

**Record: 1**

**Title:** Instruments to measure social support and related constructs...

**Authors:** Perrin, Karen M.  
McDermott, Robert J.

**Source:** Adolescence. Fall97, Vol. 32 Issue 127, p533. 25p. 1 Chart.

**Document Type:** Article

**Subjects:** TEENAGE pregnancy -- Social aspects  
TEENAGERS -- Social networks

**Abstract:** Examines some of the key issues related to measuring social support and identifies instruments use in research with pregnant adolescents. Overview of social support and adolescent pregnancy; External and internal variables that affect social support for the pregnant adolescent; Research considerations.

**Full Text Word Count:** 7260

**ISSN:** 0001-8449

**Accession Number:** 9711193393

**Database:** Professional Development Collection

**INSTRUMENTS TO MEASURE SOCIAL SUPPORT AND RELATED CONSTRUCTS IN  
PREGNANT ADOLESCENTS: A REVIEW**

**ABSTRACT**

This review examines some of the key issues related to measuring social support and identifies 28 instruments which have been used in research with pregnant adolescents. The major external and internal variables that affect social support for pregnant adolescents are defined. Relevant questions are offered to guide the researcher in the choice of a social support instrument, and the 28 social support instruments are described by author, availability, length and item type, psychometric properties, and selected references and notes. Although not an exhaustive list, these 28 instruments are representative of the broad spectrum of measurement tools available which were chosen because they have been used in a variety of social support research endeavors.

**Social Support and Adolescent Pregnancy**

Social support is comprised of a multidimensional collection of resources available to an individual through social ties to other individuals and groups (Lin, Simeone, Ensel, & Kuo, 1979; Norbeck, Lindsey, & Carrieti, 1981). Moreover, satisfaction with social support is influenced by personality factors such as self-esteem and a feeling of control over the environment (Sarason, Levine, Bashman, & Sarason, 1983).

Social support consists of two basic terms: (1) the perception that there is a sufficient number of available others to whom one can turn in times of need, and (2) a degree of satisfaction with the available support (Vaux, 1988). Perceived support refers to the quality of interpersonal relationships in one's network. Support from different sources, such as family or friends, may serve different functions and have different consequences for adjustment (Litwak & Szelenyi, 1969). Social support from a particular significant other is more helpful in meeting particular needs than generalized support from several others (Eckenrode & Gore, 1982; Wandersman & Wandersman, 1980; Weiss, 1969). For example, people usually have an intuitive sense of what comprises support and whom they regard as supporters or supportive, but the specific definition of social support depends on study design (Brown, 1986). Even though social support buffers the individual from stressful experiences, there is a lack of conceptual agreement on what social support is and

how it functions to protect health, or to buffer the effects of stressors (Norbeck et al., 1981; Vaux, 1988). As a result, social support has been measured differently from study to study.

Most researchers have assumed that support is uniformly positive in its effects on well-being. However, some research suggests that this may not be true. Interpersonal relationships within social networks depend on an implicit expectation of reciprocal exchanges. While reciprocation is intended to be supportive, it often is the antithesis (Eckenrode & Gore, 1982; Tilden, Nelson, & May, 1990; Wortman & Lehman, 1985). Others have expanded this theory by listing aspects of human relationships that include unwelcome advice, incurred obligation, and broken promises which add burdens to the relationship and may lead to conflict (Foa & Foa, 1980).

This review examines some of the key issues related to measuring social support, and identifies specific instruments which have been used in conducting research with pregnant adolescents. Issues concerning the major external and internal variables that affect social support for the pregnant adolescent are raised and relevant questions are presented to guide researchers in the choice of a social support instrument. Twenty-eight social support instruments are described by author, availability, length and item type, psychometric properties, and selected references and notes. Although not an exhaustive list, these instruments represent the broad spectrum of measurement tools available, and reflect those previously used in a variety of social support research endeavors.

#### External Variables that Affect Social Support for the Pregnant Adolescent

Adolescence is a time of rapid developmental change and stress, which is perceived differently by each individual and influenced by personal and demographic characteristics. Also, the psychological and physical response to stress and coping patterns may affect developmental outcomes (Matteson, 1975; Yeaworth et al., 1980). When life-change events occur for adolescents, more stress is added to this already tumultuous time. Evidence indicates that a positive response to such events is facilitated by a socially supportive environment. In the absence of this environment, the maintenance of personal and social functioning is difficult, although not all kinds of social support are perceived to be beneficial (Lowenthal & Haven, 1968; Thompson, 1986).

Since adolescents have little experience in dealing with stress, they attempt to cope by using their available social supports and by trying new behaviors. When they are successful, new confidence in their ability to cope is achieved. However, a lack of coping success causes loss of confidence, feelings of helplessness, and use of primitive psychological defense mechanisms (Carlson, Kaiser, Yeaworth, & Carlson, 1984; Coddington, 1979; Swiger, Quinlan, & Wexler, 1977; Yeaworth et al., 1980). Sexual activity is one way adolescents struggle with the stress of life-change events (Mathis, 1976). In the case of pregnancy, the adolescent is placed in the position of having to decide the outcome, which adds new stress (Mechanic, 1974).

Pregnant teenagers whose social support involves some degrees of conflict have higher stress levels than those with unconflicted social support (Barrera, Sandler, & Ramsay, 1981). This concept is illustrated by Nuckolls, Cassel, and Kaplan (1972) in their study of 170 women. The women with high life stress and low psychological assets, including social support, had more early pregnancy complications than those with high life stress and high psychosocial resources (91% vs. 33%). However, the interpretation of the data is complicated because the social support factors are embedded in a composite variable (Nuckolls, Cassel, & Kaplan, 1972).

Developing and using social supports from significant others are the central coping strategies that help all new mothers adapt to the stress of mothering, but adolescent parents have additional multiple stressors due to family upset, unstable relationships, economic hardships, and physical health problems for

themselves and their babies (Barth & Schinke, 1983; Furstenberg, 1980; Russell, 1974). Also, the adolescent's willingness to participate, her role and responsiveness as a parent, and her overall adjustment influence her perception of the social support (Unger & Wandersman, 1985).

