

FAMILY CHARACTERISTICS AND ADAPTATION

IN FAMILIES WITH ADOLESCENTS

by

Andrea E. Miller-Bruce

Thesis submitted to the Faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

Family Studies

APPROVED:

Jay A. Mancini, Chairman

Cosby Rogers

Michael J. Sporakowski

September, 1988

Blacksburg, Virginia

FAMILY CHARACTERISTICS AND ADAPTATION
IN FAMILIES WITH ADOLESCENTS

by

Andrea E. Miller-Bruce

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 ($\text{Beta}=.22, p < .05$). 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.

I am extremely grateful to the families who gave their time by participating in this study and to the school board, administration, and faculty in Dunlap, Illinois, whose interest allowed me access to the sample.

And finally, I want to express my appreciation to my family and my husband whose help and encouragement were vital.

TABLE OF CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iii
INTRODUCTION.....	1
REVIEW OF LITERATURE.....	4
Family Stress.....	4
Family Typology.....	6
Rationale and Hypotheses.....	11
METHODOLOGY.....	13
Subjects.....	13
Instruments.....	15
Procedure.....	18
Data analysis.....	19
RESULTS.....	20
DISCUSSION.....	23
IMPLICATIONS.....	28
REFERENCES.....	31
APPENDICES.....	39
VITA.....	60

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,

Sebes, & Schellenbach, 1984). 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 can not (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, 1987a).

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.

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

[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

VARIABLE	r	BETA	T VALUE
Family Satisfaction	.22	.22	2.16*
Quantity of family time and routines	.16	.10	0.98
Value of family time and routines	-.02	-.06	0.59

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.,

1983a) 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 3: MULTIPLE REGRESSION ANALYSIS OF LIFE EVENTS
CONTRIBUTORS TO FAMILY ADAPTATION AMONG FAMILIES
WITH ADOLESCENTS

VARIABLE	r	BETA	T VALUE
Life events (Mother)	.38	-.35	3.77***
Life events (Father)	.25	-.21	2.20*
Life events (Adolescent)	.36	-.19	1.82
Family Satisfaction	.22	.12	1.09
Quantity of family time and routines	.16	.08	0.90
Value of family time and routines	-.02	-.06	-0.62

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

- Angell, R. C. (1936). The family encounters the depression. Gloucester, MA: Peter Smith.
- Belloc, N. B. (1973). Relationship of health practice and mortality. Preventive Medicine, 2, 67-81.
- Bird, G. (1988, February 9). Telephone interview.
- Bonk, J. (1984). Perceptions of psychodynamics during a transitional period as reported by families affected by alcoholism (Doctoral dissertation, University of Arizona, 1984). Dissertation Abstracts International, 46, 634A.
- Boss, P. (1986). Family stress: Perception and context. In M. Sussman and S. Steinmetz (Eds.), Handbook on marriage and the family (pp.695-723). NY: Plenum Publishing Corp.
- Bossard, J. H., & Boll, E. S. (1950). Ritual in family living. Philadelphia: The University Press.
- Boyce, W. T., Jensen, E. W., Cassel, J. C., Collier, A.M., Smith, A. H., & Ramey C. T. (1977). Influence of life events and family routines on childhood respiratory illnesses. Pediatrics, 60, 609-615.
- Boyce, W. T., Jensen, E. W., James, S. A., & Peacock, J. L. (1983). The family routines inventory: Theoretical origins. Social Science and Medicine, 17, 193-200.

