been? (During the past month)
   
<table>
<thead>
<tr>
<th>NEVER SAD</th>
<th>ALWAYS SAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

8. How concerned or worried have you been about the health of another family member? (During the past month)
   
<table>
<thead>
<tr>
<th>NOT CONCERNED</th>
<th>Very CONCERNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

---

Part 6

1. What year were you born in?
2. You are: __Female __Male
3. Your race or ethnic background is:
   
   Caucasian __Black __Spanish
   
   Other, please specify:

4. Your religious background is:
   
   Protestant __Catholic __Jewish __None __Other:

5. The age(s) of your brothers and sisters are:
   
   Boy(s) ___________ age(s) Girl(s) ___________ age(s)
Part 7
Please circle the number (1-7) to describe your level of satisfaction.

1. Are you satisfied in belonging to your family? 1 2 3 4 5 6 7
2. Are you satisfied with the way you being raised? (your education, activities) 1 2 3 4 5 6 7
3. Are you satisfied with the family's way of life? 1 2 3 4 5 6 7
4. Are you satisfied with the possibility of expressing what you feel in your family? 1 2 3 4 5 6 7
5. Are you satisfied with the extent to which family members are close to each other? 1 2 3 4 5 6 7
6. Are you satisfied with how the family spends its leisure time? 1 2 3 4 5 6 7
7. Are you satisfied with the way family members communicate with each other? 1 2 3 4 5 6 7
8. Are you satisfied with how your family fits into the neighborhood? 1 2 3 4 5 6 7
9. Are you satisfied with the social relations your family has? 1 2 3 4 5 6 7
10. Are you satisfied with the way the family relates to the wishes of all the family members? 1 2 3 4 5 6 7
Appendix C
INDEPENDENT
VARIABLES

EMOTIONAL INVOLVEMENT:
how emotionally involved family members are.
(FACES III)

ADAPTABILITY:
the family's ability to change.
(FACES III)

SATISFACTION:
the inverse of the ideal & perceived scores.
(FACES III)

QUANTITY OF FAMILY TIME & ROUTINES*
(FTRI II)

VALUE OF FAMILY TIME & ROUTINES*
(FTRI II)

DEPENDENT
VARIABLE

ADAPTATION:
summation of individual family members' well-being scores.
(FWE)

*Routines = repetitive, predictable behaviors or patterns.

Please note: The assessment tool is in parentheses.
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The two page vita has been removed from the scanned document. Page 2 of 2