The results of these stressors adversely affect the adolescent mother's psychological well-being, both initially, and for years after the birth of the first child, as seen in several longitudinal studies. When original differences in the mother's education, age, parental socioeconomic status, and psychological well-being are taken into account, adolescent mothers have higher risks of psychological distress and lower feelings of self-esteem and personal efficacy, lower levels of educational achievement and income, a higher probability of divorce, and a greater number of children compared to women who become mothers at a later age or who never become mothers (Brown, Adams, & Kellam, 1981; Card & Wise, 1978; Moore et al., 1981; Marini, 1978; McLaughlin & Micklin, 1983). The psychological risk of adolescent childbearing does not diminish over time (Thompson, 1986). Adolescent mothers need the knowledge, material supports, child care, decision-making skills and emotional encouragement from family and friends to reduce the negative effects of adolescent parenting. Research suggests that such social support contributes positively to psychological well-being, eventual completion of formal education, work-career achievement, and marital stability (Furstenberg & Crawford, 1978; Gabarino, 1982; Wandersman & Wandersman, 1980; Zuckerman, Winsmore, & Alpert, 1979). Also, when social support is available, mothers are more responsible and affectionate toward their children (Collette, 1981; Crnic et al., 1983). Epstein (1980) found that adolescent parents with adequate coping skills attributed their success to someone who taught them to negotiate the various systems for information and services.

In general, when adequate positive family support is available for adolescent mothers, their chances of returning to school, entering the labor force, and finding employment improves, but the choice to live with families of origin does not ensure access to social support. Adolescent-parent conflict is found in many families, not just those of adolescent parents. Since there is no evidence that the personality of adolescent parents is different from that of nonparents, some degree of developmental conflict is likely to occur. A major goal of adolescent identity formation involves differentiation from parents and individuation without becoming disconnected. Achieving independence from parents is a normative task of adolescence that often underlies conflict and may contribute to the pregnancy. Thus, parental relationships are typically strained and may be particularly intense for adolescent parents because of developmental or personality aberrations that also contribute to the pregnancy (Blast, 1988; Furstenberg & Crawford, 1978).

Anecdotal reports suggest that several sources of interpersonal and personal conflict are common to adolescent parenthood and lead to distress. The adolescent who perceives positive affirmation from parents and peers is more likely to develop high self-esteem. Conversely, lack of perceived support and attention from significant others takes its toll by the formation of low self-esteem (Montemayor, Adams, & Gullotta, 1990). During adolescent development, the love of the omnipotent parent must be replaced by the love of the self. Yet, at the same time the adolescent wishes to remain connected to the parent, there is the desire to separate, differentiate, and establish clear self-boundaries (Josselson, 1980).

Family conflicts result for adolescent parents when the grandparents overpower the adolescent mother's role and eliminate her connection to peers and the community. Because the adolescent mothers often stay home with their own child, they are frequently expected to assume care of their siblings (McLaughlin, Wedemeyer, & Adelberg, 1981). Therefore, even though the adolescent's mother is the most important person in her decision-making process regarding prenatal care, returning to school, her living arrangements after delivery, and health care for her infant, it is possible for an adolescent mother to have too much family support (Zuckerman, Winsmore, & Alpert, 1979). However, mothers who live alone are less likely to receive help with child-rearing and are more distressed than those who live with family members (Kellam, Brown, & Enswinger, 1982; Wahler, 1980).

Additional strain can arise from conflict between the adolescent father and the young mother's family. Although a family's initial anger usually declines by the time of the birth, the adolescent father may be the target of continued hostility and even exclusion from the parental role (Fine & Paper, 1982). The consequence of this animosity is often unfortunate since mothers who maintain contact with the father are more likely to receive child support payments (Furstenberg & Crawford, 1978). Also, loss of the male partner reduces the availability of other forms of personal, material, and emotional support which facilitates the overall adjustment and reestablishes the mother's self-esteem and identity independent of mothering. These findings suggest that a male partner and friends are particularly important influences on a young mother's adjustment to a maternal role (Mott & Maxwell, 1981; Thompson, 1986).

Besides the positive effects of social support on the adolescent mother, it contributes appreciably to the health of the child (Baldwin & Cain, 1980; Furstenberg & Crawford, 1978). Compared to offspring of nonadolescent mothers, children of adolescent mothers are more likely to have high rates of mortality, to be of low birth weight, to have lasting deficits in IQ and achievement, and to have poor psychological and social adaptation lasting as late as the third grade (Monkus & Bancalari, 1981; Kellam, Brown, & Enswinger, 1982). In addition, longitudinal studies show that children of adolescent mothers with constricted personal social supports are more vulnerable to abuse due to resistant or avoidant attachment (Salziner, Kaplan, & Artemyeff, 1983). The securely attached infant explores the environment and returns to a reliable base when events become too threatening (Ainsworth, 1979). This secure attachment is not automatic and depends on a reciprocal process of interaction between mother and infant. For children of isolated adolescent parents, the loss of informal resources is aggravated by their young parent's tendency to avoid seeking help from official voluntary and other agencies (Brown, Adams, & Kellam, 1981).

#### Internal Variables that Affect Social Support for the Pregnant Adolescent

Research has found that pregnant and parenting adolescents are at risk for loneliness, depression, and introspection. All three of these internalized variables affect the quality of social support interaction for the adolescent (Pine & Page, 1982).

First, the adolescent who displays signs of loneliness is more likely to be anxious, depressed, show an external locus of control, have higher levels of public self-consciousness and social anxiety, and manifest low levels of happiness and life-satisfaction. The adolescent with these characteristics is in a vulnerable social position, and often is deprived of a clear sense of belongingness, attachments, avenues of participation, and a socially affirmed role. The lonely adolescent experiences this social limbo most directly through the sense of emptiness, isolation, and boredom (Moore & Schultz, 1983).

Second, depression is an affliction experienced to some degree by everyone in dealing with life's problems. It is characteristically precipitated by an accumulation of stresses including loss of close interpersonal relationships and blows to the self-esteem (Collette, 1983). Depression commonly manifests itself in passivity, feelings of failure, a sense of helplessness, and powerlessness. It has been found that an adolescent mother's social environment may serve as a potent buffer between stress and depression (Cobb, 1976).

It has been documented that depression is especially problematic for women, the young, and those with low levels of education or low incomes (Collette, 1983). These risk factors converge in the pregnant adolescent population. As the stressors of interrupted and terminated education, high unemployment rates, low-level occupations, and poverty produce unfamiliar circumstances, the adolescent surrenders to depression (Barth, Schinke, & Maxwell, 1983; Belle, 1982; Card & Wise, 1978; Collette, 1983; Moore, 1978).