- Clarke, J. P. (1984). The family types of schizophrenics, neurotics and "normals" (Doctoral dissertation, University of Minnesota, 1984). Dissertation Abstracts International, 45, 962A.
- Epstein, N. B., Bishop, D. S., & Levin, S. (1978). The McMaster model of family functioning. Journal of Marriage and Family Counseling, 4, 19-31.
- Fisher, L., Kokes, R. F., Ransom, D. C., Phillips, S. C., & Rudd, P. (1985). Alternative strategies for creating "relational" family data. Family Process, 24, 213-224.
- Garbarino, J., Sebes, J., & Schellenbach, D. (1984). Families at risk for destructive parent-child relations in adolescents. Child Development, 55, 174-183.
- Hill, R. (1949). Families under stress: Adjustment to the crises of war separation and reunion. NY: Harper.
- Hill, R. (1958). Generic features of families under stress. Social Casework, 39, 139-150.
- Jensen, E. W., James, S. A., Boyce, W. T., & Hartnett, S. A. (1983). The family routines inventory: Development and validation. Social Science and Medicine, 17, 201-211.
- Lavee, Y., McCubbin, H. I., & Olson, D. H. (1987). The effect of stressful life events and transitions on

- family functioning and wellbeing. Journal of Marriage and Family, 49, 857-73.
- McAdoo, H. P. (1981). Patterns of upward mobility in black families. In H.P. McAdoo (Ed.), Black families (pp. 155-169). Beverly Hills, CA: Sage Publications.
- McCubbin, H. I. (1987a, April). Telephone interview.
- 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.
- McCubbin, H. I., Larsen, A. S., & Olson, D. H. (1981). F-COPES: Family Crisis Oriented Personal Scales. In H. I. McCubbin & A. I. Thompson (Eds.), (1987) Family assessment for research and practice (p. 302). Madison, WI: University of Wisconsin Press.
- McCubbin, H. I., McCubbin, M. A., & Thompson, A. I. (1986). Family time and routines scale. In H. I. McCubbin & A. I. Thompson (Eds.), (1987) Family assessment for research and practice (pp. 140-141). Madison, WI: University of Wisconsin Press.
- McCubbin, H. I., & Patterson, J. M. (1982). Family Member Wellbeing. In H. I. McCubbin & A. I. Thompson (Eds.), (1987) Family assessment for research and practice (p. 327). Madison, WI: University of Wisconsin Press.

- McCubbin, H. I., & Patterson, J. M. (1983a). The family stress process: The double ABCX model of adjustment and adaptation, Marriage and Family Review, 6, 7-37.
- McCubbin, H. I., & Patterson, J. M. (1983b). Family transitions: Adaptation to stress. In H. I. McCubbin & C. R. Figley (Eds.), Stress and the family, Volume I: Coping with normative transitions (pp. 5-25). New York: Brunner/Mazel.
- McCubbin, H. I., & Patterson, J. M. (1987a). FILE: Family inventory of life events and changes. In H. I. McCubbin & A. I. Thompson (Eds.), Family assessment inventories for research and practice (pp. 81-98). Madison, WI: The University of Wisconsin Press.
- McCubbin, H. I., & Patterson, J. M. (1987b). A-FILE: Adolescent-family inventory of life events and changes. In H. I. McCubbin & A. I. Thompson (Eds.), Family assessment inventories for research and practice (pp. 101-110). Madison, WI: The University of Wisconsin Press.
- McCubbin, H. I., Patterson, J. M., Bauman, E., & Harris, L. (1981). Adolescent-Family inventory of life events and changes: A-FILE. In H. I. McCubbin & A. I. Thompson (Eds.), (1987) Family assessment inventories for research and practice (pp. 109-110). Madison, WI: The University of Wisconsin Press.

- McCubbin, H. I., Patterson, J. M., & Wilson, M. (1983). Family Inventory of Life Events and Changes (FILE) (form C). In H. I. McCubbin & A. I. Thompson (Eds.), (1987) Family assessment inventories for research and practice (pp. 97-98). Madison, WI: The University of Wisconsin Press.
- McCubbin, H. I., & Thompson, A. I. (Eds.). (1987). Family assessment inventories for research and practice. Madison, WI: The University of Wisconsin Press.
- Moos, R., & Moos, B. (1981). Family Environment Scale. Palo Alto, CA: Consulting Psychologists Press, Inc.
- Olson, D. H. (1986). Circumplex model VII.: Validation studies and FACES III. Family Process, 25, 337-351.
- Olson, D. H., & Killorin, E. (1984). Chemically dependent families and the circumplex model. Unpublished manuscript, Family Social Science, University of Minnesota, St. Paul.
- Olson, D. H., & McCubbin, H. I. (1982). Circumplex model of marital and family systems V.: Application to family stress and crisis intervention. In H. I. McCubbin, A. E. Cauble, & J. M. Patterson (Eds.), Family stress, coping, and social support (pp. 48-68). Springfield, IL: Charles C. Thomas.
- Olson, D. H., McCubbin, H. I., Barnes, H., Larsen, A.,

