



Parent and adolescent stress and coping strategies in families with unemployed blue-collar breadwinners
by Margaret Lester Colvin

A thesis submitted in partial fulfillment of the requirements for a degree of Master of Science in Home Economics
Montana State University
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Abstract:

The purpose of this study was to determine how blue-collar families with adolescents were coping with unemployment of the male breadwinner. Families with adolescents are extremely susceptible to financial hardships due to unemployment because this family life cycle stage is characterized by' escalating costs of children. In addition to unemployment provoking economic stress, adolescence is typically a time when parents and adolescents are redefining their roles to accommodate the needs of the developing youth. Data collected from 72 unemployed blue-collar families living in Butte, Montana revealed that families call upon various coping strategies in dealing with the normative growth of adolescence in conjunction with the non-normative event of unemployment. In addition, any particular coping strategy may be used to a greater or lesser degree by one family than by another. This research revealed that unemployed families coping most successfully appeared to have the ability to recognize specific aspects of the situation which could be altered and accept those areas which were not responsive to change efforts. These families tapped valuable external social supports, possessed effective communication skills and balanced family cohesion and adaptability dimensions.

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IN FAMILIES WITH UNEMPLOYED BLUE-COLLAR BREADWINNERS

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TABLE OF CONTENTS

	<u>Page</u>
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABSTRACT	x
INTRODUCTION	1
Statement of the Problem	2
Hypothesis	3
Need for the Study	3
Definitions	4
Specific Objectives	5
Assumptions	5
Limitations	6
METHODS	8
Sample	8
Instruments	9
LITERATURE REVIEW	11
Normative, Non-Normative Events and Family Stress	11
The Unemployment Stressor	13
Unemployment and Family Life	15
Unemployment and Psychological Stress	17
Coping	18
The Efficacy of Coping	22
Development of Family Cohesion and Family Adaptability	
Dimensions	25
The Circumplex Model	31
Emperical Studies of Family Cohesion	38
Emperical Studies of Family Adaptability	40
Emperical Studies Combining Family Cohesion and	
Adaptability Dimensions	42
Adolescent Development	44
Adolescents and Their Families	49
Adolescent Stress	50

TABLE OF CONTENTS (Continued)

	<u>Page</u>
RESULTS	53
Placement in the Circumplex Model	53
Parental Coping Strategies	58
Adolescent Coping Strategies	61
DISCUSSION	65
Circumplex Model Placement	66
Husbands' Coping Strategies	68
Wives' Coping Strategies	70
Adolescent Coping Strategies	74
Summary	77
Implications	80
LITERATURE CITED	82
APPENDIX	91

LIST OF TABLES

	<u>Page</u>
1. Frequencies and Percentages of Husbands, Wives and Adolescents in Each of the Three Regions of the Circumplex Model	55
2. A Percentage Comparison of the Distribution in the Circumplex Model of the Unemployed Butte Sample with the National Subsample	55
3. Internal and External Coping Strategy Mean Scores by Sex and Balanced and Extreme Circumplex Model Regions	60
4. Coping Strategy Mean Scores of Adolescents by Balanced and Extreme Circumplex Model Regions	63

LIST OF FIGURES

	<u>Page</u>
1. Double ABCX Model	31
2. Circumplex Model: Sixteen Types of Marital and Family Systems	32

ABSTRACT

The purpose of this study was to determine how blue-collar families with adolescents were coping with unemployment of the male breadwinner. Families with adolescents are extremely susceptible to financial hardships due to unemployment because this family life cycle stage is characterized by escalating costs of children. In addition to unemployment provoking economic stress, adolescence is typically a time when parents and adolescents are redefining their roles to accommodate the needs of the developing youth. Data collected from 72 unemployed blue-collar families living in Butte, Montana revealed that families call upon various coping strategies in dealing with the normative growth of adolescence in conjunction with the non-normative event of unemployment. In addition, any particular coping strategy may be used to a greater or lesser degree by one family than by another. This research revealed that unemployed families coping most successfully appeared to have the ability to recognize specific aspects of the situation which could be altered and accept those areas which were not responsive to change efforts. These families tapped valuable external social supports, possessed effective communication skills and balanced family cohesion and adaptability dimensions.

INTRODUCTION

The recent high unemployment rate has had a deleterious effect on the family (Jahoda, 1979; Straus, Gelles, and Steinmetz, 1980). Since unemployment generally results in reduced income, maintenance of an established level of living or attainment of financial goals may be precluded. However, economic considerations are only preliminary to the discovery of what unemployment means in terms of family relations. The loss of employment may constitute a crisis that disrupts to a greater or lesser degree the functioning of family life (Angell, 1936; Cavan and Ranck, 1938). The unemployment situation and the disorganization that accompanies it is followed by a period of adjustment. As adjustment to unemployment occurs, new roles are assigned, new functions defined and new goals prioritized within the family. The means by which the adjustment occurs and the degree to which adjustment is achieved varies from family to family (Angell, 1936; Cavan and Ranck, 1938; Hill, 1949).

Undesirable economic change in the family, often a condition produced by unemployment, creates family stress (Pieroni, 1980). Family composition and stage in the life cycle are important considerations. Families with teenagers are extremely susceptible to financial hardships due to unemployment (Moen, 1982). Although these parents may be moving into their prime earning years, this life cycle stage is characterized by escalating costs of children, with many families preparing to provide

their adolescent with post-high school education. In addition to unemployment provoking economic stress at this stage, adolescence is typically a time when parents and teenagers are redefining their balance of togetherness and apartness to accommodate the needs of the developing youth. The normative growth and development of the adolescent, in conjunction with the non-normative event of unemployment, call for change in the family system, and hence are stressor events. Rather than dealing with a single stressor, the family is experiencing a pile-up of stressors (McCubbin and Patterson, 1981).

Research by Angell (1936) and Cavan and Ranck (1938), exploring the effects of the depression on the interrelations among family members, has identified two family variables that helped identify whether the depression was extremely stressful or relatively benign. These two variables are family integration and family adaptability. Recent research on family cohesion (similar to integration) and family adaptability headed by University of Minnesota researchers David Olson and Hamilton McCubbin has attested to the value of these dimensions for understanding and treating family systems. Olson and colleagues (1979) created the Circumplex Model for family cohesion and adaptability dimensions. They hypothesize that families with balanced levels of cohesion and adaptability would function better than families with extreme levels of cohesion and adaptability.

Statement of the Problem

The purpose of this study is to determine how blue-collar families with adolescents are coping with unemployment of the male breadwinner.

Hypothesis

Parents and adolescents in families with unemployed male breadwinners who are in the balanced region of the Circumplex Model, that is, those that have moderate amounts of cohesion and adaptability, will use different coping strategies than parents and adolescents in the extreme region of the Circumplex Model. Families in the extreme region are those that have high cohesion and high adaptability, low cohesion and low adaptability, high adaptability and low cohesion, or low adaptability and high cohesion.

Need for the Study

Research on the effects of unemployment on blue-collar families is scarce. Most of the studies that do exist were conducted shortly after the Great Depression in the 1930's (Angell, 1936; Cavan and Ranck, 1938). Larson's (1983: in press) study notes that "future studies need to be conducted with unemployed families to determine the dynamics of the changes in family relations when unemployment occurs. The studies should include an examination of the perceptions of children and adolescents of the unemployment experience."

Data for this study were collected in the mining town of Butte, Montana. In 1930, Mary Hawks wrote the following statement about Butte:

When one speaks of the history of mining, he speaks of Butte, Montana, for the two are so closely connected as to be almost inseparable. Butte is completely dependent on the mining industry. Without it, Butte would be non-existent. Every event of any importance at all to Butte has been in some way tied up with the great industry.

With the development of the copper diggings, Butte evolved into a strong union community. Labor disputes between the unions and the mining companies were frequent occurrences, and although the number of miners employed fluctuated with supply and demand of the minerals, the mines remained the economic mainstay of the community. This was the case until 1978, when the Anaconda Company announced termination of the underground mining operations. Massive layoffs occurred, leaving over one thousand jobless by September of 1982, escalating Butte's unemployment rate to 13.8% compared to 8.4% statewide (Missoulain, Sept. 19, 1982). About this same time the Anaconda Company released more devastating news--closure of the Berkeley Open Pit. By June 30, 1983, all Anaconda Company employees were terminated, with the exception of security and maintenance personnel.

Butte presented a rare opportunity to study the effects of unemployment on family relationships in blue-collar families. It was hoped that the findings of this research could be used to mitigate some of the negative consequences of unemployment, and prove useful in family intervention.

Definitions

- 1) adolescent--individual aged 12-18 years
- 2) adaptation--the ability of a marital/family system to change its power structure, role relationships and relationship rules in response to situational and developmental stress (Olson et al., 1979)

- 3) cohesion--the emotional bonding that family members have toward one another and the degree of individual autonomy they experience (Olson et al., 1979)
- 4) coping--the overt and covert behaviors individuals use to prevent, alleviate, or respond to stressful situations (George, 1980:30)
- 5) crisis--the amount of incapacitatedness or disorganization in the family where resources are inadequate (Hill, 1949)
- 6) stress--a state which arises from an actual or perceived demand - capability imbalance in functioning, and which is characterized by a non-specific demand for adaptive behavior (McCubbin and Patterson, 1981)
- 7) stressor--those life events or occurrences of sufficient magnitude to bring about change in the family system (Hill, 1949)

Specific Objectives

- 1) To identify and compare the coping strategies utilized by adolescents and parents in families with unemployed male breadwinners who are in the balanced region of the Circumplex Model with the coping strategies of similar families in the extreme region of the Circumplex Model.
- 2) To compare the coping strategies of the unemployed blue-collar families to a national sample of the general population.

Assumptions

- 1) Stress is present in everyday living but is subjective depending on the nature of the situation, the characteristics of the family

unit, and the psychological and physical well-being of its members (McCubbin and Patterson, 1981).

- 2) Adolescence is a time of considerable development in the areas of physical, psychological, social and cognitive growth.
- 3) According to Social Choice Theory, families are, in a sense, a system (Nye, 1982). What affects one member will have reverberations on the entire family unit.
- 4) On the basis of the affirmation of the Circumplex Model by Olson, Sprenkle and Russell (1979) and Olson, McCubbin, Barnes, Larsen, Muxen and Wilson (1983), this study assumes the following hypotheses of the Circumplex Model to be supported:
 1. Couples/families with moderate levels of cohesion and adaptability will generally function more adequately than those with extreme levels.
 - a) Couples/families without serious problems will tend to have more balanced scores on both dimensions.
 - b) Couples/families with serious problems will tend to have more extreme scores on one or both of these dimensions (McCubbin et al., 1982).

Limitations

Due to time limitations, this study was cross-sectional rather than longitudinal. The data were collected and analyzed with no attempt to determine how any particular individual's coping strategy changed in accordance with length of time of the husband's/father's unemployment.

A larger sample may have been desirable. However, that was impossible. Three of the seven labor unions who were asked to supply names of unemployed blue-collar men refused to cooperate with the author of this study. Of the 270 calls made to contact subjects for this study, 33 resulted in disconnected numbers. This indicated that the families had relocated or were unable to afford telephone service. In any case, they were unable to be reached.

METHODS

Sample

The sample consisted of intact blue-collar families with an unemployed husband/father with at least one adolescent. All husbands/fathers had previously been employed by the Anaconda Minerals Company and were residing in Butte, Montana (population 37,000) at the time of the study.

Names of unemployed blue-collar men were obtained from the teamsters, electricians, operating engineers and machinists labor unions. A total of seven labor unions were asked to provide names of unemployed blue-collar men; however, three unions refused to cooperate. The labor union officials from the three non-participating unions stated that it was forbidden by union policy to give out membership lists. There was no reason to believe that the participants in this study were in any respect different from those men in the unions who did not participate in this study. All 270 prospective subjects on the union rosters were contacted by telephone by the author of this study. Thirty-three of the calls resulted in disconnected numbers. This left a total of 237 families contacted. Eighty-eight families had no adolescents, 32 men had found work, 11 men had accepted disability or retirement benefits, 9 men were not married, 1 man had died, 1 had divorced since becoming unemployed, and 5 had teens but refused to participate in the study. This left 90 families with adolescents who agreed to participate in the

research. These 90 families were 95 percent of the total population of families with adolescents in the four participating labor unions.

Questionnaires were mailed to these families. The questionnaires had separate sections to be completed by the husband, wife and adolescent. Respondents were asked not to collaborate when completing the questionnaires. One week after the families received the questionnaires the subjects were telephoned to arrange a date for the author to pick up the completed questionnaires. In cases where the respondents had repeatedly forgotten to fill out the questionnaire, a stamped, self-addressed envelope was left with the respondents. Questionnaires from 73 families were returned to the author, a return rate of 70%. Data from 68 husbands, 67 wives, and 69 adolescents were used for final analysis. Of the 68 husbands, 26 percent were teamsters, 38 percent machinists, 19 percent electricians and 16 percent operating engineers.

Instruments

The questionnaires consisted of 3 parts. Part I on each questionnaire collected demographic data. Part II of each questionnaire was the Family Adaptability and Cohesion Evaluation Scales (FACES II) (Olson, Portner and Bell, 1982), a 30 item instrument which measures the two dimensions of the Circumplex Model, family adaptability and cohesion. Part III of the husband's and wife's questionnaire was the Family Oriented Personal Scales (F-COPES) (McCubbin, Olson and Larson, 1981). The 29 items in the F-COPES instrument identifies problem-solving and behavioral strategies used by families in response to problems and

difficulties. Part III of the adolescent's questionnaire was the Adolescent-Coping Orientation for Problem Experiences (A-COPE) (Patterson & McCubbin, 1981). This 54 item instrument identifies behaviors adolescents utilize in managing problems or difficult situations. A one-way analysis of variance was used to detect statistical differences. The questionnaires are presented in their entirety in the appendix.

LITERATURE REVIEW

The following bodies of literature were reviewed: stress and coping, unemployment, cohesion and adaptability, and adolescence. The purpose of this study was to determine how blue-collar families with adolescents coped with unemployment of the male breadwinner. This study hypothesized that adolescents and parents in families with unemployed breadwinners whose characteristics placed them in the balanced region of the Circumplex Model would use different coping strategies than those families whose characteristics placed them in the extreme region. Current knowledge concerning each area of the literature review is requisite to the understanding of the effects of unemployment on blue-collar families with adolescents.

Normative, Non-Normative Events and Family Stress

Researchers have categorized two types of stressors: normative events and non-normative events. Normative events are those which evolve in the context of the family cycle. These are events which occur in most families and sometimes serve as demarcation points for the life cycle stages. In families with children, these normative transitions are associated with major role changes and task realignments. Pearlin and Schooler (1978) have identified thirteen or more changes in major roles related to marriage, occupation and parenthood which are considered normative due to the fact that they occur in most families

and their occurrence could be predicted at scheduled points in the life cycle. The event of a child entering the adolescent period is one such event. It is an accepted truism that this is a time for increased independence and desire for some undefined sense of freedom on the part of the teenager. The adolescent transition as well as other normative events constitute major stressors, although Pearlin and Lieberman (1979) have found that stress related to normative events was generally lower than for non-normative events.

Non-normative events are those events which may occur in addition to those which are typical and predictable. Such events may occur concomitantly but are independent of the normative transitions. The impact of tornadoes on families (Erickson et al., 1976), World War II separation and reunion (Hill, 1949), and family adjustment to loss of family members (Lieberman, 1971), are a few of the non-normative events which have been investigated.