Further, introspectiveness is the tendency to devote attention to thoughts and feelings about the self. In adolescence, a dramatic shift toward self-analysis occurs in which the inner self becomes the object of observation and reflection in an effort to define self-concept exhibited across multiple social roles (Montemayor, Adams, & Gullotta, 1990). The adolescent's perception of the attitudes of significant others toward her self-concept profoundly impacts upon her overall self-esteem (Rosenberg, 1979). Introspectiveness is positively correlated with depression, anxiety, and physical symptoms associated with any problematic events or significantly altered relationships to the environment or other people (Hansell, Mechanic, & Brondolo, 1986; Mechanic, 1983). Researchers have speculated that adolescents may benefit more from interventions designed to increase participation in meaningful activities, distract attention from the self, and prevent the negative spiral into depressive moods, since being alone almost always is accompanied by negative affect and encourages self-attention, which in turn contributes to distress (Csikszentmihalyi & Larson, 1984; Hansell, Mechanic, & Brondolo, 1986). Thus, it is important to study adolescent mothers' vulnerability to loneliness, depression, and introspectiveness, since these variables have negative implications not only for the mother's mental health, but for her ability to rear her children successfully (Collette, 1983).

### Research Considerations

Based on the above description, one sees that there is no concise and universally accepted definition of social support. Thus, there may be debate over classification of instruments as those which primarily measure external versus internal variables.

Of the 28 social support instruments summarized in Table 1, 19 of them assess some degree of external social support variables for the pregnant adolescent. For example, the external variable instruments consider the perceived quality of relationships, number of life stressors, dimensions of friendships, degree of satisfaction experienced from social supports, and identification of people and type of support given. The internal variable instruments estimate characteristics of depression, personal attitudes, introspection, psychological distress, self-image, loneliness, and levels of anxiety.

All but four of the instruments use a Likert-type scale or dichotomous format with the number of items ranging approximately from 10 to 90. Other formats include fill-ins and Guttman scales.

From a review of the numerous social support instruments it is obvious that multidimensional social supports and coping responses invoke different outcomes and perceptions of support at various points in time. Since social supports are not uniformly positive, research theories and hypotheses should encompass the complexity of interpersonal relationships and reflect the differential effects of social supports (Thompson, 1986; Unger & Wandersman, 1985). From a researcher's standpoint, a solution might be to use a combination of qualitative and quantitative procedures to yield the most comprehensive social support data. In addition to expanding the multidimensional approach for the identification and description of social support in the adolescent population, the instrument review encourages research in the following areas: (1) longitudinal parental attachment, (2) effectiveness of supportive interventions, and (3) the relationship of social support and mental health.

First, longitudinal research beginning in childhood is suggested in order to address the issues of parental attachment related to well-being (Greenberg, Siegel, & Leitch, 1983). Even though adolescent parental attachment is highly correlated with perceived self-esteem and life satisfaction, the young mother's dependency on adults for norms or models of parenting, training, and preparation for child care inhibits the development of feelings of individual autonomy, an important task in adolescence. Thus, developmental needs of adolescents exacerbate difficulties associated with the transition to motherhood. Further research on communication, the stress-reducing and stress-producing qualities of family functioning, consequences of family involvement, and conflict resolution within families may determine not only the strong relationship

to well-being, but assist in predicting the adolescent's level of depression, anxiety, resentment, and alienation (Greenberg, Siegel, & Leitch, 1983; Perosa & Perosa, 1990; Thompson, 1986).

Second, social support is a buffering variable for stressful life events, although the kind, amount, and effect of support needed has not been researched extensively (Brands & Weinert, 1981; Unger & Wandersman, 1985). Supportive interventions alone cannot overcome the problems faced by pregnant adolescents. However, research demonstrates that effectiveness of supportive interventions influences a wide range of important outcome variables for adolescent mothers such as birth weight, health care of babies, knowledge, education, and parenting behaviors (Unger & Wandersman, 1985).

Since research findings illustrate relationships between negative life change and indices of health status and adjustment, special attention should be paid to the development and application of appropriate stress management techniques for pregnant adolescents (Gad & Johnson, 1980). Community programs for adolescent mothers should provide alternative support sources to compensate for the lack of support from family members, provide caring and helpful individuals to convey information, listen to problems, and reduce their sense of isolation (Thompson, 1986; Unger & Wandersman, 1985).

Third, in the area of mental health, more research is needed to strengthen the relationship between social supports and psychological distress. Current welfare assistance policy does not allow adolescent mothers living at home to receive full benefits in their own names, and also discourages infants' fathers from acknowledging paternity and providing support. Therefore, programs are needed to foster family involvement, expand school-aged programs and financial support, and provide better outreach for the adolescent mothers and their families (Barth, Schinke, & Maxwell, 1983). Such programs would be consistent with the psychological distress research which states that adolescent mothers with more education report a more favorable degree of overall well-being. Education offers the adolescent mother the opportunity to choose among more rewarding life-style alternatives. In general, women with less than a high school diploma have less job security, less financial security, less information on community medical resources, as well as fewer supports, all of which further weaken their coping ability. Therefore, it is not surprising that very young adolescent mothers report more distress (Thompson, 1986).

Better research on social support and knowledge about life-change events experienced by adolescents will supply the information needed by health care professionals who provide health guidance to pregnant and parenting adolescents and their families. Identification of major stressors, assessment of coping behaviors, and determination of the possible need for crisis intervention gives the health care professional an opportunity to develop the most appropriate intervention with the adolescent mother. This intervention may include enhancing the parenting adolescent's social support, thus easing her daily stress and the burden of child care (Carlson, Kaiser, Yeaworth, & Carlson, 1984).

Much research remains to be performed on the complex and changing social world of adolescence. Even though the frequency of social contact does not necessarily relate to the significance or quality of the interaction, there are additional dimensions to be addressed in the pregnant adolescent population related to advice, modeling, and intimacy provided by significant others (Blyth, Hill, & Thiel, 1982).

Robert J. McDermott, Ph.D., Professor and Chair, Department of Community and Family Health, College of Public Health, University of South Florida, Tampa, Florida 33612.

Reprint requests to Karen M. Perrin, Ph.D., Department of Community and Family Health, University of South Florida, 13201 Bruce B. Downs Blvd., Tampa, Florida, 33612-3805.