- Muxen, M., & Wilson, M. (1983a). Families: What makes them work. Beverly Hills, CA: Sage Publications.
- Olson, D. H., Portner, J., Lavee, Y. (1985). FACES III. St Paul, MN: The University of Minnesota Press.
- Olson, D. H., Russell, C. S., & Sprenkle, D. H. (1980). Circumplex model of marital and family systems II: Empirical studies and clinical intervention. In J. Vincent (Ed.), Advances in family intervention, assessment & theory: Volume 1 (pp.129-179). Greenwich, CT: JAI Press, Inc.
- Olson, D. H., Russell, C. S., & Sprenkle, D. H. (1983). Circumplex model of marital and family systems: VI. Theoretical update. Family Process, 22, 69-83.
- Olson, D. H., Sprenkle, D. H., & Russell, C. S. (1979). Circumplex model of marital & family systems: Part I. Cohesion, adaptability dimensions, family types, & clinical applications. Family Process, 18, 3-27.
- Reiss, D., & Oliveri, M. E. (1982). Family styles of construing the social environment: A perspective on variation among nonclinical families. In F. Walsh (Ed.), Normal family processes. New York: Guilford Press.
- Russell, C. S. (1979). Circumplex model of marital & family systems: III. Empirical evaluation with families. Family Process, 18, 29-45.

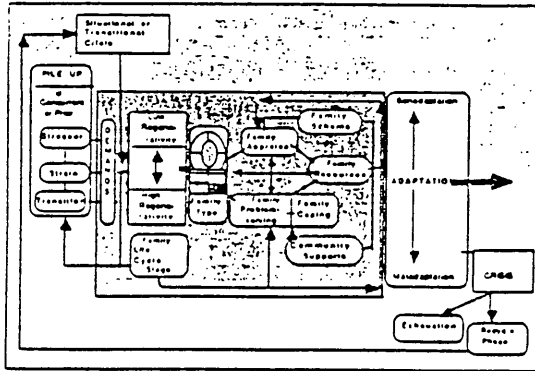
- Schvandeveltdt, J. D. (1973). Mormon adolescents: Likes and dislikes toward parents and home. Adolescence, 8, 171-178.
- Sprenkle, D. H., & Olson, D. H. (1978). Circumplex model of marital systems: IV. An empirical study of clinic and non-clinic couples. Journal of Marriage and Family Counseling, 4, 59-74.
- Thompson, E. H., & Gongola, P. A. (1983). Single-parent families in the mainstream of American society. In E. D. Macklin & R. H. Rubin (Eds.), Contemporary families and alternative life styles (pp.97-124). Beverly Hills, CA: Sage Publications.
- Thompson, L., & Walker, A. J. (1982). The dyad as the unit of analysis: Conceptual and methodological issues. Journal of Marriage and the Family, 44, 889-900.
- Thomson E., & Williams, R. (1982). Beyond wives' family sociology: A method for analyzing couple data. Journal of Marriage and the Family, 44, 999-1008.
- U.S. Department of Commerce. (1983). 1980 Census tracts: Census of population & housing: Peoria, Illinois. Washington, DC: U.S. Government Printing Office.
- Van der Veen, F., Huebner, B., Jorgens, B., & Neja, P. (1964). Relationships between the parent's concept of the family and family adjustment. American Journal of

Orthopsychiatry, 34, 45-55.