The notion of clustering normative and non-normative life events has been offered by McCubbin and Olson (1980) and Hill and Joy (1979). The philosophy behind this concept is that families are seldom dealing with a single stressor but more likely a "pile up" of stressors (McCubbin and Patterson, 1981). There are three types of stressors contributing to a pile up in the family system in a crisis situation. The first is the initial stressor event with its inherent hardships which play a part in moving the family into the crisis state. The second involves normative family life changes and events. The third includes stressors which are associated with the family's effort to cope

with the hardships of the crisis situation. Specific coping behaviors may then become stressors (McCubbin and Patterson, 1981).

The Unemployment Stressor

Research has shown that unemployment has a great potential for causing family stress. Pieroni (1980) concluded from her research that the best predictor of distress in unemployment is "change in the economic and social sphere." The economic effects of unemployment may include loss of life savings and investments. Once these resources are gone, families are forced to reduce or eliminate such necessities as phones, cars, insurance, rent and food. And for some, these problems necessitate changes in life style (Briar, 1977).

The degree of financial deprivation among the unemployed varies widely according to a variety of factors, the availability of other resources, the family responsibilities of the breadwinner and the length of unemployment (Scholozman and Verba, 1978).

Social class is one factor that mitigates the effects of unemployment. Estes and Wilensky (1978) state that "even when a particular professional group is losing real income and experiencing rising unemployment, their job insecurities cannot match the labor market chaos of the general population." Thus professionals are better able to tend to their financial needs than other groups who are struggling to catch up. Substantial savings, home equity, insurance policies, borrowing privileges from family members, banks and credit unions are listed as a few advantages possessed by professionals. This group is also more likely to be employed in occupations covered by unemployment

compensation and to receive higher benefits. The middle class is also able to adapt to the financial impact of unemployment because, although jobless, they will retain many of the resources associated with their class position (Little, 1973).

Stone, Schlamp and Hughes (1971) in their book, Welfare and Working Fathers, point out a number of facts about working class families. There is a lack of continuity in employment and many of the jobs held by this population are not covered by unemployment compensation. In jobs of union status, this experience tends to be episodic rather than continuous, supporting the fact that economic security derived from unions and collective bargaining is very limited for this group.

Family composition and stage in the life cycle are also important considerations in determining the impact of unemployment. The appetite for consumer durables and the demand for money and job security reach a peak in the thirties among married men with children (Palmer, 1957). But the peak in actual income and security is seldom reached at this critical period (Wilensky, 1961). People moving into their prime earning years gain little because of increasing family needs. Only in very high level professional, managerial and sales occupations do earnings peak when family income needs are greatest (Estes and Wilensky, 1978). Moen (1982) reports that families with teenagers were extremely susceptible to financial hardship due to unemployment. Families with teenagers aged 12-18 years are considered to be in Stage 3 of the life cycle (Moen, 1982). At this stage the cost of children is escalating because many families are preparing to provide their adolescent with post high school education. Unemployment can have some dire economic

consequences. Breadwinners in Stage 3 are also very likely to be unemployed for extended periods (Moen, 1982).

Having a second wage earner and/or receiving unemployment compensation helps cushion the impact of unemployment. If, for example, a homemaker chooses to enter the job market to cope with decreased income, it is conceivable that the family's spendable income during the unemployment period could actually increase, as unemployment compensation is not taxed.

Thus it appears that the greater the family responsibility (i.e., the number of family dependents, especially adolescents), the more unemployment seems to be a burden, especially in the area of income. Unemployment benefits diminish hardships but do not obliterate them, and whether or not benefits are available, the unemployed are considerably more likely than those with jobs to cut back on expenses (Scholozman and Verba, 1974).

Unemployment and Family Life

The deleterious effects of unemployment on families may include child abuse, lower satisfaction in family relations, lower marital adjustment, poorer communication, authority and discipline problems, and increased family quarrels. These studies are reviewed below.

Analysis of data over a thirty month period reveal that increased child abuse is preceded by periods of high job loss (Dooley and Catalano, 1980). Lower marital adjustment, poorer marital communication, and lower satisfaction in family relations were found in families with unemployed blue-collar breadwinners (Larson, 1983). Loss of income as

well as decline in marital adjustment may lead to an increase in family quarrels as family members attempt to adjust their spending habits (Jahoda, 1979). Studies on the number of marital separations and divorces following unemployment are conflicting. Sawhill (1975) found substantial unemployment was strongly correlated with marital separations while earlier research conducted by Bakke (1940) found a limited relationship.

Authority and discipline problems have been found in families with unemployed breadwinners, especially those with teenagers. Komarovsky (1940) found that fathers were more likely to lose authority with teenage children than with their wives or with younger children. Larson (1983) proposed possible reasons for this higher loss of authority with adolescents include lack of money to use as a means of control, changes in the father's behavior which are difficult for the adolescent to adjust to, and the involuntary employment of adolescents.

Despite the above research, it has been suggested that unemployment may now be less disruptive to family functioning than it was in earlier decades. Root and Maryland (1978) found that unemployment in the 1970's had not been as disruptive for blue-collar workers as previously reported. Even though most of the workers they sampled lost a significant portion of their income due to unemployment, when asked about the effect unemployment had on their families, many (40%) indicated that it had been generally good, 27% reported that its effect had been neutral or both good and bad, and only 30% reported that there had been only a negative effect on their family. Thomas, McCabe and Berry (1980) have identified three trends which may be responsible for this change:

1) improved financial provisions for the unemployed, such that fewer families are brought to financial ruin when the wage earner becomes unemployed; 2) changes in psychological importance of work, whereby individuals appear to be less threatened by loss of job, viewing it as less their own responsibility and not the source of their total identity; and 3) changes in sex-role stereotyping, such that unemployment and a working wife is not so great a threat to the husband's self-esteem, and families are consequently able to adapt to changes brought on by unemployment.

Unemployment and Psychological Stress

"Psychological distress experienced by unemployment is related to changing circumstances and frustration, both of which are multi-dimensional elements in the unemployed's experience" (Pieroni, 1980). Pieroni (1980) hypothesized that social and economic changes bring distress to the unemployed who attempts to relieve his stress by socially sanctioned means--finding a job. Negative feedback from the job market affects the perceptions the person has about job opportunities, which in turn produce further stress.

Cohn (1978) believes that those individuals who have a change in self attitude due to employment status change is due to: 1) the amount of concomitant change in social role performance, 2) the relative importance of the status change to the individual, and 3) the individual's attribution of cause for the status change. Cohn (1978) found a significant difference in self-satisfaction between unemployed and employed blue-collar workers, whereas Larson (1983) found no sign of

lower feelings of self-esteem in the unemployed. If an external locus of control is conceptualized by the individual in his attribution of cause for unemployment, the individual's self-concept is less likely to be negatively affected by his unemployment (Penta, 1980). If a personal observation that a substantial portion of the labor force is also unemployed, then dissatisfaction with self seems to be lessened (Penta, 1980). Strain is also considerably less in men with supportive marital relations and strong ties to the extended family and peer group (Gore, 1973). Even in those cases where the individual suffers psychological stress, this does not necessarily result in disturbed family relations (Thomas, McCabe and Berry, 1980). The above findings are somewhat at odds with the Great Depression studies concerning the negative effects of unemployment on self attitude.

In summary, the effect of unemployment on families is quite varied. Within that variation, however, certain variables are more linked to stress than others. These variables include: 1) degree of economic burden, 2) 'pile up' of stressors accompanying the initial stressor, 3) family responsibilities, 4) available resources, 5) length of unemployment, 6) age and education of the unemployed person, 7) future outlook, 8) the relative status of individuals in one's comparison group, and 9) kinship support networks.

Coping

There is a mounting belief that understanding how families cope with stress is just as important as understanding the transitions and events themselves (Coelho, Hamburg and Adams, 1974; Moos, 1976; Monat

and Lazarus, 1977). This is partially the result of accumulating evidence linking coping to successful individual adjustment (McCubbin and Patterson, 1981). Past researchers have concentrated on documenting the adverse effects of change and stress on families. More recent emphasis, however, has shifted to view stress as prevalent, but not necessarily problematic, leading to increased interest concerning family coping and adaptation.

McCubbin (1979:237) argues that successful family adaptation to stress involves at least two major sets of family resources. First, the family must have or develop such internal resources as integration and adaptability in order to withstand the social and psychological stressors to which it may be exposed. These resources have been clearly documented in the classic studies of family adjustment to the Great Depression and unemployment (Angell, 1936; Cavan and Ranck, 1938; Koos, 1946). A detailed discussion of this aspect of family adaptation including elaboration on these research studies will be presented later in this literature review. Second, McCubbin (1979) states that families must have or develop a range of coping behaviors directed at strengthening its internal organization and functioning, at procuring community and social supports and, in some cases, at diverting, reducing or eliminating the sources of stress. This aspect of family adaptation will now be discussed.

Guided by Hill's (1949) study of adjustment to the crises of war separation, investigators of the Naval Health Research Center initiated three studies of family coping behavior: 1) the study of wives' coping responses to prolonged war-induced family separations (McCubbin, Dahl,

Lester and Benson, 1976); 2) the study of wives' coping responses to family separations due to husbands' 8 month deployment aboard a navy carrier (McCubbin and Lester, 1977); and 3) a study of wives' coping with repeated, short-term separations which were part of family life with a large insurance business organization (Boss et al., in press). McCubbin (1979) compiled the results from these separate investigations. Three major variables were identified as contributing to understanding the role of coping behavior in family stress management.

First, the fit between the family and the community may be the major determinant of successful adaptation to stress. The family's ability to manage stress may depend on the efficacy and/or adequacy of solutions offered by the community. Two major propositions have been derived:

- 1) The clarity of community norms and expectations regarding family behavior under stress influences the vulnerability of families to stress.
- 2) The degree of family adherence to community norms and expectations regarding family behavior under stress influences the vulnerability of families, and this is an inverse relationship.

The second variable to be defined is strength of the interpersonal relationship. Family theory has paid particular attention to social participation "outside the home" as important in stress management. The coping studies suggest the emergence of a related variable with emphasis on qualitative, not quantitative, differences (i.e., "close" friendships

and sharing of "personal" feelings). The following propositions have been derived:

- 3) The strength of the interpersonal relationship is related to family vulnerability and this is an inverse relationship.
- 4) The strength of the interpersonal relationship is related to family regenerative power and this is a positive relationship.

The third variable to emerge is involvement in collective group support and activity. "Increasingly it is clear that major stresses on the family are not amenable to individual family solutions but depend on highly organized cooperative efforts that transcend those of any individual family no matter how well developed its integration and adaptive resources" (McCubbin, 1979:243). The final two propositions are:

- 5) The development of collective support groups for families in stress situations influence the regenerative power of families.
- 6) The amount of involvement in collective support groups for families under stress influences the generative power of the family and this is a curvilinear relationship.

From the three family coping studies it can be concluded that families are called upon both to react and actively employ coping strategies within the family unit and in relation to the community. It is through the interaction between the family and community, via coping behaviors, that the family may be more successful at accommodating stress.

Ethnic and minority families have relied heavily on family and kinship networks for support (Lopata, 1978; Lin et al., 1979) which can have a positive effect in reducing stress. Kaplan et al. (1973) define the following supportive characteristics of family and kin systems as

modulators of stress: 1) collectors and disseminators of information about the world, 2) a feedback guidance system, 3) sources of ideology, 4) guides and mediators in problem-solving, 5) sources of practical service and concrete aid, 6) a haven for rest and recuperation, 7) a reference and control group, 8) a source and validator of identity and 9) a contributor to emotional mastery. Since individuals belong to families, they do not resolve problems independently nor are they immune to stress primarily involving another family member.

The Efficacy of Coping

Pearlin and Schooler (1978) point out that the same coping strategies are not equally effective in all role areas. The researchers identify the psychological resources as the personality characteristics that people draw upon to help them withstand threats posed by events and objects in their environment. Three psychological resources have been incorporated into their analysis: self-esteem, self-denigration and mastery. Distinct from psychological resources are specific coping responses. Coping responses are the behavior, cognitions and perceptions in which people engage when actually contending with their life problems. The psychological resources represent some of the things that people "are"; coping responses represent some of the things that people "do." With impersonal strains, such as those stemming from economic or occupational experiences, the most effective types of coping involve the manipulation of goals and values (i.e., what one "is"). This psychologically increases the distance of the individual from the problem. On the other hand, problems arising from close interpersonal relations such

as parenting and marital roles are best handled by coping responses (i.e., what one "does").

As stated above, specific coping responses refer to behaviors, cognitions and perceptions in which people engage in facing life's problems. Pearlin and Schooler (1978) identify three major types of coping responses distinguished from one another by the nature of their functions. These are: 1) responses that change the situation out of which strainful experiences arise; 2) responses that control the meaning of the strainful experience after it occurs but before it emerges as stress; and 3) responses that function for the control of stress itself after it has emerged.

Responses that modify the situation represent the most direct way to cope with life-strains. However, they are not commonly utilized due to various reasons. It is not always easy to recognize the source of the problem, and even if the source is recognized, individuals may lack the knowledge or experience necessary to eliminate or modify it. Actions directed at modifying the situation may create another unwanted situation. Finally, individuals may become discouraged using this direct approach, since some of the most persistent strains are impervious to coping interventions (Pearlin and Schooler, 1978). There are many reasons why individuals do not employ coping strategies that modify the problem situation regardless of how logical the approach may appear.

Coping responses that function to control the meaning of the problem are by far the most common type of individual coping (Pearlin and Schooler, 1978). Perception is a critical factor in determining the severity and impact of the stressful experience. The way an event is

conceptualized and the meaning attached to it largely determines the threat posed by the experience. Positive comparison and selective ignoring are examples of perceptual devices that function to control the meaning of the problem.

The third type of coping functions for the management of stress itself. Essentially these coping mechanisms help individuals accommodate stress without being overwhelmed by it. Denial, passive acceptance and withdrawal are examples of this type of coping strategy. These coping mechanisms attempt to minimize the discomforts of the situation, but are not directly targeted at the problems themselves (Pearlin and Schooler, 1978).

Investigations reveal that there is a pronounced imbalance between the sexes in their use of effective coping mechanisms (Pearlin and Schooler, 1978). Men more often possess psychological attributes or employ responses that reduce stress, whereas women are more likely to employ responses that result in more stress. Pearlin and Schooler (1978) pose the question of whether this is a consequence of women having to bear more severe hardships, or of their being socialized in a way that less adequately equips females with effective coping patterns.

There is no question where the coping advantage lies among people of different socio-economic status. The less educated and the poor are less likely to have the means to ward off stress and are more likely to be under strain (Pearlin and Schooler, 1978).

In summary, coping is more than an individual function. The role of the family, kin network and community are vital and can make the difference between effective and ineffective coping. Family coping

behavior is an unraveling process involving the management of various dimensions of family life simultaneously: 1) maintaining satisfactory internal conditions for communication and family organization, 2) promoting member independence and self-esteem, 3) maintenance of family bonds of coherence and unity, 4) maintenance and development of social supports in transactions with the community, and 5) maintenance of some efforts to control the impact of the stressor and the amount of change in the family unit (McCubbin et al., 1980). Coping with stress must not be viewed as a response to a single event, but rather as an active effort to shape present and future events, with specific individuals such as women, the poor and the uneducated being disadvantaged in their capacity and ability to do so. Some problem areas such as occupation are impervious to individual coping and more responsive to intervention by collective groups.

Development of Family Cohesion and Family Adaptability Dimensions

This review will trace the development of family adaptability and family cohesion dimensions beginning with Angell's research in 1936 to the present day. The discussion will illuminate the process by which the circumplex model was derived.