**Table 1**

INSTRUMENT	AVAILABILITY	ITEMS
------------	--------------	-------

Adolescent Life Change Event Questionnaire Assessment of Life event stressors	Yeaworth et al, 1980 University of Nebraska Medical Center College of Nursing Omaha, Nebraska	38 - 5 pt Likert
Beck Depression Inventory Self-rating instrument of depression	Beck, 1978  Psychological Corporation San Antonio, Texas	21 - 3 pt Likert
Center for Epidemiologic Studies of Depression (CES-D) Scale A measurement of symptoms characteristic of depression	Randloff, 1977  National Institute of Mental Health Division of Clinical Research Rockville, Maryland	20 - 3 pt Likert
Children's Depression Inventory A downward extension of Beck Depression Inventory; measures depressed versus nondepressed children	Kovacs, 1980  Psychological Corporation San Antonio, Texas	27 - Likert
Family Adaptability and Cohesion Evaluation Scales	Olson et al, 1985	40
Survey 3rd edition (FACES II - research) (FACES III - clinical) A measurement of cohesion and adaptability in families.	Family Inventory Project University of Minnesota Social Science Center St Paul, Minnesota	
Fundamental Interpersonal Relationship Inventory - Behavior (FIRI-B) Measure expressed and wanted behavior interactions towards other people	Schutz, 1978  Consulting Psychologist Press Palo Alto, California	54 - Likert
Hopelessness Scale Designed to measure the extent of respondent's negative attitude or pessimism about the future	Beck, et al, 1974  Psychological Corporation San Antonio, Texas	20 - True/False
Interpersonal Relationship Inventory A measure of dimensions of interpersonal relationships including: social support,	Tilden et al., 1990  Oregon Health Science University Portland, Oregon	39 - 3 part Likert

## reciprocity and conflict

Introspectiveness Scale A measure of introspectiveness for adolescents and its association with aspects of adolescent development	Hansell et al., 1986  Institute for Health, Health Care Policy and Aging Research Rutgers University New Brunswick, New Jersey	16 - 5 part Likert
Inventory of Parent and Peer Attachments An assessment of the positive and negative effective/cognitive dimensions of adolescent relationships with their parents and close friends	Greenberg et al., 1983  Department of Psychology University of Washington Seattle, Washington	25 - 5 pt Likert
Langner 22 Item An instrument used to obtain an index of psychological distress	Langner, 1962 American Sociological Washington, DC	22 - True/ False
Life Experiences Survey Measures positive and negative impact of life stress experienced by adolescent in the past year	Sarason et al., 1978  Department of Psychology University of Washington Seattle, Washington	60 - 7 part Likert
Norbeck's Social Support Questionnaire A measurement of the multiple dimensions of social support	Norbeck et al., 1981  American Journal of Nursing New York, New York	20 - Fill-in and Likert
Pearlin Mastery Scale Assesses the subject's sense of control and responsibility for events	Pearlin & Schooler, 1978  Univ. of California Dept. of Human Development & Aging San Francisco, California	5 point Likert
Peer Social Support Designed to measure friendship dimensions that would not be subject to developmental effects	Hirsch & Rapkin, 1987  University of Chicago Press Journal Division Chicago, Illinois	12
Personal Resources Questionnaire Provides information about social networks and perceived levels of social support	Brandt & Weinert, 1981  Patricia Brandt, PhD School of Nursing University of Washington Seattle, Washington	40 - 2 Part 6 point Likert



Revised UCLA Loneliness Scale Prediction of self-labeled loneliness with measures of social relationships	Russell et al., 1980  American Psychological Assoc. Washington, DC	4
Reynolds Adolescent Depression Scale Measures symptomatology in adolescents	Reynolds, 1987  Psychological Assessment Resources, Inc. Odessa, Florida	30 4 part Likert
Rosenberg Self-Esteem Scale A list of statements dealing with your general feelings about yourself.	Rosenberg, 1965  Society and the adolescent Self-image Princeton Press, Inc. Princeton, NJ	10 - Guttman
Self-Perception Profile for Adolescents Assessment of perceptions of the themselves in domain of scholastic and athletic competence, social acceptance, physical acceptance, behavior, conduct and self worth	Harter, 1986  Susan Harter, PhD Department of Psychology University of Denver University Park Denver, Colorado	45 - contrast statements
Self-Rating Depression Scale A measurement of quantitative symptoms of depression	Zung, 1965  American Medical Association Chicago, Illinois	20 - 4 part Likert
Social Desirability Scale A measure of individual differences in social- desirability response	Crowne & Marlow, 1964a  Greenwood Publishing Group Westport, Connecticut	33 - True & False
Social Relations Questionnaire A three part questionnaire that provides a description of an adolescent's social world	Blyth et al., 1982  Director of Research Institute Minneapolis, Minnesota	Fill-in
Social Support Questionnaire Measure perceived number and satisfaction in social supports	Sarason et al., 1983  Irwin G. Sarason, PhD Department of Psychology University of Washington Seattle, Washington	6 items
Social Skills Inventory, Research Ed.	Riggio et al., 1987	90 - 6 scales @ 2 levels:

Assessment of basic communication skills	Consulting Psychologists Press, Inc. Palo Alto, California	
State-Trait Anxiety Inventory Measurement of state and trait of anxiety levels	Spielberger et al., 1970  Consulting Psychologists Press, Inc. Palo Alto, California	20 - 4 part Likert
Structural Family Interaction Scale A measurement of mother-child and father-child interactions along the overprotection and neglect dimensions	Perosa et al., 1981  Linda Perosa, PhD Dept. of Counselor Education Tower Hall Canisius College Buffalo, New York	105 - 4 part Likert
Support Behaviors Inventory Measure degree of satisfaction experienced from each support person's behavior	Brown, 1986  Marie A. Brown, PhD School of Nursing University of Washington Seattle, Washington	45 - 5 part Likert
Support Inventory Identification of people and type of support given	Barth & Schinke, 1984  Richard Barth, PhD University of California Berkely, California	12-Fill-in
INSTRUMENT	RELIA- BILITY[*]	ADDITIONAL CITATIONS
Adolescent Life Change Event Questionnaire Assessment of Life event stressors	.83 T-R  ANALYSIS[**] 1,2,5,7	Carlson et al., 1984 Yeaworth et al., 1992
Beck Depression Inventory Self-rating instrument of depression	.93 IC	Beth & Schinke, 1983
Center for Epidemiologic Studies of Depression (CES-D) Scale A measurement of symptoms characteristic of depression	.58 T-R .85-.90 IC  ANALYSIS[**] 1,2,6	Collette, 1983 Radloff & Locke, 1986 Weissman et al., 1977 Comstock et al., 1976 Hawkins et al., 1989; 1992 McDermott, 1987 McDermott et al., 1987; 1989; 1990
Children's Depression Inventory A downward extension of Back Depression Inventory; measures	ANALYSIS[**] 4,6	Saylor et al., 1984 Strauss et al., 1984 Helsel & Matson, 1984

depressed versus  
nondepressed children

Family Adaptability and Cohesion Evaluation Scales	.68 IC .80 T-R	Helsel & Matson, 1984 Perosa & Perosa, 1990
----------------------------------------------------	-------------------	------------------------------------------------