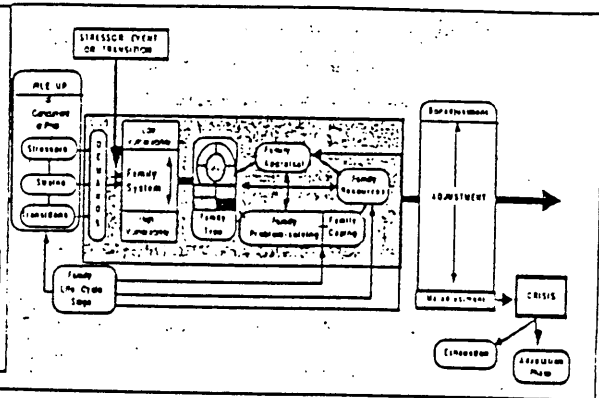
Wittmer, J. (1973). Amish homogeneity of parental behavior characteristics. Human Relations, 26, 143-154.

Appendix A

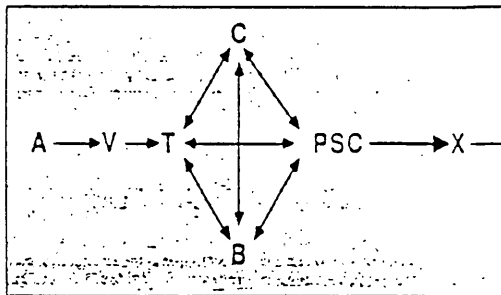
Family Adaptation Phase of the T-Double ABCX Model



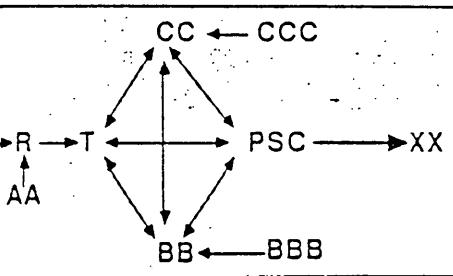
Components of Adjustment Phase of the T-Double ABCX Model



Outline of Adjustment Phase of T-Double ABCX Model



Outline of Adaptation Phase of T-Double ABCX Model



The level of family adjustment and/or the family's transition into a crisis situation (X) (and into the adaptation phase or exhaustion) in response to a stressor event or transition is determined by -- A (the stressor event or transition and its level of severity)--interacting with the V (the family's vulnerability determined, in part, by the concurrent pile up of demands -- stressors, transitions, and strains and by the family's life cycle stage), interacting with T (the family's typology -- regenerative, resilient, rhythmic, balanced etc.), interacting with B (the family's resistance resources) -- interacting with C (the appraisal the family makes of the event and -- interacting with PSC (the family's problem-solving and coping responses to the family situation including the demands created by the stressor as well as the stressor event/transition itself).

The level of family adaptation (XX) and/or the family's transition back into a crisis situation (or exhaustion) in response to a crisis situation is determined by -- AA the pile-up of demands on or in the family system created by the crisis situation, life cycle changes and unresolved strains -- interacting with R the family's level of regenerativity determined in part by the concurrent pile-up of demands--stressors, transitions, and strains -- interacting with T- the family's typology -- resilient, rhythmic, balanced etc.)-- interacting with BB the family's strengths (the family's adaptive strengths, capabilities and resources) -- interacting with CC the family's appraisal of the situation (the meaning the family attaches to the total situation) and CCC the family's Schema (i.e. world view and sense of coherence which shapes the family's situational appraisal and meaning) -- interacting with BBB the support from friends and the community (social support), interacting with PSC the family's problem solving and coping responses to the total family situation.

From: McCubbin, H. I., & Thompson, A. I. (1987). Family assessment inventories for research and practice (pp. 4-16).
Madison, WI: The University of Wisconsin Press.