In 1936, Robert Cooley Angell initiated a study to assess the effects of the Great Depression on family life. His focus was on the interrelations among family members. Angell believed that family life was the latest of a long evolution, an evolution influenced by many forces. He divided these forces into two sets: those which have made for strong family integration, and those which have tended to

disorganize the family. Angell employed the concept of 'tentative process' to explain how every structure grows by a selective process of trial and error. Thus a constant process of adaptation to changing conditions occurs. Angell saw a decrease in income as a condition which might cause a family to enter into a new phase of the tentative process. From his concentrated study of fifty cases, The Family Encounters the Depression (1936), Angell determined that integration and adaptability were significant in predicting how the family would react to decreased income. Angell (1936:15) defined integration as "the bonds of coherence and unity running through family life, of which common interests, affection and a sense of economic interdependence are perhaps the most predominant." Adaptability referred to "a family's flexibility as a unit in meeting obstacles and difficulties, to a family's readiness to adjust to changed situations and to its habits of collective discussion and control" (Angell, 1936:15). Angell stated: "It should be emphasized that the use of these criteria as the bases of our types was not a result of deductive reasoning from an a priori theory, but came out of much experimentation with conceptual schemes in actual analyses of the cases" (Angell, 1936:14). Angell believed that external changes were accommodated to most easily where there was a maximum of integration and at the same time a maximum of flexibility. Angell stated that his research could not produce statements as to what proportion of all families suffering a severe decrease in income survive the ordeal, nor would it prove or disprove the theory on which it was built. "Thus our study has done no more than to lay a modest foundation stone for others to build upon" (Angell, 1936:264).

The Family and the Depression, a study of one hundred Chicago families by Ruth Cavan and Katherine Ranck followed in 1938. This was a restudy of Angell's family case studies funded by the Social Science Research Council. The three major findings from the study were: 1) well-organized families met the depression with less catastrophic consequences than families that were already disorganized; 2) families tended to react to the depression in much the same way as they previously encountered crisis; and 3) the period of unadjustment and disorganization typically manifested in the early stages of the depression generally were succeeded by a period of adjustment or maladjustment (Cavan and Ranck, 1938:viii). In any given family its unity, integration and adaptability are a result of the interaction of family members. The adjustment of the families to the depression turned out to be a function of the adjustment of family members to each other, more so than to the degree of external pressure exerted by the depression. This conclusion corroborates the generalization reached by Angell (1936) namely, that the vulnerability of the family appeared to vary inversely with its integration and adaptability.

For this study Ruth Cavan prepared the rating scale in which integration and adaptability were analyzed into their component elements. The components starred are those which appeared to be more significant for adjustment to a financial crisis. Her six components of integration were: degree of affection*, mutual cooperation*, joint activities, esprit de corps, absence of tension*, and economic interdependence*. Her five components of adaptability were: nonmaterialistic

philosophy, lack of traditionalism*, adaptability of roles*, responsibility*, and previous experience in crisis.

Families in Trouble by Koos (1946) was the next research effort focusing on these two family characteristics. The research done during 1940-1943 concentrated on low-income urban families in New York City. This study, like those previously mentioned, found that families with adequate organization either suffered less from trouble or recovered more quickly from that trouble. Conversely, the family with individualized and dispersed interests suffered more frequently, for longer periods of time and with a greater degree of permanent damage.

Families Under Stress: Adjustment to the Crisis of War Separation by Reuben Hill (1949) was a search for the characteristics and processes which set off successful from unsuccessful families in the face of two war-born crises. Adjustment varied from family to family and from crisis to crisis, but Hill found common denominators of the adjustment to crisis: crisis, disorganization, recovery and reorganization. Hill, building on earlier studies, assumed that for the purpose of testing factors characteristic of families which survived the depression would prove predictive of success for families in war-born crisis. Those findings incorporated and tested were:

- 1) Previous success in meeting family crisis.
- 2) Non-materialistic goals predominate.
- 3) Flexibility and willingness to shift traditional roles of husband and wife or father and mother, if necessary.
- 4) Acceptance of responsibility by all family members in performing family duties.

- 5) Willingness to sacrifice personal interests to attain family objectives.
- 6) Pride in the family tree and in ancestral traditions.
- 7) Presence of strong patterns of emotional independence and unity.
- 8) High participation as a family in joint activities.
- 9) Presence of equalitarian patterns of family control and decision making.
- 10) Strong affectional ties between father-mother, father-children, mother-children and children-children. (Hill, 1949:17).

These ten items incorporate most of the points involved in family adequacy stressed by Koos (1946) and Cavan and Ranck (1938), as well as Angell's (1936) concepts of family integration and family adaptability. Using Angell's conceptualization, family integration items are 5, 6, 7, 8 and 10. Family adaptability items are 1, 2, 3, 4 and 9.

Hill adapted a scale devised by Ruth Cavan to create an instrument to test the association between family adjustment to separation and reunion with the resources of family adaptation and integration. Marital adjustment, family integration and family adaptability were shown to be the most important identifiable factors for successful adjustment.

Hill introduced the possibility that central levels of family integration and adaptability may prove best for family functioning:

The best statistical family types with respect to separation and reunion adjustment in this matrix are found in the Medium Integration - High Adaptability grouping. High individual statistical family types are found, however, all over the matrix and will be studied more intensively to discover why they vary from the expected. Why should the Low Integrated - Low Adaptability - Medium Marital Adjustment family type have adjustment to separation scores higher than any other type, and adjustment to reunion scores identical with the average of

the sample? Or, even more puzzling, why should the High Integration - High Adaptability - High Marital Adjustment family type have adjustment scores which are not higher than the average? These deviations from the expected will bear further study (Hill, 1949:162).

As stated earlier, Hill proposed that common elements to the adjustment of crisis were crisis, disorganization, recovery and reorganization. Hill (1958) further developed this idea and proposed the original ABCX model: A (the event) → interacting with B (the family's crisis meeting resources) → interacting with C (the definition the family makes of the event) → produces X (the crisis). This model focused primarily on the pre-crisis variables which account for differences in family vulnerability to a stressor event and whether and to what degree the outcome is a crisis for the family. In an attempt to incorporate the factor of a family's efforts 'over time' the Double ABCX model was conceptualized and developed by McCubbin and Patterson (1981:9).

The Double ABCX model uses Hill's original ABCX model as its foundation and adds post-crisis variables in an effort to describe: a) the additional life stressors and changes which may make family adaptation more difficult to achieve, b) the critical psychological and social factors families call upon and use in managing crisis situations, c) the processes families engage in to achieve satisfactory resolution, and d) the outcome of these family efforts (McCubbin and Patterson, 1981). The Double ABCX model is the foundation and theory upon which the proposed research is built.

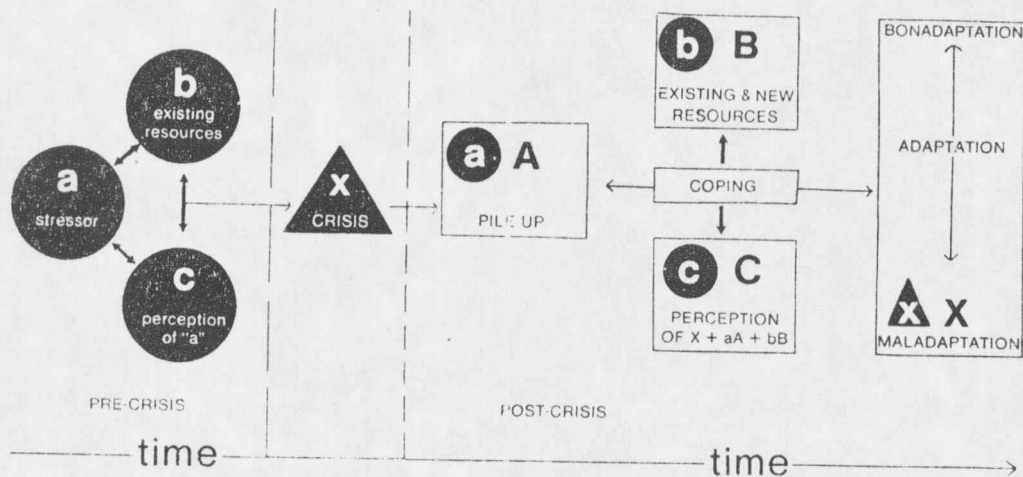


Figure 1. Double ABCX Model.

The Circumplex Model

Guttman (1954) is credited with proposing the use of circumplex models. The circumplex order is "an order which has no beginning and no end, namely a circular order. A set of variables obeying such a law is called a circumplex to designate a circular order of complexity" (Guttman, 1954:260). Guttman states that all variables have equal rank, but there is a law of neighboring that holds.

From a review of the literature in a variety of social science fields used to describe family functioning Olson, Sprenkle and Russell (1979) found that cohesion and adaptability were dimensions frequently used to describe marital and family dynamics. Simply defining the two

CIRCUMPLEX MODEL: SIXTEEN TYPES OF MARITAL AND FAMILY SYSTEMS

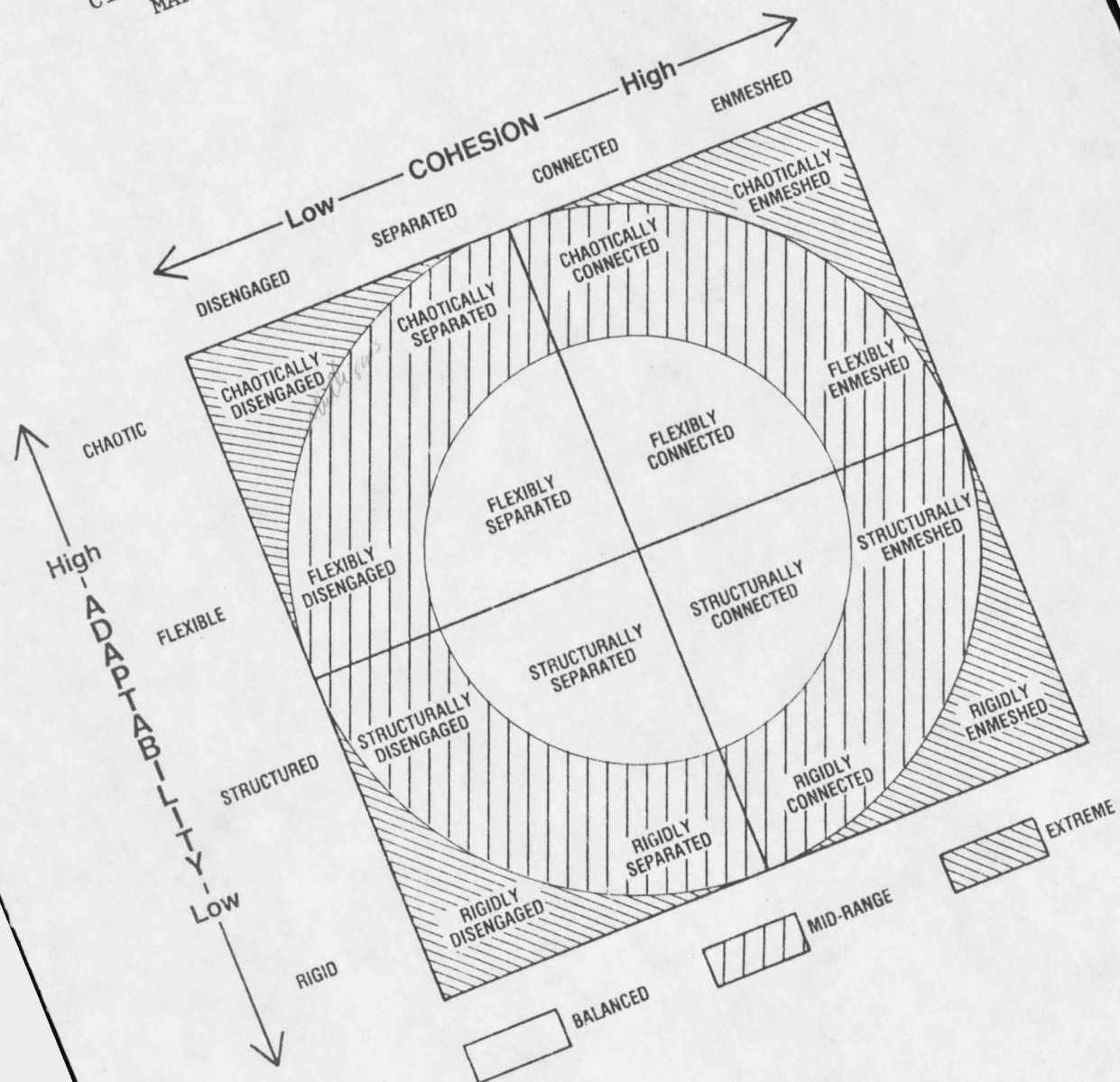


Figure 2. Circumplex Model: Sixteen Types of Marital and Family Systems.

dimensions was useful but not very integrative, so Olson and colleagues (1979) developed a circumplex model of family cohesion and family adaptability. In this model different types of family systems can be delineated utilizing the various regions of the model.

The Circumplex Model (Olson et al., 1979) developed on family cohesion and family adaptability dimensions consists of a four by four matrix which forms sixteen cells, each of which identifies one of 16 types of marital and family systems. The four levels of cohesion from low to high are disengaged, separate, connected and enmeshed. The four levels for family adaptation from low to high are chaotic, flexible, structured and rigid.

The four types in the central area reflect balanced levels of both adaptability and cohesion and are seen as most functional to family development. The four extreme types reflect very high or very low levels of adaptability and cohesion and are seen as most dysfunctional to family development (Olson et al., 1979). The central area which indicates a balance on both dimensions is conceptually similar to what Bronfenbrenner (1961) describes as a "theory of optimum levels." He maintains that healthy personality development in children requires a balance of parental support and control. The balance of support and control is hypothesized as moderate, which is the central area of the Circumplex Model.

Although it is generally assumed that the central area of the model is most functional to individual and family development over time, it is possible that extreme family types can be functional at times for families. However, if this pattern of relating becomes a predominant

style across the family life cycle, it could be problematic for one or more family members due to an imbalance of one or both dimensions (Olson et al., 1979).

Families change and adapt to normal transitions in individual members over time. The stage of the life cycle and composition of the family will influence which of the sixteen types characterizes the family system. Although there will always be variability in family systems at the same stage, families will cluster toward similar types at certain stages or transition points because they are dealing with similar developmental tasks (McCubbin and Patterson, 1981). To illustrate, McCubbin and Patterson (1981) predict that a non-problematic family with an adolescent will rank either separated or connected on the cohesion dimension, flexible or structured on adaptability, and plot in the central area. A problematic family with an adolescent will tend to be disengaged or enmeshed on cohesion, rigid or chaotic on adaptability and plot in the extreme areas. (Refer to diagram of the Circumplex Model on page 32.)

One general hypothesis of the Circumplex Model is that there is a curvilinear relationship between the dimensions of cohesion and adaptability and successful family functioning in the face of stressor events (McCubbin et al., 1982). The exception to this is noted below (see 1c.) McCubbin et al. (1982) derived the following hypotheses from the Circumplex Model:

1. Couples/families with balanced (two central levels) cohesion and adaptability will generally function more adequately than those at the extremes of these dimensions.