Survey 3rd edition (FACES II - research) (FACES III - clinical) A measurement of cohesion and adaptability in families.	ANALYSIS[**] 5,10	
----------------------------------------------------------------------------------------------------------------------------------	----------------------	--

Fundamental Interpersonal Relationship Inventory - Behavior (FIRI-B) Measure expressed and wanted behavior interactions towards other people	.71-.82 T-R	
-------------------------------------------------------------------------------------------------------------------------------------------------	-------------	--

Hopelessness Scale Designed to measure the extent of respondent's negative attitude or pessimism about the future	Intercorrelations for subscales .39-.76	
----------------------------------------------------------------------------------------------------------------------	--------------------------------------------	--

Interpersonal Relationship Inventory A measure of dimensions of interpersonal relationships including: social support, reciprocity and conflict	.83-.92 IC .81-.91 T-R  ANALYSIS[**] 1,3,5,6,11	
-------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	--

Inrospectiveness Scale A measure of introspectiveness for adolescents and its association with aspects of adolescent development	.84-.90 IC .60-.62 T-R  ANALYSIS[**] 6	Mechanic, 1983 Hansell & Mechanic, 1985 Mechanic & Hansell, 1987
-------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------	------------------------------------------------------------------------

Inventory of Parent and Peer Attachments An assessment of the positive and negative effective/cognitive dimensions of adolescent relationships with their parents and close friends	.51-.77 IC .79-.89 T-R  ANALYSIS[**] 1,5,11	Armsden & Greenberg, 1987 Cotterell, 1992 Papini et al., 1991
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------	---------------------------------------------------------------------

Langner 22 Item An instrument used to obtain an index of psychological distress	.82 IC  ANALYSIS[**] 9	Thompson, 1986
------------------------------------------------------------------------------------	---------------------------------	----------------

Life Experiences Survey Measures positive and negative impact of life	.19-.88 T-R  ANALYSIS[**]	Gad & Johnson, 1980
--------------------------------------------------------------------------	---------------------------------	---------------------

stress experienced by adolescent in the past year	5	
Norbeck's Social Support Questionnaire A measurement of the multiple dimensions of social support	ANALYSIS[**] 5	
Pearlin Mastery Scale Assesses the subject's sense of control and responsibility for events	.71-.81 IC	Barth & Schinke, 1983 Barth et al., 1983 Unger & Wandersman, 1985
Peer Social Support Designed to measure friendship dimensions that would not be subject to developmental effects	.68 IC  ANALYSIS[**] 1	
Personal Resources Questionnaire Provides information about social networks and perceived levels of social support	.85-.93 IC .72-.81 T-R  ANALYSIS[**] 5	Weinert, 1987
Revised UCLA Loneliness Scale Prediction of self-labeled loneliness with measures of social relationships	.75 IC	Barth et al., 1983 Moore & Schultz, 1983
Reynolds Adolescent Depression Scale Measures symptomatology in adolescents	.90-.96 IC .80 T-R  ANALYSIS[**] 5	Davis, 1990
Rosenberg Self-Esteem Scale A list of statements dealing with your general feelings about yourself.	.71 IC .85 T-R  ANALYSIS[**] 1	Barth et al., 1983 Hensley & Roberts, 1976 Moore & Schultz, 1983
Self-Perception Profile for Adolescents Assessment of perceptions of the themselves in domain of scholastic and athletic competence, social acceptance, physical acceptance, behavior, conduct and self worth		
Self-Rating Depression Scale A measurement of quantitative symptoms of depression		Moore & Schultz, 1983
	ANALYSIS[**] 6	

Social Desirability Scale A measure of individual differences in social- desirability response	.88 IC  .88 T-R  ANALYSIS[**] 6	Crowne & Marlow, 1964b Reynolds, 1982
Social Relations Questionnaire A three part questionnaire that provides a description of an adolescent's social world	  ANALYSIS[**] 4,8	Blyth & Foster-Clark, 1987
Social Support Questionnaire Measure perceived number and satisfaction in social supports	.94-.97 IC .90-.97 T-R	Sarason et al., 1987
Social Skills Inventory, Research Ed. Assessment of basic communication skills	.62-.87 IC .81-.96 T-R  ANALYSIS[**] 1,5	Riggio & Sotoodeh, 1989 Riggio et al., 1990
State-Trait Anxiety Inventory Measurement of state and trait of anxiety levels	.83-.92 IC	Barth & Schinke, 1983 Barth et al., 1983 Riggio et al., 1990 Moore & Schultz, 1983
Structural Family Interaction Scale A measurement of mother-child and father-child interactions along the overprotection and neglect dimensions	.50-.70 IC  ANALYSIS[**] 5	
Support Behaviors Inventory Measure degree of satisfaction experienced from each support person's behavior	.83-.96 IC  ANALYSIS[**] 6,12	
Support Inventory Identification of people and type of support given	ANALYSIS[**] 8	

[\*] IC = internal consistency; T-R = test/request

[\*\*] TYPE OF ANALYSIS USED

- 1 ANOVA
- 2 t-test
- 3 Box's M test
- 4 Chi-square
- 5 Correlations
- 6 Factor analysis
- 7 Fisher's Exact test
- 8 Multiple regression

9 Least-square regression equations

10 MANOVA

11 Polynomial regression

12 Multiple discriminant analysis

## REFERENCES

Ainsworth, M. D. (1979). Infant-mother attachment. *American Psychologist*, 34, 932-937.

Armsden, G. C., & Greenberg, M. T. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth and Adolescence*, 16(5), 427-454.