Appendix B

Parent BookletPart 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:

	YES	NO
1. Increase of husband-father's time away from family...	___	___
2. Increase of wife-mother's time away from family.....	___	___
3. A member appears to have emotional problems.....	___	___
4. A member appears to depend on alcohol or drugs.....	___	___
5. Increase in conflict between husband & wife.....	___	___
6. Increase in arguments between parent(s) & child(ren)..	___	___
7. Increase in conflict among children in the family.....	___	___
8. Increased difficulty in managing teenage child(ren)...	___	___
9. Increased difficulty in managing school age child(ren) (6-12 yrs.).....	___	___
10. Increased difficulty in managing preschool age child(ren) (2 1/2 - 6 yrs.).....	___	___
11. Increased difficulty in managing toddler(s) (1/2 - 2 1/2 yrs.).....	___	___
12. Increased difficulty in managing infant(s) (0 - 1 yr.)	___	___
13. Increase in the amount of "outside activities" which the child(ren) are involved in.....	___	___
14. Increased disagreement about a member's friends or activities.....	___	___
15. Increase in the number of problems or issues which don't get resolved.....	___	___
16. Increase in the number of tasks or chores which don't get done.....	___	___
17. Increased conflict with in-laws or relatives.....	___	___
18. Spouse/parent was separated or divorced.....	___	___
19. Spouse/parent has an "affair".....	___	___
20. Increased difficulty in resolving issues with a "former" or separated spouse.....	___	___
21. Increased difficulty with sexual relationship between husband & wife.....	___	___
22. Spouse had unwanted or difficult pregnancy.....	___	___
23. An unmarried member became pregnant.....	___	___
24. A member had an abortion.....	___	___
25. A member gave birth to or adopted a child.....	___	___
26. Took out a loan or refinanced a loan to cover increased expenses.....	___	___
27. Went on welfare.....	___	___
28. Change in conditions (economic, political, weather) which hurts the family business.....	___	___

	YES	NO
29. Change in Agriculture or Stock Market or Land Values which hurts family investments and/or income.....	___	___
30. A member started a new business.....	___	___
31. Purchased or built a home.....	___	___
32. A member purchased a car or other major item.....	___	___
33. Increasing financial debts due to over use of credit cards.....	___	___
34. Increased strain on family "money" for medical/dental expenses.....	___	___
35. Increased strain on family "money" for food, clothing, energy, homecare.....	___	___
36. Increased strain on family "money" for child(ren)'s education.....	___	___
37. Delay in receiving child support or alimony payments..	___	___
38. A member changed to a new job/career.....	___	___
39. A member lost or quit a job.....	___	___
40. A member retired from work.....	___	___
41. A member started or returned to work.....	___	___
42. A member stopped working for extended period (e.g., laid off, leave of absence, strike).....	___	___
43. Decrease in satisfaction with job/career.....	___	___
44. A member had increased difficulty with people at work.	___	___
45. A member was promoted at work or given more responsibilities.....	___	___
46. Family moved to a new home/apartment.....	___	___
47. A child/adolescent member changed to a new school.....	___	___
48. Parent/spouse became seriously ill or injured.....	___	___
49. Child became seriously ill or injured.....	___	___
50. Close relative or friend of the family became seriously ill.....	___	___
51. A member became physically disabled or chronically ill	___	___
52. Increased difficulty in managing a chronically ill or disabled member.....	___	___
53. Member or close relative was committed to an institution or nursing home.....	___	___
54. Increased responsibility to provide direct care or financial help to husband's and/or wife's parent(s)..	___	___
55. Experienced difficulty in arranging for satisfactory child care.....	___	___
56. A parent/spouse died.....	___	___
57. A child member died.....	___	___
58. Death of husband's or wife's parent or close relative.	___	___
59. Close friend of the family died.....	___	___
60. Married son or daughter was separated or divorced.....	___	___
61. A member "broke up" a relationship with a close friend.....	___	___
62. A member was married.....	___	___
63. Young adult member left home.....	___	___
64. A young adult member began college (or post high school training).....	___	___

- 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).