- a) Couples/families without serious problems will tend to have more balanced scores on both dimensions.
 - b) Couples/families with serious problems will tend to have more extreme scores on one or both of these dimensions.
 - c) Couples/families with normative expectations that support behavior extremes on these dimensions will not develop problems as long as all the members accept these expectations.
2. Couples/families will change their levels of cohesion and adaptability to deal with situational stress and life changes in the family life cycle.
- a) Couples/families without serious problems will change their cohesion and adaptability to an adjacent type to deal with situational, transitional or developmental stressors.
 - b) Couples/families with serious problems will either not change their cohesion and adaptability or will revert to the opposite extreme (on one or both dimensions) to deal with situational, transitional or developmental stressors.
3. Positive communication skills will facilitate couples and families to balance cohesion and adaptability.
- a) Couples/families with balanced scores (two central levels) on cohesion and adaptability will tend to have more positive communication skills than those at the extremes of the dimensions.
 - b) Couples/families at the extremes of the cohesion and/or adaptability dimensions will tend to have more negative communication skills than those not at the extremes (McCubbin et al., 1982).

The Circumplex Model for cohesion and adaptability dimensions has been empirically validated in two separate studies by Russell (1979) and Sprenkle and Olson (1978). Sprenkle and Olson (1978) compared twenty-five clinic and twenty-five non-clinic couples on variables related to adaptability. Using the SIMFAM game, they found that under stressful circumstances, better adjusted couples had a more equalitarian leadership pattern whereas the clinically treated couples had a wife-leadership pattern. Russell's study (1979) hypothesized that moderate family cohesion and moderate adaptability was more functional than either extreme. Russell's sample of thirty-one families was subdivided into those that had more and less difficulty with their adolescent. High family functioning was associated with moderate family cohesion and adaptability while low family functioning produced extreme scores on these dimensions. In plotting the two dimensions, Russell found that low functioning families fell into extreme areas, while most (10 or 15) high functioning families fell into the central area; no low functioning families fell into the central area. Her findings support the curvilinear hypothesis between family functioning and the circumplex dimensions.

In 1978, Olson, Portner and Bell developed The Family Adaptability and Cohesion Evaluation Scale (FACES), a 111 item self-reporting instrument specifically designed to measure variables related to the cohesion and adaptability dimensions and to empirically test the Circumplex Model. Portner's (1980) dissertation work compared fifty-five families (parents and one adolescent) in therapy with a control group of 117 non-problem families. She compared the two groups using FACES and the

Inventory of Parent-Adolescent Conflict (IPAC). As hypothesized, non-clinic families were more likely to fall in balanced areas of the Circumplex Model on cohesion and adaptability dimensions than clinical families. Bell (1980) also utilized FACES and IPAC to study 33 families with runaways and compared them with the same non-problematic families used in Portner's study. Again, as hypothesized, significantly more non-problematic families fell in the balanced area as compared to the runaway families. Conversely, he found more runaway families than non-problem families at the extreme levels.

In an attempt to overcome some of its limitations and develop a shorter instrument with simpler sentences which could be used with children and those with limited reading ability, FACES II was developed. The original 111 item scale was reduced to 50 items and through factor analysis was further reduced to 30 items. FACES II contains sixteen cohesion questions and fourteen adaptability questions. There are two questions for each of the following concepts related to the cohesion dimension: emotional bonding, family boundaries, coalitions, time, space, friends, decision-making, and interests and recreation. There are either two or three questions for each of the six concepts related to the adaptability dimension: assertiveness, leadership, discipline, negotiation, roles and rules.

In administering FACES II, each family member completes FACES II in terms of his or her perception of the family system. The individual scores can then be plotted so that it is possible to compare family members. Family scores can be obtained by summing individual scores.

Researchers tend to define problem families as those that voluntarily or involuntarily are involved in treatment programs. There is a body of clinical evidence that indicates families in such programs are often extreme in one or both dimensions of adaptability and cohesion. However, there are many families that fall at the extremes but function well and never seek professional assistance. There are also families who fall into the extremes, have problems, but seek no treatment. Unfortunately, most studies to date have concentrated on families receiving treatment; therefore, very little is known about those families who do not.

To summarize, research by Angell (1936), Cavan and Ranck (1938), Koos (1946) and Hill (1946) has been reviewed. The Double ABCX model developed by McCubbin and Patterson (1981) which is the foundation for this study, has been presented. The Circumplex Model of Marital and Family Systems (Olson et al., 1979) that hypothesizes moderate family cohesion and moderate family adaptability are more functional than either high or low extremes, has been discussed. The research cited and models presented have ultimately contributed to development of a Family Adaptability and Cohesion Evaluation Scale II (Olson, Portner and Bell, 1982). A review of empirical studies attesting to the value of family cohesion and family adaptability will now be presented.

Empirical Studies of Family Cohesion

Several studies have focused on family cohesion. Essentially, these studies have dealt with juvenile delinquent, schizophrenic and alcoholic families. These studies will be discussed.

David Reiss (1971) studied the cohesion dimension with normal, delinquent and schizophrenic families in an attempt to develop a theory of family consensual experience. The normal families fell at midpoint on the cohesion dimension, rated high on problem solving, and experienced the environment as patterned, logical and masterable. Families with delinquent children fell at the lower end of the cohesion dimension and rated low to moderate in problem solving. Individuals from delinquent families viewed rejection of their ideas as rejection of self, and attempted to make decisions based on very little information. Schizophrenic families achieved closure very early, regardless of how good the solution was, and were plotted at the high end of the cohesion dimension.

For their study on juvenile delinquency, the Gluecks (1950) devised a three-class category of cohesion: 1) good - strong "we feel good" as evidenced by cooperativeness, group interest, pride in home, affection for family members; 2) fair - elements of cohesion, but some members pulling apart from the family group; and 3) poor - unintegrated home adjustment, just a place to 'hang your hat,' self-interest exceeds group-interest. The study concluded that juvenile delinquents plotted at the low end of the cohesion dimension characterized by extreme individual autonomy and limited family identification.

Sandberg (1969) also studied juveniles, comparing adolescents in India to those in the United States. The youth answered items concerning family cohesiveness, decision making and autonomy. Results clearly showed that adolescents perceived greater cohesiveness in India and more self-decisiveness in America. Sandberg pointed out that the

greatest utility for his study was to point the way to more finely differentiated studies in the future. "These clearly significant differences in family cohesiveness, decision-making hierarchies, and adolescent independence need to be explored by more refined attention to specific areas of family behavior (Sandberg, 1969:406).

In a one year follow-up of treatment outcome for ninety-two couples in which the husband was diagnosed and treated for alcoholism, family cohesion proved to be the best predictive dimension (Oxford et al., 1976). The composite measure of marital cohesion was based upon husband and wife reports of mutual affection, favorable spouse perceptions and metaperceptions, and optimism about the future of the marriage. These researchers think that by integrating the findings from the study with those of other studies on the influence of family variables on the outcome of conditions other than alcoholism, a general hypothesis would link a breakdown in the cohesiveness of family relationships with unfavorable treatment outcomes.

Numerous other studies, including those by Levinger (1965), Hawkins (1968), Birchler, Weiss and Vincent (1975), and Williams (1977), have utilized the cohesion dimension in various aspects of marital research. Most of these studies have supported the principles and hypotheses of the Circumplex Model, thus attesting to the value of the cohesion dimension.

Empirical Studies of Family Adaptability

Several studies have focused on family adaptability. Although the studies define adaptability in slightly different terms, they generally

support the curvilinear hypothesis between adaptability and family functioning.

Tallman and Miller's study (1974) demonstrated the importance of examining role expectations as they related to leadership patterns. They found that role expectations become stabilized over the life cycle, emphasizing that normative role expectation will vary by class. It was hypothesized that families solve problems best when their power structure is constant with the normative pattern typical of their social class. Thus, as was expected, it was found that middle-class families function better in equalitarian structures and blue-collar families function better in father-dominant structures. In an earlier work, Tallman (1970) suggests that more competent families may have greater leadership adaptability.

Epstein and Santa-Barbara (1975) studied conflict behavior among clinically distressed couples. From observing couples' game playing strategy in a mixed-motive interaction game they concluded that the couples fell into one of the following conflict resolution strategies:

- 1) couples who resolved the conflict by adopting a cooperative strategy,
- 2) couples who managed the conflict in a mutually destructive manner, or
- 3) couples who developed either a dominant-submissive relationship, or those who wavered between cooperating and competing and failed to attain any stable solution to the conflict.

Kieren and Tallman (1972) defined adaptability as a spouse's ability to deal effectively with a problematic situation by changing roles and strategies in terms of new or modified assessments of the situation with which s/he is confronted. The adaptability dimensions were flexibility,

empathy and motivation. No relationship between a spouse's adaptability score and marital happiness score was found. Goldstein and Kling (1975) developed a family solidarity scale in which high scores represented interdependence and flexible role relationship, democratic decision making, and free communication. Some relationship between the scale and the other related family behaviors was found.

Numerous studies have focused on the dimension termed flexibility, a concept closely related to family adaptability. Olson, Sprenkle and Russell (1980) found that flexibility has been operationalized primarily in two ways: 1) the amount of intrusion, interruption, sarcasm or laughter in families or 2) randomness or relationship patterns such as who speaks after whom (assuming that a random order suggests flexibility). Because of difficulties encountered with these two measures, it is suggested that future studies not rely on these measures to access family adaptability (Olson et al., 1980).

In summary, the studies related to family adaptability indicate the importance of several family dimensions: power, discipline, negotiation, roles and rules. The studies generally support the curvilinear hypothesis between adaptability and family functioning.

Empirical Studies Combining Family Cohesion and Adaptability Dimensions

Studies such as Angell's and Hill's indicate that advances can be gained by cross-partitioning the two dimensions of cohesion and adaptability. Just as this study is attempting to build on the classic study by Angell (1936), the studies of McCubbin (1975, 77, 77, 79) and Boss (in press) built on Angell's (1936) and Hill's (1949) research.

McCubbin and Boss's research was on occupational (military and business) induced family separations, underscoring the central importance of family adaptability and cohesion. They found that the management of family stress involves maintaining a delicate balance between both individual development and growth and family unity and integration (Olson et al., 1980).

Several studies have been conducted to determine the importance of family cohesion and family adaptability as goals for family therapy and healthy family functioning. Fisher and Sprenkle (1977) conducted a study that was an empirical assessment of the goals of family therapists. A list of goals was developed based on a theoretical clustering of family therapy literature into the dimensions of communication, adaptability and cohesion. The study concluded that the three dimensions were important for creating an environment where family members could deal caringly and creatively with their differences.

The Group for the Advancement of Psychiatry (1970) also conducted a survey of family therapists. From a list of 8 goals the therapists were asked to indicate the primary goals they had for family therapy. Seven of the eight goals related to cohesion, adaptability and communication, indicating the importance of the family dimensions as goals for family therapy, and useful for describing healthy family functioning.

The empirical studies of family cohesion and adaptability mentioned above are only a brief view of the studies concerning the two dimensions. These studies are among those cited by Olson, Sprenkle and Russell (1980) in The Circumplex Model of Marital and Family Systems II: Empirical Studies and Clinical Intervention. The studies attest to the

value of the cohesion and adaptability dimensions. Many hypotheses in the Circumplex Model were based on findings from these studies. In spite of the diversity of operational and conceptual definitions, the curvilinear hypothesis between adaptability and cohesion and family functioning was generally supported.

Adolescent Development

Adolescence is often considered a period of 'stress and storm.' The extent of trauma and disruption experienced by the majority of adolescents has often been exaggerated (Conger, 1977). Contrary to assertions of many influential clinicians, a considerable body of data is accumulating to suggest that the typical teenager is a reasonably well-adjusted individual whose daily functioning is only minimally marred by psychological incapacity (Conger, 1977). In one study, over 11,000 ninth grade students were administered the Minnesota Multiphasic Personality Inventory Test. When the adolescents were examined for evidence of emotional disturbances, only between 10-20% fell in the range suggestive of possible psycho-pathology -- about the same incidence as for the adult population as a whole (Conger, 1977). Although it may be that for the vast majority the stressors encountered during adolescence do not lead to a high degree of emotional turmoil, this is a time of considerable development in the areas of physical, psychological, social and cognitive growth.

Puberty is that time in the life cycle at which the reproductive organs attain functional maturity, but the process actually involves the entire organism. Of all the developments that take place during

adolescence, the coming of sexual maturity is the most significant in its influence upon the behavior and interests of youth (Cole and Hall, 1970). The enhanced awareness of sexual feelings in the adolescent may and usually does result in masturbation. For some there is a preoccupation with masturbation when first discovered, while others may focus on it during periods of stress (Schimel, 1969). Masturbation, however, seems to be an age-appropriate, healthy discovery of one's own body.

Along with sexual maturity comes various other types of physical changes. Among the many physiological changes that occur during adolescence are those in circulation, pulse rate, blood pressure and the chemical composition of the blood; changes in respiration and energy metabolism; and changes in the excretory function (Horrocks, 1969). There is a normal variation of physical and sexual development, but clinical experience suggests that psychological experiences may influence the sequence of puberty changes. Physical growth and sexual maturity in both sexes may be retarded or hastened by emotional difficulties (Scribner, 1968).

All the changes in the body, not only in sexual development and function, but also in physical size and strength call for the teenager to modify the mental image of himself/herself. The cultural stereotypes of what constitutes masculinity and femininity often make it difficult for teenagers to feel good about themselves if the development is slower, faster or just not what the stereotype prescribes. Various other factors as well may effect the self-esteem, including the state of home life, birth order, number of siblings, and economic prestige of the family (Rosenberg, 1965).

As a child moves through the developmental sequence s/he encounters a number of developmental tasks set by himself, his culture or biological factors. Havinghurst (1953) lists ten tasks of the adolescent period:

- 1) achievement of new and more mature relations with age-mates of both sexes
- 2) achievement of a socially approved masculine or feminine social role
- 3) acceptance of one's physique and the effective use of the body
- 4) achievement of emotional independence of parents and other adults
- 5) achievement of the assurance of economic independence in the sense of feeling that one could make one's own living if necessary
- 6) selection and preparation for an occupation
- 7) preparation for marriage and family life
- 8) development of intellectual skills and concepts necessary for civic competence
- 9) the desiring and achieving of socially responsible behavior
- 10) acquisition of a set of values and an ethical system as a guide to behavior

Erickson (1968) considers the problem of identity vs. identity confusion as a particular characteristic of adolescence. Erickson employed the concept of what he called "ego identity." Erickson believes ego identity implies a universal need to perceive oneself as somehow separate from others, no matter how much one may share motives, values and interests with others. Researchers have demonstrated an important relationship between parenting style and adolescent ego development. Bell and Erickson (1976) discovered that adolescents with high ego development have been found to come from families described as more flexible (adaptability), trusting (cohesion), and closer than families of adolescents with lower ego development.

The impressive gains in physical and psychological development that take place during adolescence are accompanied by equally impressive intellectual and cognitive development. Assuming that there is a ceiling set by heredity factors, in general adolescents showing IQ gains are most likely to come from socioeconomically favored environments, whereas those showing a decrease are most likely to come from culturally isolated environments or disadvantaged settings (Conger, 1977). Parents of children who show gains in IQ provide their children with acceleration and encouragement for intellectual tasks and take a moderate, rationally structured approach to discipline (Conger, 1977).

Mental ability as distinguished from IQ increases rapidly from birth to adolescence. According to Piaget, the adolescent becomes capable of "hypothetico-deductive" thinking. The process of deduction is no longer confined to perceived realities, but extends to hypothetical statements. In problem solving, the adolescent tends to raise alternative hypotheses successively, test each against the facts and discard those that prove wrong. Younger children appear to fixate on the initial hypothesis. Also, unlike the younger child, the adolescent can "take his own thoughts as an object and reason about it" (Conger, 1977).