Baldwin, W., & Cain, V. S. (1980). The children of teenage parents. *Family Planning Perspectives*, 12, 34-43.

Barrera, M., Jr., Sandler, I. N., & Ramsay, T. B. (1981). Preliminary development of a scale of social support: Studies on college students. *American Journal of Community Psychology*, 9, 435-447.

Barth, R. P., Schinke, S. P., & Maxwell, J. S. (1983). Psychological correlates of teenage motherhood. *Journal of Youth and Adolescence*, 12, 471-487.

Barth, R. P., & Schinke, S. P. (1983). Coping with daily strain among pregnant and parenting adolescents. *Journal of Social Service Research*, 7(2), 51-63.

Barth, R. P., & Schinke, S. P. (1984). Enhancing the social support of teenage mothers. *Social Casework*, 65(9), 523-531.

Beck, A. T. (1978). *Depression Inventory*. Philadelphia: Center for Cognitive Therapy.

Beck, A. T., Weissman, A., Lester, D., & Trexler, L. (1974). The measurement of pessimism: The Hopelessness Scale. *Journal of Counseling and Clinical Psychology*, 42, 861-865.

Belle, D. (1982). *Lives in stress: Women and depression*. Beverly Hills, CA: Sage.

Blasi, A. (1988). Identity and the developmental of self In D. K. Lapsley, & F. C. Power (Eds.), *Self, ego, and identity: Integrative approaches*. New York: Springer-Verlag.

Blyth, D. A., & Foster-Clark, F. S. (1987). Gender differences in perceived intimacy with different members of adolescents' social networks. *Sex Roles*, 17(11-12), 689-718.

Blyth, D. A., Hill, J. P., & Thiel, K S. (1982). Early adolescents' significant others: Grade and gender differences in perceived relationships with familial and nonfamilial adults and young people. *Journal of Youth and Adolescence*, 11(6), 425-450.

Brandt, P. A., & Weinert, C. (1981). The PRQ--A social support measure. *Nursing Research*, 30(5), 277-280.

Brown, H., Adams, R. G., & Kellam, S. G. (1981). A longitudinal study of teenage motherhood and symptoms of distress: The Woodlawn Community Epidemiology Project. In R. G. Simmons (Ed.), *Research in community mental health: A research annual*. Vol. 2, Greenwich, CT: JAI Press.

Brown, M. A. (1986). Social support during pregnancy: A unidimensional or multidimensional construct? *Nursing Research*, 35(1), 4-9.

- Card, J. d., & Wise, L. L. (1978). Teenage mothers and teenage fathers: The impact of early childbearing on the parents' personal and professional lives. *Family Planning Perspectives*, 10, 199-205.
- Carlson, M. L., Kaiser, K L., Yeaworth, R. C., & Carlson, R. E. (1984). An exploratory study of life-change events, social support and pregnancy decisions in adolescents. *Adolescence*, 19(76), 766-780.
- Cobb, S. (1976). Social support as a moderator of life stress. *Psychosomatic Medicine*, 38, 300-314.
- Coddington, R. D. (1979). Life events associated with adolescent pregnancies. *Journal of Clinical Psychiatry*, 40, 39-48.
- Collette, N. D. (1981). Social support and the risk of maternal rejection by adolescent mothers. *Journal of Psychology*, 109, 191-197.
- Collette, N. D. (1983). At risk for depression: A study of young mothers. *The Journal of Genetic Psychology*, 142, 301-310.
- Comstock, G. W., & Helsing, K. J. (1976). Symptoms of depression in two communities. *Psychological Medicine*, 6, 551-563.
- Cotterell, J. L. (1992). The relation of attachments and support to adolescent well-being and school adjustment. *Journal of Adolescent Research*, 7, 28-42.
- Crowne, D., & Marlowe, D. (1964a). A new scale of social desirability independent of psychopathology. *Journal of Counseling and Psychology*, 24, 349-354.
- Crowne, D., & Marlowe, D. (1964b). *The approval motive*. Westport, CT: Greenwood Publishing Group.
- Crnic, K. A., Greenberg, M. T., Ragozin, A. S., Robinson, N. M., & Basham, R. B. (1983). Effects of stress ant social support on mothers and premature and full-term infants. *Child Development*, 54, 209-217.
- Csikszentmihalyi, M., & Larson, R. (1984). *Being adolescent: Conflict and growth in the teenage years*. New York: Basic Books.
- Davis, N. F. (1990). Test Review: Reynolds Adolescent Depression Scale. *Measurement and evaluation in counseling and development*, 23, 88-91.
- Epstein, A. (1980). Assessing the child development information needed by adolescent parents with very young children. Washington, D.C.: Administration for Children, Youth and Families.
- Eckenrode, J., & Gore, S. (1982). Stressful events and social supports: The significance of context. In B. H. Gottlieb (Ed.), *Social networks and social support*. New York: Sage.
- Fine, P., & Pape, M. (1982). Pregnant teenagers in need of social networks: Diagnostic parameters. In I. R. Stuart, & C. F. Wells (Eds.), *Pregnancy in adolescence: Needs, problems and management*. New York: Van Nostrand Reinhold.
- Foa, E. B., & Foa, U. G. (1980). Resource theory: Interpersonal behavior as exchange. In K J. Gergen, M. S. Greenberg, & R. H. Willis (Eds.), *Social exchange: Advances in theory and research*. New York: Plenum.
- Furstenberg, F. F. (1980). Burdens and benefits: The impact of early childbearing on the family. *Journal of Social Issues*, 36, 63-87.