	Never or Rarely	1x per wk.	2-3x per week	daily	how important are these to your family
					NOT VERY 0 1 2 3
1. Parent(s) & child(ren) spend time with each other					+ _ + _ + _ +
2. Parent(s) & child(ren) spend recreation time together					+ _ + _ + _ +
3. Parent(s) takes 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					+ _ + _ + _ +

	Never or Rarely	1x per week	2-3x per week	daily	how important are these to your family
					NOT VERY 0 1 2 3 + _ + _ + _ +
9. Child(ren) spend time with friends					+ _ + _ + _ +
10. Parent(s) spend time with friends					+ _ + _ + _ +
11. Child(ren) have special things they do each night at bedtime (e.g., goodnight kiss, hug)					+ _ + _ + _ +
12. Child(ren) go to bed at the same time almost every night					+ _ + _ + _ +
13. Family eats the evening meal at about the same time					+ _ + _ + _ +
14. Whole family eats one meal together					+ _ + _ + _ +
15. At least one parent talks to or visits his/her parent					+ _ + _ + _ +
16. Family visits/writes/talks to relatives					+ _ + _ + _ +
17. Child(ren) spend time with/talk to/write grandparent(s)					+ _ + _ + _ +
18. Family checks in or out with each other when someone leaves or comes home					+ _ + _ + _ +
19. Family has certain things they almost always do to greet one another					+ _ + _ + _ +
20. We express caring & affection for each other					+ _ + _ + _ +

	Never or Rarely	1x per week	2-3x per week	daily	how important are these to your family
					NOT VERY 0 1 2 3
21. Parent(s) have certain things they almost always do when child(ren) get out of line					+__+__+__+
22. Child(ren) do regular household chores					+__+__+__+
23. Parent(s) do regular household chores					+__+__+__+

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.

1	2	3	4	5
ALMOST NEVER	ONCE IN AWHILE	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

- ___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 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 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 at all 0 0 0 0 0 0 0 0 0 0 0 Very 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 0 0 0 0 0 0 0 0 0 0 0 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)
No energy at all LISTLESS 0 0 0 0 0 0 0 0 0 0 0 Very Energetic 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 0 0 0 0 0 0 0 0 0 0 0 Very CHEERFUL
0 1 2 3 4 5 6 7 8 9 10
5. How afraid have you been? (During the past month)
Not AFRAID at all 0 0 0 0 0 0 0 0 0 0 0 Very AFRAID
0 1 2 3 4 5 6 7 8 9 10
6. How angry have you been? (During the past month)
Not ANGRY at all 0 0 0 0 0 0 0 0 0 0 0 Very ANGRY
0 1 2 3 4 5 6 7 8 9 10
7. How sad have you been? (During the past month)
NEVER SAD at all 0 0 0 0 0 0 0 0 0 0 0 ALWAYS SAD
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 at all 0 0 0 0 0 0 0 0 0 0 0 Very 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.

- | | low | high |
|--|---------------|------|
| 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 | |

Student BookletPart 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:

	YES	NO
1. Family member started new business (farm, store, etc).....	___	___
2. Parent lost or quit job.....	___	___
3. Parents separated or divorced.....	___	___
4. Parent remarried.....	___	___
5. Family member was found to have a learning disorder....	___	___
6. Family member was married.....	___	___
7. Parents adopted a child.....	___	___
8. A member started junior or high school.....	___	___
9. Child or teenager transferred to a new school.....	___	___
10. Parent started school.....	___	___
11. Brother or sister moved away from home	___	___
12. Young adult member entered college, vocational training or armed forces.....	___	___
13. Parent(s) started or changed to a new job	___	___
14. Family moved to a new home.....	___	___
15. Unmarried family member became pregnant.....	___	___
16. Family member had an abortion	___	___
17. Birth of a brother or sister.....	___	___
18. Teenager began having sexual intercourse.....	___	___
19. Family went on welfare.....	___	___
20. Damage to or loss of family property due to fire, burglary or other disaster.....	___	___
21. Brother or sister died.....	___	___
22. Parent died.....	___	___
23. Close family relative died.....	___	___
24. Death of a close friend of family member.....	___	___
25. Family member or close family friend attempted or committed suicide.....	___	___
26. Family member became seriously ill or injured (NOT hospitalized).....	___	___
27. Family member was hospitalized.....	___	___
28. Family member became physically disabled or was found to have a long-term health problem (allergies, asthma, diabetes, etc.).....	___	___
29. Family member has emotional problems.....	___	___
30. Grandparent(s) became seriously ill.....	___	___

YES NO

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).