Establishing true independence from parents during adolescence is seldom a simple matter because motivation and rewards for independence are strong as well as the desire to continue depending upon them. Relations both with same and opposite sex peers assume special importance as ties with parents become progressively emancipated. Because of the heightened importance of the peer group during

adolescence, motivation for conformity to values, customs and fads of the peer culture increase during this period.

Adolescence is a peak time of sexual capacity and activity. Attempts to impose abstinence upon adolescents appears to have failed. Various levels of petting, necking and premarital intercourse and other more or less tabooed sexual outlets are comparatively common among the adolescent population (Zelnik and Kantner, 1979).

Teenage drinking is generally frowned upon by the adult population, which may be reason enough for many adolescents to try it at least once. A study done by the Cooperative Commission for the Study of Alcoholism found that 75% of all high school students had been drinking before graduation, a third with some regularity (Schimel, 1969). It seems that marijuana also is a substance often experimented with by teens (Schimel, 1969). As with alcohol, the preoccupation with, the excessive use of, and the interference with life brought about through marijuana are indications of an underlying problem and not the problem itself (Schimel, 1969).

Adolescent development shows wide differences in various growth phenomena. Konopka (1973) lists items that impede this development: lack of nutrition, inadequate housing, poverty in general, and racial discrimination. She also lists violation of adolescent self-respect by the adult world and limited outlet for experimentation by youth as factors curtailing the developmental process.

In summary, the adolescent period is characterized by physical, psychological, intellectual and cognitive development. Adolescence is a peak time for sexual activity, experimentation and peer interaction.

Although adolescents strive to differentiate themselves from their families, their families remain viable elements in the developmental process.

Adolescents and their Families. Cross cultural research comparing adolescents' perception of the family indicate that while youth in other societies' such as Israel view society as a direct extension of the family, American youth view the family as an institution unto itself (Becker, 1976). There is no doubt that an important aspect of life for the adolescent is identification with the family. Adolescence is a time of peer group interaction, but the family maintains a very meaningful and influential force in the life of the adolescent.

There are three basic functions of the family that can never be fully replaced by the peer group or any other social structure over the course of a life-time. Olson, Sprenkle and Russell (1980) have developed a theoretical model providing a description of the three basic functions found in healthy families. First, the family provides a sense of cohesion. Family cohesion is defined as the emotional bonding that individuals have toward one another (Olson et al., 1979). At the high end of the cohesion dimension there is an overidentification with the family which is likely to enmesh the adolescent in his or her family. The low extreme of cohesion results in a sense of disengagement or lack of caring by family members. Family adaptability is the second dimension and is defined as the ability of the family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress (Olson et al., 1979). As with cohesion, adaptability is a continuum. Adolescents who experience rigid

(low adaptability) family types are likely to internalize a rigid interaction style, while too much adaptability may create a chaotic style. Thus, the central levels of both cohesion and adaptability are hypothesized as more conducive to family functioning than the extremes. The central area of the cohesion dimension is most viable for family functioning because individuals are able to experience and balance being independent from, as well as connected to their families (Olson et al., 1980). Likewise, with the adaptability continuum, a balance of stability and change appears most functional to individuals and family development (Olson et al., 1979). The third dimension for healthy family functioning is communication, the means by which family members interact and negotiate differences (Olson et al., 1980).

In summary, the family provides the adolescent with a sense of cohesion and adaptability. A balance of these two dimensions plus effective communication appears to be most conducive to positive family functioning.

Adolescent Stress. The studies discussed in this section demonstrate that different events create various degrees of stress for adolescents. The studies also specify differences in male and female adolescents in dealing with stress.

Yeaworth and colleagues (1980) have developed the Adolescent Life Change Event Scale. These researchers hypothesized that there is a great deal of variability of perceptions of life stress events among adolescents. Differences in maturity and culture make it doubtful that all adolescents will perceive life stress events in a like manner and very doubtful that their perceptions will be the same as the perceptions

of adults. When asked to rate various life change events in terms of amount of stress created, adolescents, like adults, rated events related to death and separation as being most stressful. Events dealing with family problems were also generally given high stress scores, i.e., "family member having trouble with drinking" and "parent losing a job." School failures also represented high stress items for adolescents.

Burke and Weir (1978) revealed clear-cut differences between male and female adolescents on a number of stress-related dimensions. Females discussed a wider array of problems with their peers than did males. Both male and female adolescents seemed to favor mothers over fathers as helpers and peers over parents. Female adolescents reported greater stress in their lives, particularly in such areas of concern as acceptance by peers, relationships with the opposite sex, feelings of isolation and loneliness, and disagreement with parents. Although females reported receiving significantly more social support from peers, they also reported poorer emotional and physical well-being.

It can be concluded that adolescents view events dealing with death and separation as most stressful, followed by events concerning family problems. Female adolescents experience more stress in their lives than their male counterparts. Although female adolescents receive more social support from their peers, they are in poorer psychological and physical health.

In summary, adolescence, characterized by physical, psychological, cognitive and intellectual growth, can be a time of increased stress for youth and their families. Female adolescents reported greater stress in their lives than did their male counterparts. Balanced levels of family

cohesion and family adaptability in combination with effective communication skills appear to provide the optimal setting for dealing with adolescent problems.

RESULTS

Placement in the Circumplex Model

This section first presents the placement of the respondents in the three regions of the Circumplex Model. A comparison of the distribution in the Circumplex Model of the unemployed Butte sample to a national subsample is presented. The results concerning parental coping strategies and adolescent coping strategies follow.

The Circumplex Model for family cohesion and adaptability dimensions consists of three regions: balanced, mid-range and extreme. Respondents in the study were placed in the Circumplex Model on the basis of their scores on FACES II. To be in the balanced region a respondent's scores on both dimensions must be in the balanced range. In the mid-range the respondent's score for one dimension is in the balanced range while the score for the other dimension is extremely high or extremely low. In the extreme region respondent's scores on both dimensions are either extremely high or extremely low. According to the authors of the Circumplex Model, families with balanced levels of cohesion and adaptability will function more adequately than those with extremes of the two dimensions.

FACES II (Olson, Portner and Bell, 1982), the instrument used to measure the two dimensions of the Circumplex Model, family cohesion and adaptability, was scored according to the format provided by its authors. Responses were obtained from fathers, mothers and adolescents

living in Butte, Montana. In all families, fathers were blue-collar workers currently unemployed because of the closure of the Butte mining operations by the Anaconda Minerals Company. According to individual scores, each respondent was plotted into the balanced, mid-range or extreme region of the Circumplex Model. The frequencies and percentages of husbands (N=68), wives (N=67) and adolescents (N=69) in each of the three regions of the Circumplex Model are presented in Table 1. More of the husbands (37%), wives (42%) and adolescents (45%) fell in the extreme region than in either of the other two regions. The next largest percentage of husbands (34%) and wives (33%) fell into the balanced region whereas this region contained the smallest percentage of adolescents (13%). The smallest percentage of husbands (29%) and wives (25%) were in the mid-range. Of the adolescents, 42% were mid-range in the Circumplex Model.¹

One objective of this study was to compare the responses of the unemployed blue-collar families who participated in this study to a sample of the general population. The present study was compared with a national study because it was not possible to obtain an employed sample comparable to the unemployed sample in Butte, Montana. The national sample used for comparison consisted of 1140 married couples and families from 31 states (Olson et al., 1983). These couples and families were obtained from a stratified, randomly selected sample from

¹A family mean Z score can be obtained by combining parent and adolescent responses. However, this score which classifies the family as a unit as Balanced, Mid-Range or Extreme was not used in this research.

Table 1. Frequencies and Percentages of Husbands, Wives and Adolescents in Each of the Three Regions of the Circumplex Model

Regions of the Circumplex Model	Husbands (N=68)		Wives (N=67)		Adolescents (N=69)	
	f	%	f	%	f	%
Balanced	23	34	22	33	9	13
Mid-Range	20	29	17	25	29	42
Extreme	25	37	28	42	31	45

Table 2. A Percentage Comparison of the Distribution in the Circumplex Model of the Unemployed Butte Sample with the National Subsample.

Regions of the Circumplex Model	Parents		Adolescents	
	National Subsample	Unemployed Sample	National Subsample	Unemployed Sample
Balanced	53	34*	47	13*
Mid-Range	32	27	34	42*
Extreme	15	39*	19	45

*Statistically significant at $P < .05$.

seven stages of the life cycle. Two hundred sixty-one of these families had adolescents. The unemployed Butte families with adolescents were compared with this subgroup of the national sample. A comparison of the distribution in the Circumplex Model of the unemployed Butte sample with the national subsample is presented in Table 2. Chi-square was used to detect statistical differences. As Table 2 shows, a significantly larger percentage of parents (53%) and adolescents (47%) in the national survey were in the balanced region. A significantly larger percentage of parents (39%) and adolescents (45%) in the unemployed sample were in the extreme region whereas this area contained the smallest percentage of parents (15%) and adolescents (19%) in the national survey. Thirty-two percent of parents and 34 percent of adolescents in the national subsample were in the mid-range, compared to 27 percent of parents and 42 percent of adolescents in the unemployed sample.

These differences were not unanticipated since the national subsample was essentially a normal sample and the Butte sample was under stress due to unemployment. This alone could account for differences between the unemployed sample and the national subsample in their distribution in the Circumplex Model. The average age of husbands in the national subsample was 43 and of wives, 40 years. The average age of the unemployed husbands was 42 and of wives, 41 years. Twenty-five percent of the families in the national survey lived in a metropolitan area with more than 100,000 people, 18 percent in large towns, 14 percent in small cities, 14 percent in rural areas and 13 percent on farms. All of the unemployed families lived in Butte, Montana, whose population is approximately 30,000. The most frequent occupation for

men in the national survey was professional. Eighty percent of the total subsample of husbands in the national survey were employed full time. All of the Butte unemployed men were blue-collar workers with 37 percent being unemployed 1-6 months, 21 percent 6 months to 1 year, 16 percent 1 year to 1½ years, 21 percent 1½ to 2 years, and 6 percent unemployed 2 years or more. Thirty percent of the wives in the national sample and 36 percent of wives in the unemployed sample worked full time. All but 3 percent of the husbands and 2 percent of the wives in the national survey had at least a high school diploma. All but 20 percent of husbands and 22 percent of wives in the unemployed sample had at least a high school diploma. In the national subsample 32 percent of husbands and 19 percent of wives reported 4 years or more of college. No husbands and only 1 percent of the wives in the unemployed sample reported 4 years or more of college. Even when fully employed, the Butte sample may never have functioned as adequately as the national subsample because of the type of occupation and their level of education. It can be concluded that differences in life style, especially education and occupation, as well as the unemployment stressor faced by the Butte sample appear to explain the differences in the distribution of the unemployed Butte sample and the national subsample in the Circumplex Model.

It is also possible that social desirability may have affected some of the respondents' answers to certain questions in the questionnaire. A case in point is the issue of reported effect of unemployment on the Butte families. In response to the question, "What effect has

unemployment had on your family?" fifty percent of unemployed husbands, 42 percent of their wives and 46 percent of their adolescents stated that it had no effect. Thirty-two percent of unemployed husbands, 42 percent of wives and 26 percent of adolescents stated it brought them closer together as a family. Only 6 percent of unemployed husbands, 0 percent of wives and 12 percent of adolescents stated it pulled them apart as a family. Yet the data in Table 2 indicate that the unemployment stressor and the "pile up" of stressors associated with the husband's/father's job loss has effected the unemployed families so that as a group they do not function as adequately as the national subsample. However, the responses to the previously mentioned question given by the unemployed husbands, wives and adolescents suggest that unemployment has had either no effect or has brought their families closer together. One interpretation of this discrepancy is that unemployment has had more of a detrimental influence on family functioning than the unemployed families are willing to consciously admit either to themselves or to the researcher of this study.

Parental Coping Strategies

Parental coping strategies were measured by the Family Oriented Personal Scales (McCubbin, Olson and Larson, 1981). This instrument consists of 5 subscales tapping two dimensions of family interaction: internal family strategies and external family strategies.

Internal coping strategies refer to the ways individual members deal with difficulties by using resources within their own families. Two conceptual scales, Reframing and Passive Appraisal, make up the

internal family dimension of F-COPES. The Reframing subscale contains 8 items designed to elicit the family's ability to redefine stressful events in order to make them more manageable. The Passive Appraisal subscale contains 4 items designed to elicit the family's ability to adopt a passive approach. By using a passive approach responsibility and self initiative are minimized for dealing with difficulties.

External coping strategies refer to the behavior family members employ to acquire resources outside their families. Three conceptual subscales, Acquiring Social Support, Seeking Spiritual Support, and Mobilizing the Family to Acquire and Accept Help comprise the external dimension of F-COPES. The Acquiring Social Support subscale contains 9 items designed to elicit the family's ability to actively engage in utilizing resources from relatives, friends, neighbors and extended family. The Seeking Spiritual Support subscale contains 4 items designed to elicit the family's ability to acquire spiritual support. The subscale Mobilizing the Family to Acquire and Accept Help contains 4 items designed to elicit the family's ability to seek out community resources and accept help from others.

Table 3 contains the internal and external coping strategy means of parents according to their position in the two regions of the Circumplex Model, balanced and extreme. One way analysis of variance was used to detect statistical differences. The only statistically significant difference in coping strategies for husbands was in use of the Reframing strategy. Husbands in the extreme region ($\bar{x}=31.16$) of the Circumplex Model utilized the Reframing strategy significantly more than husbands in the balanced region ($\bar{x}=26.43$). Perhaps viewing change optimistically

may aid coping whereas relying on this strategy to a greater extent inhibits positive functioning. Possible reasons for this will be presented in the discussion section. The only difference for wives was in their use of social support as a strategy. Wives in the extreme region of the Circumplex Model ($\bar{x}=27.39$) used the Acquiring Social Support strategy significantly more than wives in the balanced region ($\bar{x}=22.95$). Wives in the extreme region of the model seem to be relying on relatives, friends, neighbors and extended family more than wives in the balanced region. One could argue, however, that overdependence on these resources may not be conducive to effective coping. Possible reasons for this will be presented in the discussion section. There were no significant differences in use of any of the other coping strategies measured by F-COPES.

Table 3. Internal and External Coping Strategy Mean Scores by Sex and Balanced and Extreme Circumplex Model Regions

Coping Strategies	Husbands		Wives	
	Balanced (N=23)	Extreme (N=25)	Balanced (N=22)	Extreme (N=28)
Acquiring Social Support	24.30	24.04	22.95	27.39*
Reframing	26.43	31.16*	29.36	30.21
Seeking Spiritual Support	11.91	13.32	14.05	14.29
Mobilizing Family to Acquire and Accept Help	11.65	11.12	11.68	10.79
Passive Appraisal	10.09	8.92	10.64	9.11

1. Higher means indicate greater use of the strategy.

* Statistically significant at $P<.05$.

All means rounded to the nearest hundredth.

In summary, respondents tapped both intrafamily and external resources in coping with unemployment. For husbands, the only difference was in use of the Reframing strategy. Husbands in the extreme region of the Circumplex Model utilized this strategy significantly more than husbands in the balanced region. The only difference for wives was in their use of social supports. Wives in the extreme region of the Circumplex Model utilized the Acquiring Social Support strategy significantly more than wives in the balanced region. With these exceptions, respondents in the balanced region of the Circumplex Model utilized the five coping strategies in F-COPES to a similar degree as those in the extreme region.