- Furstenberg, F., & Crawford, A. G. (1978). Family support: Helping teenage mothers to cope. *Family Planning Perspectives*, 10, 322-333.
- Gad, M. T., & Johnson, J. H. (1980). Correlates of adolescent life stress related to race, SES, and levels of perceived social support. *Journal of Clinical Child Development*, 9(1), 13-16.
- Garbarino, J. (1982). *Children and families in the social environment*. New York: Aldine.
- Greenberg, M. T., Siegel, J. M., & Leitch, C. J. (1983). The nature and importance of attachment relationships to parents and peers during adolescence. *Journal of Youth and Adolescence*, 12(5), 373-386.
- Hansell, S., & Mechanic, D. (1985). Introspectiveness and adolescent symptom reporting. *Journal of Human Stress*, 11, 165-176.
- Hansell, S., Mechanic, D., & Brondolo, E. (1986). Introspectiveness and adolescent development. *Journal of Youth and Adolescence*, 15(2), 115-132.
- Harter, S. (1986). *Manual for the Self-Perception Profile for Adolescents*. Denver, CO: University of Denver.
- Hawkins, W. E., McDermott, R. J., Seeley, J. L., & Hawkins, M. J. (1992). Depression and maladaptive eating practices in college students. *Women and Health*, 18(2), 55-67.
- Hawkins, W. E., McDermott, R. J., Shields, L., & Harvey, S. M. (1989). Sex differences in the "depressed affect" factor among selected university students. *Psychological Reports*, 64, 1245-1246.
- Helsel, W. J., & Matson, J. L. (1984). The assessment of depression in children: The internal structure of the Children's Depression Inventory. *Behavior Research and Therapy*, 22, 289-298.
- Hensley, W. E., & Roberts, M. K. (1976). Dimensions of Rosenberg's Self-esteem Scale. *Psychological Reports*, 38, 583-584.
- Hirsch, B. J., & Rapkin, B. D. (1987). The transition to junior high school: A longitudinal study of self-esteem, psychological symptomatology, school life and social support. *Child Development*, 58, 1235-1243.
- Josselson, R. (1980). Ego development in adolescence. In J. Adelson (Ed.), *Handbook of adolescent psychology*. New York: Wiley.
- Kellam, S., Brown, C. H., & Enswinger, M. (1982). The long-term evolution of the family structure of teenage and older mothers. *Journal of Marriage and the Family*, 44(4), 539-554.
- Kovacs, M. (1980). Rating scales to assess depression in school-aged children. *Acta Paedopsychiatry*, 46, 305-315.
- Langner, T. S. (1962). A twenty-two item screening score of psychiatric symptoms indicating impairment. *Journal of Health and Human Behavior*, 5, 269-276.
- Lin, N., Simeone, R., Ensel, W., & Kuo, W. (1979). Social support, stressful events, and illness: A model and an empirical test. *Journal of Health and Social Behavior*, 20, 108-119.
- Litwak, E., & Szelenyi, I. (1969). Primary group structures and their families: Kin, neighbors, and friends. *American Sociological Review*, 34(4), 485-481.
- Lowenthal, M. F., & Haven, C. (1968). Interaction and adaptation: Intimacy as a critical variable. *American Sociological Review*, 33, 20-30.



- Marini, M. M. (1978). Consequences of childspacing patterns for payments. Final report submitted to NICHD under contract #1-hd-52840. Battelle Human Affairs Research Centers, Seattle, WA.
- Mathis, J. L. (1976). Adolescent sexuality and social change. *American Journal of Psychotherapy*, 30, 433-440.
- Matteson, D. R. (1975). *Adolescence today: Sex roles and the search for identity*. Hometown, IL: The Dorsey Press.
- McDermott, R. J. (1987). Sex differences in depression among selected young adults. *Psychological Reports*, 60, 965-966.
- McDermott, R. J., Hawkins, W. E., & Duncan, D. F. (1987). Depression ant health behavior of adolescents. *Psychological Reports*, 61, 111-113.
- McDermott, R. d., Hawkins, W. E., Littlefield, E. A., & Murray, S. (1989). Health behavior correlates of depression among university students. *Journal of American College Health*, 38(3), 115-119.
- McDermott, R. J., Hawkins, W. E., Marty, P. J., Littlefield, E. A., Murray, S., & Williams, T. K (1990). Health behavior correlates of depression in a sample of high school students. *Journal of School Health*, 60, 414-417.
- McLaughlin, S. D., & Micklin, M. (1983). The timing of the first birth ant changes in personal efficacy. *Journal of Marriage and the Family*, 45(1), 47-55.
- McLaughlin, S. S., Wedemeyer, N. V., & Adelberg, T. (1981). Network structure, social support, and psychological well-being in the single-parent family. *Journal of Marriage and Family*, 43, 601-612.
- Mechanic, D. (1974). Discussion of research programs on relations between stressful life events and episodes of physical illness. In B. S. Dohrenwend (Ed.), *Stressful life events: The nature and effects*. New York: Wiley.
- Mechanic, D. (1983). Adolescent health and illness behavior: Hypotheses for the study of distress in youth. *Journal of Human Stress*, 9, 4-13.
- Mechanic, D., & Hansell, S. (1987). Introspection and illness behavior. *Psychiatric Medicine*, 5, 5-14.
- Monkus, E. & Bancalari, E. (1981). Neonatal outcome. In K. G. Scott, T. Field, & E. & Robertson (Eds.), *Teenage parents and their offspring*. New York: Grune & Stratton.
- Montemayor, R., Adams, G. R., & Gullotta, T. P. (1990). *From childhood to adolescence: A transitional period?* Newbury Park, CA: Sage.
- Moore, D., & Schultz, N. R. (1983). Loneliness at adolescence: Correlates, attributions, and coping. *Journal of Youth and Adolescence*, 12(12), 95-100.
- Moore, K A. (1978). Teenage child birth and welfare dependency. *Family Planning Perspectives*, 10, 233-235.
- Moore, K A., Hofferth, S. L., Wertheimer, R. G., Waite, L. J., & Caldwell, S. B. (1981). Teenage childbearing Consequences for women, families, and government welfare expenditures. In K G. Scott, T. Field, & E. G. Robertson (Eds.), *Teenage parents and their offspring*. New York: Grune and Stratton.

Mott, F. L., & Maxwell, N. L. (1981). School-aged mothers: 1968-1979. *Family Planning Perspectives*, 13, 287-292.

Norbeck, J. S., Lindsey, A. M., & Carrieri, V. L. (1981). The development of an instrumental to measure social support. *Nursing Research*, 30(5), 264-269.

Nuckolls, K, Cassel, J., & Kaplan, C. (1972). Psychosocial assets, life crisis and the prognosis of pregnancy. *American Journal of Epidemiology*, 95, 431-441.

Olson, D., McCubbin, H., Barnes, H., Larsen, A., Muxen, M., & White, M. (1985). *Family inventories*. St. Paul: University of Minnesota Press.

Papini, D. R., Roggman, L. L., & Anderson, J. (1991). Early adolescents' perception of attachments to mother and father: A test of emotional-distancing and buffering hypotheses. *Journal of Early Adolescence*, 11, 258-275.