	Never or Rarely	1x per week	2-3x per week	daily	how important are these to your family
					NOT VERY 0 1 2 3
1. Parent(s) & child(ren) spend time with each other					+ _ + _ + _ +
2. Parent(s) & child(ren) spend recreation time together					+ _ + _ + _ +
3. Parent(s) takes 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					+ _ + _ + _ +
9. Child(ren) spend time with friends					+ _ + _ + _ +
10. Parent(s) spend time with friends					+ _ + _ + _ +
11. Child(ren) have special things they do each night at bedtime (e.g., goodnight kiss, hug)					+ _ + _ + _ +

	Never or Rarely	1x per week	2-3x per week	daily	how important are these to your family NOT VERY 0 1 2 3
12. Child(ren) go to bed at the same time almost every night					+__+__+__+
13. Family eats the evening meal at about the same time					+__+__+__+
14. Whole family eats one meal together					+__+__+__+
15. At least one parent talks to or visits his/her parent					+__+__+__+
16. Family visits/writes/talks to relatives					+__+__+__+
17. Child(ren) spend time with/talk to/write grandparent(s)					+__+__+__+
18. Family checks in or out with each other when someone leaves or comes home					+__+__+__+
19. Family has certain things they almost always do to greet one another					+__+__+__+
20. We express caring & affection for each other					+__+__+__+
21. Parent(s) have certain things they almost always do when child(ren) get out of line					+__+__+__+
22. Child(ren) do regular household chores					+__+__+__+
23. Parent(s) do regular household chores					+__+__+__+

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.
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.

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 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 Very
 DEPRESSED 0 0 0 0 0 0 0 0 0 0 0 0 CHEERFUL
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 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
 at all 0 0 0 0 0 0 0 0 0 0 0 0 ANGRY
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 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 0 0 CONCERNED
0 1 2 3 4 5 6 7 8 9 10

Part 8

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.

- | | low | high |
|--|-----|-------------|
| 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

COHESION= how
emotionally
involved fam-
ily members
are.
(FACES III)

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

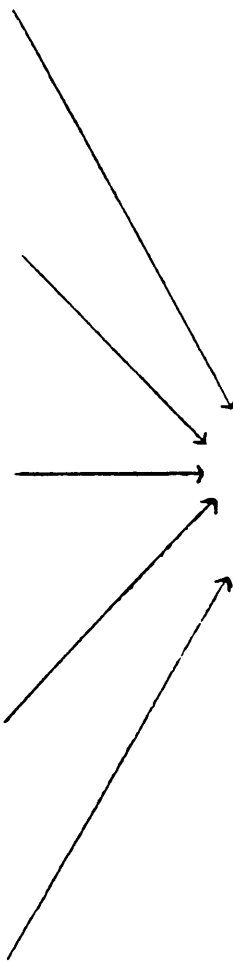
SATISFACTION=
the inverse
of the ideal
& perceived
scores.
(FACES III)

QUANTITY OF
FAMILY TIME
& ROUTINES*
(FTRI II)

VALUE OF
FAMILY TIME
& ROUTINES*.
(FTRI II)

DEPENDENT
VARIABLE

ADAPTATION=
summation of
individual
family mem-
bers' well-
being scores.
(FWB)



*Routines=replicative, predictable behaviors or patterns.

Please note: The assessment tool is in parentheses.

**The two page vita has been
removed from the scanned
document. Page 1 of 2**

**The two page vita has been
removed from the scanned
document. Page 2 of 2**