Adolescent Coping Strategies

Adolescent coping strategies were measured by Adolescent Coping Orientation for Problem Experiences (Patterson and McCubbin, 1981). The items in the Ventilation subscale consist of getting angry and yelling at people, blaming others for what's going wrong, saying mean things to people, swearing, and letting off steam by complaining to family members and friends. The items in Low Level Activity subscale consist of sleeping, going to movies, working on a hobby, watching TV, using prescription drugs, playing video games, shopping and reading. The Self-Reliance and Positive Appraisal subscale measures the adolescent's ability to figure out how to deal with the problem, organize his/her life and what s/he has to do, think of the good things in life, make his/her own decisions, see good things in difficult situations and get a job or work harder at one. The Emotional Connections subscale consists

of talking to a friend about how s/he feels, trying to help other people solve their problems, crying, trying to keep up friendships or make new friends, saying nice things to others and apologizing to people. The Family Problem Solving subscale consists of talking to parents and siblings, doing things with the family, trying to reason with parents and talk things out, and going along with parents' requests and rules. The Passive Problem Solving subscale consists of using drugs, drinking beer, wine, liquor, smoking, trying to stay away from home and telling himself/herself the problem is not important. The Spiritual Support subscale consists of going to church, praying and talking to a minister or priest. The Close Friendship Support subscale consists of being close to someone s/he cares about and being with a boyfriend or girlfriend. The Professional Support subscale consists of getting professional counseling and talking to a teacher or counselor at school. The High Activity Level subscale consists of doing strenuous physical activity, getting involved in activities at school, trying to improve himself/herself, and working hard on school work or school projects. The Humor subscale consists of joking and keeping a sense of humor, and trying to be funny and make light of it all. The Relaxation subscale consists of daydreaming, listening to music, eating food and riding around in the car.

Table 4 contains the coping strategy means of adolescents according to their position in the two regions of the Circumplex Model, balanced and extreme. Again one way analysis of variance was used to determine statistically significant differences. There were significant differences in only three of the strategies, Ventilation, Self-Reliance,

and Family Problem Solving. Adolescents in the balanced region of the Circumplex Model ($\bar{x}=19.22$) utilized the Ventilation strategy significantly more than adolescents in the extreme region ($\bar{x}=15.68$). Adolescents in the extreme region ($\bar{x}=19.48$) utilized the Self-Reliance coping strategy significantly more than adolescents in the balanced region ($\bar{x}=16.11$). Adolescents in the extreme region ($\bar{x}=20.03$) utilized the Family Problem Solving strategy significantly more than adolescents in the balanced region ($\bar{x}=14.56$). There were no significant differences in use of any of the other coping strategies measured by A-COPE.

Table 4. Coping Strategy Mean Scores of Adolescents by Balanced and Extreme Circumplex Model Regions

Coping Strategies	Balanced (N=9)	Extreme (N=31)
Ventilation	19.22	15.68*
Low Level Activity	21.67	21.65
Self-Reliance and Positive Appraisal	16.11	19.48*
Emotional Connections	17.00	18.77
Family Problem Solving	14.56	20.03*
Passive Problem Solving	10.89	9.16
Spiritual Support	5.11	6.48
Close Friendship Support	7.00	7.03
Professional Support	2.22	2.90
High Activity Level	10.11	12.42
Humor	4.78	5.42
Relaxation	12.78	13.13

1. Higher means indicate greater use of strategy.

* Statistically significant at $P < .05$.

All means rounded to the nearest hundredth.

In summary, comparing the coping strategies of adolescents in the balanced region to those in the extreme region, use of coping strategies were similar with the exception of the three previously mentioned strategies: Ventilation, Self-Reliance, and Family Problem Solving. The Ventilation strategy was used significantly more by adolescents in the balanced region of the Circumplex Model than adolescents in the extreme region. The Self-Reliance and Family Problem Solving strategies were used significantly more by adolescents in the extreme region of the Circumplex Model than adolescents in the balanced region. Possible reasons why the Ventilation subscale was conducive to positive functioning, whereas the Self-Reliance and Family Problem Solving strategies more heavily relied upon by adolescents in the extreme were not effective coping strategies, will be presented in the discussion section.

DISCUSSION

The hypothesis that parents and adolescents in families with unemployed male breadwinners in the balanced region of the Circumplex Model would use different coping strategies than those in the extreme region of the Circumplex Model was partially supported. In comparing the coping strategies of husbands, the Reframing strategy was used significantly more by husbands in the extreme region of the Circumplex Model than those in the balanced region. However, there were no significant differences between husbands in the balanced region and husbands in the extreme region in their use of the other four coping strategies measured by F-COPES.

The Acquiring Social Support strategy was used significantly more by wives in the extreme region of the Circumplex Model than by wives in the balanced region. Again, there were no significant differences between wives in the balanced region and wives in the extreme region in their use of the other four coping strategies measured by F-COPES.

In comparing the coping strategies of adolescents there were significant differences in only three of the twelve strategies, Ventilation, Self-Reliance, and Family Problem Solving. Adolescents in the balanced region of the Circumplex Model used the Ventilation strategy significantly more than adolescents in the extreme region. Adolescents in the extreme region used the Self-Reliance and Family Problem solving strategies significantly more than adolescents in the

balanced region. There were no significant differences in use of any of the other coping strategies measured by A-COPE.

Circumplex Model Placement

A comparison of the distribution of husbands, wives and adolescents in the three regions of the Circumplex Model reveals some discrepancy about the placement of the family in the model according to parents and adolescent scores. For example, 34 percent of husbands and 33 percent of wives were in the balanced region compared to only 13 percent of the adolescents. Twenty-nine percent of the husbands and 25 percent of the wives fell in the mid-range compared to 42 percent of the adolescents. Thirty-seven percent of the husbands and 42 percent of the wives fell in the extreme region compared to 45 percent of the adolescents. Table 1, page 55 indicates that adolescents viewed their families as less balanced and more extreme than did the parents. One reason for this difference may be that adolescents, in attempting to differentiate themselves from their families may view their families as less cohesive. Another reason may be that adolescence is a time for youth to seek greater independence, freedom and autonomy from their families which may account for them viewing their families as less adaptable. Either of the two interpretations could account for the differences in parent and adolescent placement in the Circumplex Model for family cohesion and adaptability dimensions.

An alternative explanation is that different perceptions among family members could also attribute to the discrepancy between parents and adolescents as to their placement in the Circumplex Model. Hill

(1958) stated that impacting stressors produce different effects on various family subsystems resulting in differing perceptions among family members. In the present study, the impacting stressor was the husband's/father's job loss occurring concomitantly with major shifts in the family system to accommodate the needs of an adolescent member. Olson and McCubbin (1982) suggest that during times of stress, discrepancies in perceptions are more evident. Discrepant perceptions increase stress and with increased stress comes increased perception discrepancies between family members. The two factors seem to escalate each other, thus increasing tensions between parents and adolescent.

Just as individual family members may have different perceptions about the situation, so may they each employ different coping strategies in dealing with the situation. The interaction and coordination of coping strategies among family members is critical. Olson and McCubbin (1982) point out that family coping is a collection of individual responses and in responding to specific stressors some coping strategies may be more effective than others. Some coping strategies, such as compromise, require equal input from all family members, while others may depend more on the parents or the children. Other coping strategies are most effective when enacted by specific family members. For example, the role for one member may be to acquire social support from the community to help the family deal with a crisis, while another concentrates on reframing the situation to aid in regaining homeostasis. Effective family coping is a process of achieving a balance in the family system that facilitates organization and unity, and promotes individual growth and development (McCubbin et al., 1980).

In summary, there was some discrepancy about the placement of the family in the Circumplex Model according to parents and adolescents scores. In general, parents viewed their families as more balanced and less extreme than did the adolescents. One reason for this difference may be that adolescents, in attempting to differentiate themselves from their families may view their families as less cohesive. A second reason may be that adolescents view their families as less adaptive because they are striving for greater independence from them. Finally, another interpretation is that different perceptions among family members could also attribute to the discrepancy between parents and adolescents as to the family's placement in the Circumplex Model. It is possible that individual family members have different perceptions about a situation and may also employ different coping strategies in dealing with the situation.

Husbands' Coping Strategies

The only significant difference in coping strategies for husbands was in use of the Reframing strategy. Husbands in the extreme region of the Circumplex Model utilized the Reframing strategy significantly more than husbands in the balanced region. The Reframing subscale is designed to elicit the family's ability to redefine stressful events in order to make them more manageable. Husbands in the balanced region of the Circumplex Model may be functioning more adequately than those in the extreme region because they are able to identify selective events which can be successfully altered and those which are beyond their

control. Those events that are designated as beyond their control can then be defined in a way that makes them easier to accept.

Pearlin and Schooler (1978) emphasize that in situations where individuals had little control, such as being laid off, a sense of mastery and confidence in taking charge was not useful. However, in problems involving interpersonal relationships such as parent-adolescent struggles, these same strategies were critical. The present study focused on the unemployment stressor, occurring concomitantly with the normative event of a family member progressing through adolescent development. Both events typically call for role shifts which require adjustment by all family members. Unemployed families with adolescents are attempting to cope with job loss over which they had no control and with interpersonal problems associated with role adjustment. Balanced families have the ability to redefine the situation in a rational way, tackle obstacles and initiate problem-solving strategies early on in the experience (McCubbin et al., 1982). Extreme families may be over confident rather than realistic in their appraisal of the situation. If families reframe the situation unrealistically, they may reject external coping strategies which, in combination with reframing, might prove more effective and beneficial to family problem solving.

There may be another reason why men in the extreme region of the Circumplex Model scored higher than those in the balanced region on the Reframing subscale. The specific items on the Reframing subscale constitute positive family qualities. Items in the subscale include:

- 1) Knowing we have the strength within our own family to solve our problems,

- 2) Believing we can handle our own problems,
- 3) Facing problems head-on and trying to get solutions right away,
- 4) Accepting stressful events as a fact of life.

It is possible that men in the extreme region of the Circumplex Model reframed the situation, convincing themselves that their families have in fact confronted the unemployment situation in the ways specified in this subscale. This would account for the men in the extreme region scoring significantly higher than those in the balanced region on the Reframing subscale.

In summary, the only significant difference in coping strategies for husbands was in use of the Reframing strategy. Husbands in the extreme region of the Circumplex Model utilized the Reframing strategy more than husbands in the balanced region. One explanation for this difference was that husbands in the balanced region may be more successful at identifying selective events which could be altered and those which were beyond their control. Another explanation for extreme husbands scoring higher on the Reframing strategy was that they had reframed the situation, convincing themselves that their families had confronted the unemployment situation in the ways specified in this subscale.

Wives' Coping Strategies

The only significant difference in coping strategies for wives was in their use of social supports. Wives falling in the extreme region of the Circumplex Model utilized the Acquiring Social Support strategy significantly more than those in the balanced region. The social

supports included in this strategy were relatives, friends, neighbors and other families who have faced the same or similar problems.

Wives in the extreme region of the Circumplex Model may not be functioning as adequately as those in the balanced region because they are relying on social supports to a degree that intensifies stress and increases dependency on others. Pearlin and Schooler (1978) point out that successful coping depends not only on 'what one does' but also on 'how much' one does it.

The use of social resources by families in crisis or in problem situations remains ambiguous (Croog, Lipson & Levine, 1972). Given the availability of such resources, the pattern of their relative contributions in various contexts remains unclear (Goode, 1963; Hill & Hanson, 1964; Petersen, 1969). In some circumstances relying on these resources can increase stress and dependency and produce further conflict (Hill & Hanson, 1964). Pearlin and Schooler (1978) state that self-reliance may be much more effective in reducing stress than in soliciting help from others, especially in family relationship problems.

Other studies conclude that families under stress can benefit from tapping support networks (Hill, 1949; Koos, 1964) with informal networks such as family and friends being more readily used than formal networks such as community and professional agencies (Croog, Lipson & Levine, 1972). Families are more able to cope with normative and unanticipated stressors if they are connected to a supportive network and actively involving this network in the problem-solving process (Hamburg & Adams, 1967; Croog et al., 1972; Burke & Weir, 1977).

It may be that wives in extreme families turn to their families for support, only to find the families offer no reprieve. At this point they resort to their extended family, friends and neighbors, relying heavily on them to compensate for lack of family support. If balanced families function well as a unit, individual members can successfully tap the intrafamily support system. Other social support networks may be called on to supplement the family system, but not in a compensatory role.

In summary, the only significant difference in coping strategies for wives was in their use of social supports. Wives in the extreme region of the Circumplex Model utilized the Acquiring Social Supports strategy significantly more than wives in the balanced region. One explanation was that wives in the extreme region utilized social supports to a degree that increased dependency on others.

This discussion thus far has focused on the coping strategies of parents. It is important to note they are experiencing a difficult stage of life. As adolescents begin to challenge their parents' authority and seek to develop a unique sense of self, parents find themselves faced with loss of a major portion of their identity (Jones, 1980). As a child progresses through adolescence, the parent's role as child-rearing agent, dispenser of information and enforcer of rules begin to change rapidly. For some parents this suggests not only that they are less valuable but also that they are getting older. This is an age when men and women begin to reevaluate their career decisions and women who have remained home to raise a family are confronted with decisions concerning what they will do after the children leave home

(Jones, 1980). Given that many parents of adolescents are experiencing a number of difficult life issues, it is understandable that the addition of a non-normative event such as unemployment could compound and intensify this transition period.

It may be that support from members of the extended family could ease this trying period. Decline of the extended family and the movement away from small rural communities with their relative greater sense of community has been blamed for compounding the difficulties associated with parenting. Conger (1977) states that geographically transient and socially mobile families, isolated from extended family, lifelong acquaintances and stable cultural traditions, have clearly increased the difficulties of the adolescent period both for parents and adolescents. Butte, Montana, home of the unemployed families in the present study, is a kinship-oriented community. Ninety-three percent of the families in this study reported relatives living within thirty miles. One could argue that unemployed families in Butte, given the availability of the kin support network, should cope more successfully than unemployed families in communities where a kin support network is not available.

It may be that families in Butte are not only coping more successfully, but that unemployment created less of a crisis for them. Gore (1973) stated that strain is considerably less for unemployed men with strong ties to the extended family and peer group. An unemployed individual can lessen self-dissatisfaction if he can observe that a substantial portion of the labor force is also unemployed (Penta, 1980). If an external locus of control is conceptualized in the attribution of

the cause for unemployment, the individual's self-concept is less likely to be negatively afflicted by his unemployment (Penta, 1980).

Another consideration was Butte's history of labor disputes and temporary layoffs. Butte families may be successfully coping with unemployment because of their previous experience in dealing with similar situations. Layoffs and strikes throughout the years may have conditioned Butte families so that unemployment may have created less of a crisis for them than it would for families in more stable occupations than mining.

In summary, most likely the Butte men observed that a substantial number of men were also unemployed. The Butte men lost their jobs with the closing of the copper mines due to low copper prices. Many of the unemployed families may have had previous experiences dealing with unemployment. With these facts in mind, one could argue that the kin-support network, the universality of unemployment and the history of labor disputes in Butte helped mitigate some of the negative consequences of unemployment. Unemployment may have created less of a crisis for the Butte families, and the kin-support network along with the previously mentioned factors may have contributed to successful family coping.

Adolescent Coping Strategies

The only significant differences in coping strategies for adolescents were found in the Ventilation, Self-Reliance, and Family Problem Solving strategies. Adolescents in the balanced region of the Circumplex Model used the Ventilation strategy significantly more than

adolescents in the extreme region. Adolescents in the extreme region of the Circumplex Model used the Self-Reliance and Family Problem Solving strategies significantly more than those in the balanced region.