Pearlin, L. E., & Schooler, C. (1978). The structure of coping. *Journal of Health and Social Behavior*, 19, 2-21.

Perosa, L. M., Hansen, J., & Perosa, S. (1981). Development of the structural family interaction scale. *Family Therapy*, 8, 77-90.

Perosa, L. M., & Perosa, S. L. (1990). The use of a bipolar item format for FACES III: A reconsideration. *Journal of Marital and Family Therapy*, 16(2), 187-199.

Radloff, L. S. (1977). The CES-D Scale: A self-report depression scale for research in the general population. *Applied Psychology Measurement*, 1(3), 385-401.

Radloff, L. S., & Locke, B. Z. (1986). The community mental health assessment survey and the CES-D Scale. In M. M. Weissman, J. K Myers, & C. E. Ross, *Community surveys of psychiatric disorders*. New Brunswick, NJ: Rutgers University Press.

Reynolds, W. M. (1982). Development of reliable and valid short forms of the Marlowe-Crowne Social Desirability Scale. *Journal of Clinical Psychology*, 38(1), 119-125.

Reynolds, W. M. (1987). *Reynolds Adolescent Depression Scale: Professional manual*. Odessa, FL: Psychological Assessment Resources, Inc.

Riggio, R. E., Lippa, R., & Salinas, C. (1990). The display of personality in expressive movement. *Journal of Research in Personality*, 24, 16-31.

Riggio, R. E., & Sotoodeh, Y. (1989). Social skills and birth order. *Psychological Reports*, 64, 211-217.

Riggio, R. E., Tucker, J., & Throckmorton, B. (1987). Social skills and deception ability. *Personality and Social Psychology Bulletin*, 13(4), 568-577.

Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton Press, Inc.

Rosenberg, M. (1979). *Conceiving the self*. New York: Basic Books.

Russell, D. S. (1974). Transition to parenthood: Problems and gratifications. *Journal of Marriage and the Family*, 36, 294-302.

- Russell, D. S., Peplau, L. A., & Cutrona, L. E. (1980). The Revised UCLA Loneliness Scale: Concurrent and discriminant validity evidence. *Journal of Personality and Sociology Psychology*, 39(3), 472-480.
- Salzinger, A., Kaplan, S., & Artemyeff, C. (1983). Mothers' personal social networks and child maltreatment. *Journal of Abnormal Psychology*, 92, 68-79.
- Sarason, I. G., Johnson, J. H., & Siegel, J. M. (1978). Assessing the impact of life changes: Development of the life experiences survey. *Journal of Consulting and Clinical Psychology*, 46, 348-349.
- Sarason, I. G., Levine, H. M., Bashman, R. B., & Sarason, B. R. (1983). Assessing social support: The Social Support Questionnaire. *Journal of Personality and Social Psychology*, 44(1), 127-139.
- Sarason, I. G., Sarason, B. R., Shearin, E. N., & Pierce, G. R. (1987). A brief measure of social support: Practical and theoretical implications. *Journal of Social and Personal Relations*, 4, 497-510.
- Saylor, C. F., Finch, A. J., Spirto, A., & Bennett, B. (1984). The Children's Depression Inventory: A systematic evaluation of psychometric properties. *Journal of Consulting and Clinical Psychology*, 52, 955-967.
- Schutz, W. (1978). *FIRO Awareness Scales Manual*. Palo Alto, CA: Consulting Psychologists Press.
- Spielberger, C. D., Gorsuch, R. L., & Lushene, R. E. (1970). *Manual for the State-Trait Anxiety Inventory*. Palo Alto, CA Consulting Psychologists Press.
- Strauss, C. C., Forehand, R., Frame, C., & Smith, K. (1984). Characteristics of children with extreme scores on the Children's Depression Inventory. *Journal of Clinical Child Psychology*, 13, 227-231.
- Swigar, M. E., Quinlan, D. M., & Wexler, S. D. (1977). Abortion applicants: Characteristics distinguishing dropouts remaining pregnant and those having abortions. *American Journal of Public Health*, 67, 142-146.
- Thompson, M. S. (1986). The influence of supportive relations on the psychological well-being of teenage mothers. *Social Forces*, 64(4), 1006-1024.
- Tilden, V. P., Nelson, C. A., & May, B. A. (1990). The IPR Inventory: Development and psychometric characteristics. *Nursing Research*, 39(6), 337-343.
- Unger, D. G., & Wandersman, L. P. (1985). Social support and adolescent mothers: Action research contributions to theory and application. *Journal of Social Issues*, 41(1), 29-45.
- Vaux, A. (1988). *Social support: theory, Research and intervention*. New York: Praeger.
- Wahler, R. G. (1980). The insular mother: Her problems in parent-child treatment. *Journal of Applied Behavior Analysis*, 13, 207-221.
- Wandersman, L., & Wandersman, A. (1980). Social support in the transition to parenthood. *Journal of Community Psychology*, 8, 332-342.
- Weinert, C. (1987). A social support measure: PRQ 86. *Nursing Research*, 36(5), 273-277.
- Weiss, R. S. (1969). Fund of Sociability. *Transitions*, 9, 36.
- Weissman, M. M., Sholomskas, D., Pottenger, M., Prusoff, B. A., & Locke, B. Z. (1977). Assessing depressive symptoms in five psychiatric populations: A validation study. *American Journal of Epidemiology*, 106(3), 203-214.

Wortman, C. B., & Lehman, D. R. (1985). Support attempts that fail. In I. Sarason, & B. Sarason (Eds.), *Social support: Theory, research and applications*. Boston, MA: Martinus Nijhoff Publishers.

Yeaworth, R. C., McNamee, M. J., & Pozehl, B. (1992). The Adolescent Life Change Event Scale: Its development and use. *Adolescence*, 27(108), 783-802.

Yeaworth, R. C., York, J., Hussey, M., Ingle, M., & Goodwin, T. (1980). The development of an adolescent life-change event scale. *Adolescence*, 15, 90-98.

Zuckerman, B., Winsomere, G., & Alpert, J. J. (1979). A study of attitudes and support systems in inner-city adolescent mothers. *Journal of Pediatrics*, 95, 122-125.

Zung, W. K. (1965). A self-rating depression scale: *Archives of General Psychiatry*, 12, 63-70.

~~~~~

By Karen M. Perrin and Robert J. McDermott

---

Copyright of *Adolescence* is the property of Libra Publishers Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.