Adolescents in both the balanced and extreme regions of the Circumplex Model relied heavily on Close Friendship Supports in stressful situations. Considering the importance of the peer group, this would be germane to the adolescent stage. However, adolescents in the extreme region utilized the Self-Reliance and Family Problem Solving strategies significantly more than those in the balanced region. One explanation for this is that an adolescent may learn to rely more heavily on himself/herself if the family is not helpful in dealing with problems and is in itself a source of stress and conflict.

The items in the Family Problem Solving subscale revolve around spending time together and communicating as a family. The authors of the Circumplex Model hypothesize that positive communication skills facilitate families in balancing cohesion and adaptability. Therefore, families with positive communication skills tend to be those in the balanced region of the Circumplex Model. Families with less effective communication skills tend to be those in the extreme region (McCubbin et al., 1982). It is reasonable that an adolescent would call on his/her family for help in dealing with difficult situations. However, if extreme families have less effective communication skills and function less adequately than balanced families, the adolescent may find the Family Problem Solving strategy ineffective and may learn to rely more heavily on himself or herself in dealing with difficult situations.

As stated earlier, adolescents in the balanced region of the Circumplex Model utilized the Ventilation strategy significantly more than those in the extreme region. The Ventilation subscale contains the following items: getting angry and yelling at people, blaming others for what's going wrong, saying mean things to people, being sarcastic, swearing and letting off steam by complaining to family members and friends.

To a certain extent the mild acting out behaviors such as those in the Ventilation subscale are a healthy and natural response to developmental tasks of adolescence (Stanton, 1963). Direct anger outbursts are one way of ventilating aggression and anger. These outbursts are considered normal and healthy within socially controlled limits (Offer, 1969). Blaming others for what's going wrong is not uncommon in adolescence or adulthood. Most individuals dislike admitting their errors or inability to perform successfully. Only if projection becomes habitual to the extent that an adolescent blames all of his/her failures on others does it become a problem (Crow & Crow, 1965). The items in the Ventilation strategy have a rebellious tone. Since adolescents often feel a need to challenge authority (Stanton, 1968), using this strategy may fill the need.

In an attempt to understand adolescents' coping behavior, it is important to realize that adolescents' needs are similar in many ways to those of adults. Adolescents need to be accepted, liked, trusted, and treated with respect. They also need to understand their environment and be involved in making decisions that affect them. An adolescent's behavior is influenced by a variety of societal factors that intensify

the difficulties associated with adjusting to the natural changes that take place during adolescence. One such event could be unemployment of his/her father. Adolescents in unemployed families may have difficulty understanding and adjusting to their families' predicament and the changes occurring in family dynamics.

In summary, the only significant differences in coping strategies for adolescents were found in the Ventilation, Self-Reliance and Family Problem Solving strategies. Adolescents in the balanced region of the Circumplex Model used the Ventilation strategy significantly more than adolescents in the extreme region. Adolescents in the extreme region of the Circumplex Model used the Self-Reliance and Family Problem Solving strategies significantly more than adolescents in the balanced region. One explanation for the adolescents in the extreme region utilizing these two strategies more than adolescents in the balanced region was that extreme adolescents may learn to rely more heavily on themselves if their families are not helpful in dealing with problems. The Ventilation strategy, used significantly more by balanced adolescents, contains mild acting-out behaviors which appear to be healthy, natural responses to developmental and situational stress.

Summary

The hypothesis that parents and adolescents in families with unemployed male breadwinners in the balanced region of the Circumplex Model would use different coping strategies than those in the extreme region of the Circumplex Model was partially supported. In comparing the coping strategies of husbands, the Reframing strategy was used

significantly more by husbands in the extreme region of the Circumplex Model than those in the balanced region. There were no significant differences between husbands in the balanced region and husbands in the extreme region in their use of the other four coping strategies measured by F-COPES.

The Acquiring Social Support strategy was used significantly more by wives in the extreme region of the Circumplex Model than by wives in the balanced region. Again, there were no significant differences between wives in the balanced region and wives in the extreme region in their use of the other four coping strategies measured by F-COPES.

In comparing the coping strategies of adolescents there were significant differences in three of twelve coping strategies, Ventilation, Self-Reliance and Family Problem Solving. Adolescents in the balanced region of the Circumplex Model used the Ventilation strategy significantly more than adolescents in the extreme region. Adolescents in the extreme region used the Self-Reliance and Family Problem Solving strategies significantly more than adolescents in the balanced region. There were no significant differences in use of any of the other coping strategies measured by A-COPE.

Families in the balanced region of the Circumplex Model provide their members with three elements essential to positive family functioning. First, the family provides a sense of cohesion. Individuals experience a balance of being independent from as well as connected to their families. Second, the family provides adaptability which enables the family system to change its power structure, role relationships and relationship rules in response to developmental and situational stress.

And third, the family provides communication, the means by which family members interact and negotiate differences.

Balanced families who participated in this study, residing in Butte, Montana with the husband/father currently unemployed due to a mass shutdown by the Anaconda Minerals Company, appear to be successfully performing these three roles. The balanced region of the Circumplex Model contained only 34 percent of the husbands, 33 percent of the wives and 13 percent of the adolescents of the unemployed Butte respondents. And, given the availability of a kin support network in Butte, it may be that unemployment has created less of a crisis for these families and they are coping more successfully with unemployment than unemployed families in communities where no kin support network exists.

It appears that the balanced family type in Butte confronted unemployment, the adolescent transition period and the pile-up of stressors related to both with confidence and rationality. In this study balanced families, more than the other two family types, appeared to have the ability to recognize specific aspects of the situation which could be altered and accept with minimal discomfort those areas which were not responsive to change efforts. Balanced Butte families tapped valuable external social supports in dealing with stress, but appeared to use them as secondary to intrafamily problem solving. Although the adolescent stage is typically characterized by elevated levels of stress and tension and possibly intensified by unemployment, balanced families are best prepared to deal with this difficult time period due to their

effective communication skills and balanced family cohesion and adaptability dimensions.

Implications

The purpose of this study was to determine how unemployed blue-collar families with adolescents were coping with unemployment of the male breadwinner. This research revealed some factors which appeared to influence family coping strategies. One such factor was the availability of a kin-support network. The kin-support system in Butte, Montana warrants further elaboration.

Butte is a strong kin community with 93 percent of the unemployed respondents reporting relatives living within thirty miles. The men in this study were unemployed due to the closure of Butte's underground and open pit mines owned by the Anaconda Minerals Company. Although 60 percent of the unemployed men in the study reported having a high school education or less, they are skilled workers who could be employed in industries other than mining. At the time of the study both the national and state unemployment rates were lower than Butte's unemployment rate. However, only 29 percent of the unemployed men stated that they planned to leave Butte to secure employment. One could argue that the presence of the kin network was a contributing factor to the unwillingness of the unemployed families to leave Butte. Unemployed families with adolescents could find relocation increasingly difficult if the adolescents voiced strong opposition to being uprooted from their peers and extended family.

Although this study proposes that the availability of a kin-support network helps cushion the impact of unemployment, the effectiveness of the kin network may be more advantageous at specific times. For example, it may be that in the short-run, kin-oriented communities offer more psychological support and feelings of camaraderie. However, in the long run a non-kin-oriented community offering fewer nurturant ties could prove less psychologically restraining to the unemployed family. Future research is needed to determine the role of the kin-support network in helping families cope with unemployment. Such research should determine to what extent close kin ties inhibit geographic mobility that would enhance the husbands' employment potential.

Future unemployment research should include some longitudinal studies in order to determine changes that occur over time and give a more complete picture of the unemployment experience. Such research should investigate whether stress level, coping strategies and family functioning vary with the length of the male breadwinner's unemployment. The studies should also include an examination of the perceptions of children of all ages concerning the unemployment experience.

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APPENDIX

APPENDIX

HUSBAND'S FORM

Your help in filling out this three-part survey is greatly appreciated! Thanks to your participation we can determine how your family has pulled together to survive your unemployment. In this part of the questionnaire please circle the number of your answer or write your answer in the space provided.

1. What was your age on your last birthday?
 1. 30-35 years
 2. 36-40 years
 3. 41-45 years
 4. 46-50 years
 5. Over 50 years
2. What is the highest level of education you have completed?
 1. Grade school
 2. Some high school
 3. Completed high school
 4. Some trade or technical school
 5. Completed trade or technical school
 6. Some college
 7. Completed college degree (B.A., B.S.)
 8. Some graduate school or professional school
 9. Completed postgraduate or professional degree
3. Please circle the union of which you are a member.
 1. Teamsters
 2. Machinists
 3. Electricians
 4. Operating Engineers
4. How long have you been unemployed?
 1. 1-6 months
 2. 6 months to 1 year
 3. 1 year to 1½ years
 4. 1½ years to 2 years
 5. More than 2 years
5. Are you now or have you been employed part-time or temporarily since you were laid off from the Anaconda Minerals company?
 1. Yes
 2. No
6. Are you actively job seeking?
 1. Yes
 2. No
7. Do you plan to leave Butte to secure employment?
 1. Yes
 2. No
8. How do you perceive your future employment opportunities?
 1. Good -- I will find employment soon.
 2. Poor -- the chances of finding a job are slim.
9. Are you receiving unemployment benefits?
 1. Yes
 2. No
10. If you answered YES to question #9, please estimate what percentage of your previous take-home pay your current unemployment benefits are.
 1. 20% or less
 2. 21% to 40%
 3. 41% to 60%
 4. 61% to 80%
 5. 81% to 100%
11. Do you rent or own the dwelling in which you live?
 1. Own
 2. Rent
12. Are you making the monthly rent or house payment regularly?
 1. Yes
 2. No

For questions 13-18 circle YES or NO as to the effect unemployment has had on your economic situation.

- | | | |
|---|--------|-------|
| 13. We are living on our savings. | 1. Yes | 2. No |
| 14. We are living on unemployment compensation. | 1. Yes | 2. No |
| 15. We are living on welfare. | 1. Yes | 2. No |
| 16. We are going into debt. | 1. Yes | 2. No |
| 17. Other family members have found work. | 1. Yes | 2. No |
| 18. We are better off now than we were before. | 1. Yes | 2. No |
19. How much emotional support and understanding have you received from your wife since you became unemployed?
- | | |
|-------------------|------------------------|
| 1. Strong support | 3. Very little support |
| 2. Some support | 4. No support |
20. How much emotional support and understanding have you received from your teenager(s) since you became unemployed?
- | | |
|-------------------|------------------------|
| 1. Strong support | 3. Very little support |
| 2. Some support | 4. No support |

For questions 21-24 circle YES or NO to indicate whether or not you have had the following difficulties with your children since you became unemployed.

- | | | |
|---|--------|-------|
| 21. I lose my temper more often. | 1. Yes | 2. No |
| 22. I get violent more often. | 1. Yes | 2. No |
| 23. I feel my children have lost respect for me. | 1. Yes | 2. No |
| 24. My children have become very difficult to handle. | 1. Yes | 2. No |
25. How much emotional support and understanding have you received from your friends since you became unemployed?
- | | |
|-------------------|------------------------|
| 1. Strong support | 3. Very little support |
| 2. Some support | 4. No support |
26. Do you have relatives living in Butte or within 30 miles of Butte?
- | |
|--------|
| 1. Yes |
| 2. No |
27. If you answered YES to question #26, have these relatives been a source of verbal and/or emotional support since you became unemployed?
- | |
|--------|
| 1. Yes |
| 2. No |
28. If you answered YES to question #26, have these relatives been a source of financial support since you became unemployed?
- | |
|--------|
| 1. Yes |
| 2. No |
29. In general, what effect has your unemployment had on your family?
- | |
|---|
| 1. It has brought us closer together as a family. |
| 2. It has pulled us apart as a family. |
| 3. No effect. |
| 4. Other (please specify) _____ |

Please indicate the number of children you financially support in each of the following age groups.

- | | | |
|-----------------|-------|------------|
| 30. 0-5 years | _____ | child(ren) |
| 31. 6-10 years | _____ | child(ren) |
| 32. 11-15 years | _____ | child(ren) |
| 33. 16-20 years | _____ | child(ren) |

Please circle YES or NO to indicate whether or not your family receives income from each of the following sources since you became unemployed. Also, for those sources which you indicated YES, rank them in order of importance based on the amount involved, e.g., if "unemployment compensation" provides the greatest income for the family, assign it a 1, if the next greatest amount is from "welfare benefits," assign it a 2, and so on until you have assigned a number for all of the sources you marked YES.

Order of importance
(only for YES answers)

34. Unemployment compensation	Yes	No	_____
35. Welfare benefits	Yes	No	_____
36. Investments (such as rental property, stocks, etc.)	Yes	No	_____
37. Commercial loans	Yes	No	_____
38. Loans from relatives	Yes	No	_____
39. Pay for work (wages or salary of any family member)	Yes	No	_____
40. Other _____	Yes	No	_____

PART II

As you read each of the following items decide which of the answers 1-5 best describes your family. Please circle one number for each item.

	Almost never	Once in a while	Sometimes	Frequently	Almost always
1. Family members are supportive of each other during difficult times.	1	2	3	4	5
2. In our family, it is easy for everyone to express his/her opinion.	1	2	3	4	5
3. It is easier to discuss problems with people outside the family than with other family members.	1	2	3	4	5
4. Each family member has input in major family decisions.	1	2	3	4	5
5. Our family gathers together in the same room.	1	2	3	4	5
6. Children have a say in their discipline.	1	2	3	4	5
7. Our family does things together.	1	2	3	4	5
8. Family members discuss problems and feel good about the solutions.	1	2	3	4	5
9. In our family, everyone goes his/her own way.	1	2	3	4	5
10. We shift household responsibilities from person to person.	1	2	3	4	5
11. Family members know each other's close friends.	1	2	3	4	5
12. It is hard to know what the rules are in our family.	1	2	3	4	5
13. Family members consult other family members on their decisions.	1	2	3	4	5
14. Family members say what they want.	1	2	3	4	5
15. We have difficulty thinking of things to do as a family.	1	2	3	4	5
16. In solving problems, the children's suggestions are followed.	1	2	3	4	5
17. Family members feel very close to each other.	1	2	3	4	5
18. Discipline is fair in our family.	1	2	3	4	5
19. Family members feel closer to people outside the family than to other family members.	1	2	3	4	5
20. Our family tries new ways of dealing with problems.	1	2	3	4	5
21. Family members go along with what the family decides to do.	1	2	3	4	5
22. In our family, everyone shares responsibilities.	1	2	3	4	5
23. Family members like to spend their free time with each other.	1	2	3	4	5
24. It is difficult to get a rule changed in our family.	1	2	3	4	5
25. Family members avoid each other at home.	1	2	3	4	5
26. When problems arise, we compromise.	1	2	3	4	5
27. We approve of each other's friends.	1	2	3	4	5
28. Family members are afraid to say what is on their minds.	1	2	3	4	5
29. Family members pair up rather than do things as a total family.	1	2	3	4	5
30. Family members share interests and hobbies with each other.	1	2	3	4	5

PART III

As you read each response choice decide how well the choice describes your attitude and behavior in response to problems or difficulty. If the statement describes your response very well, then circle the number 5 indicating that you STRONGLY AGREE; if the statement does not describe your response at all, then circle the number 1 indicating that you STRONGLY DISAGREE; if the statement describes your response to some degree, then select a number 2, 3, or 4 to indicate how much you agree or disagree with the statement about your response.

When we face problems or difficulties in our family, we respond by:

	Strongly disagree	Moderately disagree	Neither agree nor disagree	Moderately agree	Strongly agree
1. Sharing our difficulties with relatives	1	2	3	4	5
2. Seeking encouragement and support from friends	1	2	3	4	5
3. Knowing we have the power to solve major problems	1	2	3	4	5
4. Seeking information and advice from persons in other families who have faced the same or similar problems	1	2	3	4	5
5. Seeking advice from relatives (grandparents, etc.)	1	2	3	4	5
6. Seeking assistance from community agencies and programs designed to help families in our situation	1	2	3	4	5
7. Knowing that we have the strength within our own family to solve our problems	1	2	3	4	5
8. Receiving gifts and favors from neighbors (e.g. food, taking in mail, etc.)	1	2	3	4	5
9. Seeking information and advice from the family doctor	1	2	3	4	5
10. Asking neighbors for favors and assistance	1	2	3	4	5
11. Facing the problems "head-on" and trying to get solution right away	1	2	3	4	5
12. Watching television	1	2	3	4	5
13. Showing that we are strong	1	2	3	4	5
14. Attending church services	1	2	3	4	5
15. Accepting stressful events as a fact of life	1	2	3	4	5
16. Sharing concerns with close friends	1	2	3	4	5
17. Knowing luck plays a big part in how well we are able to solve family problems	1	2	3	4	5
18. Accepting that difficulties occur unexpectedly	1	2	3	4	5
19. Doing things with relatives (get-togethers, dinners, etc.)	1	2	3	4	5
20. Seeking professional counseling and help for family difficulties	1	2	3	4	5
21. Believing we can handle our own problems	1	2	3	4	5
22. Participating in church activities	1	2	3	4	5
23. Defining the family problem in a more positive way so that we do not become too discouraged	1	2	3	4	5
24. Asking relatives how they feel about problems we face	1	2	3	4	5
25. Feeling that no matter what we do to prepare, we will have difficulty handling problems	1	2	3	4	5
26. Seeking advice from a minister	1	2	3	4	5
27. Believing if we wait long enough, the problem will go away	1	2	3	4	5
28. Sharing problems with neighbors	1	2	3	4	5
29. Having faith in God	1	2	3	4	5

Thank you very much for your time and cooperation in filling out this questionnaire. Please use the space below for any additional comments you would like to make.

WIFE'S FORM

Your help filling out this three-part survey is greatly appreciated. From a wife's standpoint you are in a unique position to share your thoughts and reactions about how your family is coping with your husband's unemployment. In this part of the questionnaire please circle the number of your answer or write your answer in the space provided.

1. What was your age on your last birthday?
 1. 30-35 years
 2. 36-40 years
 3. 41-45 years
 4. 46-50 years
 5. Over 50 years
 2. What is the highest level of education you have completed?
 1. Grade school
 2. Some high school
 3. Completed high school
 4. Some trade or technical school
 5. Completed trade or technical school
 6. Some college
 7. Completed college degree (B.A., B.S.)
 8. Some graduate school or professional school
 9. Completed postgraduate or professional degree
 3. Are you currently employed in a paid job?
 1. Yes, self-employed
 2. Yes, working full-time at one job
 3. Yes, working part-time at one job
 4. Yes, working more than one job
 5. No, not working at present
 4. Were you employed before your husband became unemployed?
 1. Yes
 2. No
 5. In general, what effect has your husband's unemployment had on your family?
 1. It has brought us closer together as a family.
 2. It has pulled us apart as a family.
 3. No effect.
 4. Other (please specify) _____
-

PART II

As you read each of the following items decide which of the answers 1-5 best describes your family. Please circle one number for each item.

	Almost never	Once in a while	Sometimes	Frequently	Almost always
1. Family members are supportive of each other during difficult times.	1	2	3	4	5
2. In our family, it is easy for everyone to express his/her opinion.	1	2	3	4	5
3. It is easier to discuss problems with people outside the family than with other family members.	1	2	3	4	5
4. Each family member has input in major family decisions.	1	2	3	4	5
5. Our family gathers together in the same room.	1	2	3	4	5
6. Children have a say in their discipline.	1	2	3	4	5
7. Our family does things together.	1	2	3	4	5
8. Family members discuss problems and feel good about the solutions.	1	2	3	4	5
9. In our family, everyone goes his/her own way.	1	2	3	4	5
10. We shift household responsibilities from person to person.	1	2	3	4	5
11. Family members know each other's close friends.	1	2	3	4	5
12. It is hard to know what the rules are in our family.	1	2	3	4	5
13. Family members consult other family members on their decisions.	1	2	3	4	5
14. Family members say what they want.	1	2	3	4	5
15. We have difficulty thinking of things to do as a family.	1	2	3	4	5
16. In solving problems, the children's suggestions are followed.	1	2	3	4	5
17. Family members feel very close to each other.	1	2	3	4	5
18. Discipline is fair in our family.	1	2	3	4	5
19. Family members feel closer to people outside the family than to other family members.	1	2	3	4	5
20. Our family tries new ways of dealing with problems.	1	2	3	4	5
21. Family members go along with what the family decides to do.	1	2	3	4	5
22. In our family, everyone shares responsibilities.	1	2	3	4	5
23. Family members like to spend their free time with each other.	1	2	3	4	5
24. It is difficult to get a rule changed in our family.	1	2	3	4	5
25. Family members avoid each other at home.	1	2	3	4	5
26. When problems arise, we compromise.	1	2	3	4	5
27. We approve of each other's friends.	1	2	3	4	5
28. Family members are afraid to say what is on their minds.	1	2	3	4	5
29. Family members pair up rather than do things as a total family.	1	2	3	4	5
30. Family members share interests and hobbies with each other.	1	2	3	4	5

PART III

As you read each response choice decide how well the choice describes your attitude and behavior in response to problems or difficulty. If the statement describes your response very well, then circle the number 5 indicating that you **STRONGLY AGREE**; if the statement does not describe your response at all, then circle the number 1 indicating that you **STRONGLY DISAGREE**; if the statement describes your response to some degree, then select a number 2, 3, or 4 to indicate how much you agree or disagree with the statement about your response.

When we face problems or difficulties in our family, we respond by:

	Strongly disagree	Moderately disagree	Neither agree nor disagree	Moderately agree	Strongly agree
1. Sharing our difficulties with relatives	1	2	3	4	5
2. Seeking encouragement and support from friends	1	2	3	4	5
3. Knowing we have the power to solve major problems	1	2	3	4	5
4. Seeking information and advice from persons in other families who have faced the same or similar problems	1	2	3	4	5
5. Seeking advice from relatives (grandparents, etc.)	1	2	3	4	5
6. Seeking assistance from community agencies and programs designed to help families in our situation	1	2	3	4	5
7. Knowing that we have the strength within our own family to solve our problems	1	2	3	4	5
8. Receiving gifts and favors from neighbors (e.g. food, taking in mail, etc.)	1	2	3	4	5
9. Seeking information and advice from the family doctor	1	2	3	4	5
10. Asking neighbors for favors and assistance	1	2	3	4	5
11. Facing the problems "head-on" and trying to get solution right away	1	2	3	4	5
12. Watching television	1	2	3	4	5
13. Showing that we are strong	1	2	3	4	5
14. Attending church services	1	2	3	4	5
15. Accepting stressful events as a fact of life	1	2	3	4	5
16. Sharing concerns with close friends	1	2	3	4	5
17. Knowing luck plays a big part in how well we are able to solve family problems	1	2	3	4	5
18. Accepting that difficulties occur unexpectedly	1	2	3	4	5
19. Doing things with relatives (get-togethers, dinners, etc.)	1	2	3	4	5
20. Seeking professional counseling and help for family difficulties	1	2	3	4	5
21. Believing we can handle our own problems	1	2	3	4	5
22. Participating in church activities	1	2	3	4	5
23. Defining the family problem in a more positive way so that we do not become too discouraged	1	2	3	4	5
24. Asking relatives how they feel about problems we face	1	2	3	4	5
25. Feeling that no matter what we do to prepare, we will have difficulty handling problems	1	2	3	4	5
26. Seeking advice from a minister	1	2	3	4	5
27. Believing if we wait long enough, the problem will go away	1	2	3	4	5
28. Sharing problems with neighbors	1	2	3	4	5
29. Having faith in God	1	2	3	4	5

Thank you very much for your time and cooperation in filling out this questionnaire. Please use the space below for any additional comments you would like to make.

TEENAGER'S FORM

Unemployment affects entire families, which is why you have been asked to participate in this survey along with your parents. You are one of one hundred Butte teenagers with unemployed fathers being asked to fill out this questionnaire. Thank you for your time, effort and valuable information. In this part of the questionnaire please circle the number of your answer or write your answer in the space provided.

1. Circle the correct number.
 1. Male
 2. Female
2. What was your age on your last birthday?

1. 12 years	5. 16 years
2. 13 years	6. 17 years
3. 14 years	7. 18 years
4. 15 years	8. Over 18 years
3. What year in school are you?

1. 5th grade	5. 9th grade
2. 6th grade	6. 10th grade
3. 7th grade	7. 11th grade
4. 8th grade	8. 12th grade
	9. Other
4. In general, what effect has your father's unemployment had on your family?
 1. It has brought us closer together as a family.
 2. It has pulled us apart as a family.
 3. No effect.
 4. Other (please specify) _____

PART II

As you read each of the following items decide which of the answers 1-5 best describes your family. Please circle one number for each item.

	Almost never	Once in a while	Sometimes	Frequently	Almost always
1. Family members are supportive of each other during difficult times.	1	2	3	4	5
2. In our family, it is easy for everyone to express his/her opinion.	1	2	3	4	5
3. It is easier to discuss problems with people outside the family than with other family members.	1	2	3	4	5
4. Each family member has input in major family decisions.	1	2	3	4	5
5. Our family gathers together in the same room.	1	2	3	4	5
6. Children have a say in their discipline.	1	2	3	4	5
7. Our family does things together.	1	2	3	4	5
8. Family members discuss problems and feel good about the solutions.	1	2	3	4	5
9. In our family, everyone goes his/her own way.	1	2	3	4	5
10. We shift household responsibilities from person to person.	1	2	3	4	5
11. Family members know each other's close friends.	1	2	3	4	5
12. It is hard to know what the rules are in our family.	1	2	3	4	5
13. Family members consult other family members on their decisions.	1	2	3	4	5
14. Family members say what they want.	1	2	3	4	5
15. We have difficulty thinking of things to do as a family.	1	2	3	4	5
16. In solving problems, the children's suggestions are followed.	1	2	3	4	5
17. Family members feel very close to each other.	1	2	3	4	5
18. Discipline is fair in our family.	1	2	3	4	5
19. Family members feel closer to people outside the family than to other family members.	1	2	3	4	5
20. Our family tries new ways of dealing with problems.	1	2	3	4	5
21. Family members go along with what the family decides to do.	1	2	3	4	5
22. In our family, everyone shares responsibilities.	1	2	3	4	5
23. Family members like to spend their free time with each other.	1	2	3	4	5
24. It is difficult to get a rule changed in our family.	1	2	3	4	5
25. Family members avoid each other at home.	1	2	3	4	5
26. When problems arise, we compromise.	1	2	3	4	5
27. We approve of each other's friends.	1	2	3	4	5
28. Family members are afraid to say what is on their minds.	1	2	3	4	5
29. Family members pair up rather than do things as a total family.	1	2	3	4	5
30. Family members share interests and hobbies with each other.	1	2	3	4	5

PART III

As you read each of the statements below describing a way for coping with problems, decide how often you do each of these behaviors when you face difficulties or feel tense. Even though you may do some of them just for fun, indicate how often you do each as a way of coping with problems. Please circle the number from 1 to 5 that best corresponds to the amount you do each behavior.

NOTE: Anytime the words parent, mother, father, brother or sister are used, they also mean step-parent, step-mother, etc.

When you face difficulties or feel tense, how often do you:	Never	Hardly ever	Sometimes	Often	Most of the time
1. Go along with parents' requests and rules	1	2	3	4	5
2. Read	1	2	3	4	5
3. Try to be funny and make light of it all	1	2	3	4	5
4. Apologize to people	1	2	3	4	5
5. Listen to music--stereo, radio, etc.	1	2	3	4	5
6. Talk to a teacher or counselor at school about what bothers you	1	2	3	4	5
7. Eat food	1	2	3	4	5
8. Try to stay away from home as much as possible	1	2	3	4	5
9. Use drugs prescribed by a doctor	1	2	3	4	5
10. Get more involved in activities at school	1	2	3	4	5
11. Go shopping; buy things you like	1	2	3	4	5
12. Try to reason with parents and talk things out; compromise	1	2	3	4	5
13. Try to improve yourself (get body in shape, get better grades, etc.)	1	2	3	4	5
14. Cry	1	2	3	4	5
15. Try to think of the good things in your life	1	2	3	4	5
16. Be with a boyfriend or girlfriend	1	2	3	4	5
17. Ride around in the car	1	2	3	4	5
18. Say nice things to others	1	2	3	4	5
19. Get angry and yell at people	1	2	3	4	5
20. Joke and keep a sense of humor	1	2	3	4	5
21. Talk to a minister/priest/rabbi	1	2	3	4	5
22. Let off steam by complaining to family members	1	2	3	4	5
23. Go to church	1	2	3	4	5
24. Use drugs (not prescribed by a doctor)	1	2	3	4	5
25. Organize your life and what you have to do	1	2	3	4	5
26. Swear	1	2	3	4	5
27. Work hard on schoolwork or other school projects	1	2	3	4	5
28. Blame others for what's going wrong	1	2	3	4	5
29. Be close with someone you care about	1	2	3	4	5
30. Try to help other people solve their problems	1	2	3	4	5
31. Talk to your mother about what bothers you	1	2	3	4	5
32. Try, on your own, to figure out how to deal with your problems or tension.	1	2	3	4	5
33. Work on a hobby you have (sewing, model building, etc.)	1	2	3	4	5
34. Get professional counseling (not from a school teacher or school counselor)	1	2	3	4	5
35. Try to keep up friendships or make new friends	1	2	3	4	5
36. Tell yourself the problem is not important	1	2	3	4	5
37. Go to a movie	1	2	3	4	5
38. Daydream about how you would like things to be	1	2	3	4	5
39. Talk to a brother or sister about how you feel	1	2	3	4	5

	Never	Hardly ever	Sometimes	Often	Most of the time
40. Get a job or work harder at one	1	2	3	4	5
41. Do things with your family	1	2	3	4	5
42. Smoke	1	2	3	4	5
43. Watch T.V.	1	2	3	4	5
44. Pray	1	2	3	4	5
45. Try to see the good things in a difficult situation	1	2	3	4	5
46. Drink beer, wine, liquor	1	2	3	4	5
47. Try to make your own decisions	1	2	3	4	5
48. Sleep	1	2	3	4	5
49. Say mean things to people; be sarcastic	1	2	3	4	5
50. Talk to your father about what bothers you	1	2	3	4	5
51. Let off steam by complaining to your friends	1	2	3	4	5
52. Talk to a friend about how you feel	1	2	3	4	5
53. Play video games (Spaceinvaders, Pac-Man) pool, pinball, etc.	1	2	3	4	5
54. Do a strenuous physical activity (jogging, biking, etc.)	1	2	3	4	5

Thank you very much for your time and cooperation in filling out this questionnaire.
Please use the space below for any additional comments you would like to make.

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