A SYSTEMATIC ASSESSMENT OF INDIVIDUAL,

COUPLE AND FAMILY LIFE CYCLE

STAGES RELATED TO FAMILY

BACKGROUND AND

FUNCTIONING
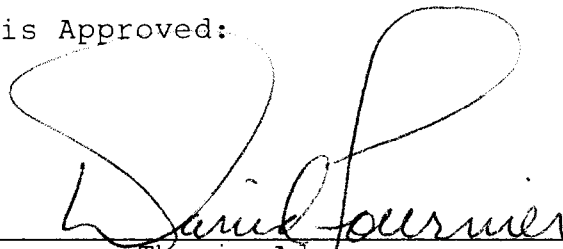

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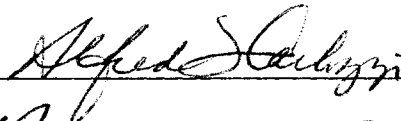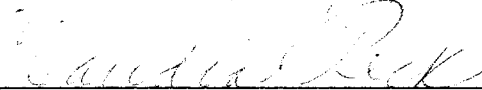Manhattan, Kansas
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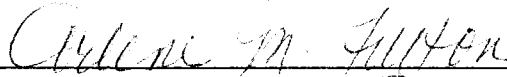Graduate College of the
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in partial fulfillment of
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the Degree of
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FUNCTIONING

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INTRODUCTION

One set of theoretical approaches to studying human
growth and development are lifespan developmental models.
These models identify specific tasks or events that must
be completed by individuals, couples, or families. Timing
for when they should occur is based on a person's age or
specific life circumstances. These tasks must be resolved
successfully before moving on to the next stage.

There are many approaches to studying the family unit
throughout the life cycle. Proposed divisional stages in
the family life cycle range from a low of two to a high of
twenty-four with varying numbers of divisions in between.

One of the most widely used approaches is the eight-
stage family developmental model proposed by Evelyn Duvall
and Reuben Hill (1948). The eight stages include: 1)
Newly weds, 2) Child-bearing, 3) Pre-School, 4) School
Aged, 5) Teenagers, 6) Launching, 7) Empty-nest, and 8)
Retirement. These phases are dictated by: the age of the
oldest child, plurality patterns (the increasing and de-
creasing of the family size, usually due to children),
school placement of the oldest child, and functions and
status of the family before children come and after they

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leave. In addition, these developmental tasks are based on the concept of the traditional family-husband working, wife at home with children in the first and only marriage for both spouses (Duvall and Miller, 1985).

Each of the eight stages involve developmental tasks that the family unit is expected to encounter. The general areas addressed at each stage include: 1) taking care of basic needs such as food, shelter and clothing; 2) budgeting and management of resources; 3) division of labor; 4) social ization of family members; 5) establishing communication and expressive skills; 6) raising children; 7) developing methods and policies to work with and to incorporate outside systems into the family unit such as relatives, friends, schools, church, etc.; and 8) maintaining morale and motivation, rewarding achievement, meeting crisis and goals, and develop ing family loyalties and values.

The marital unit within the family has also been studied in terms of life cycle development. Most of the current couple relationship theories are based on short-term cyclical models. The writer whose developmental theory best fits with Duvall and Hill's concepts in regard to stage and task con cepts is Milton Erikson (1982). He proposes six develop mental stages for marital development which include: 1) The Courtship Period; 2) Marriage and its Consequences; 3) Child birth and Dealing with the Young; 4) Middle Marriage Diffi culties; 5) Weaning Par-

ents from Children; and 6) Retirement & Old Age.

Authors such as Levinson (1978) and Sheehy (1976) have categorized individual development at the adult level. Levinson identified nine stages based on a study of adult males. The titles and age ranges for these nine stages are: 1) Early Adult Transition (17-22); 2) Entering the Adult World (22-28); 3) Age 30 Transition (28-33); 4) Early Settling Down/BOOM (Becoming One's Own Man) (33-40); 5) Mid-Life Transition (40-45); 6) Entering Middle Adulthood (45-50); 7) Age 50 Transition (50-55); 8) Culmination of Middle Adulthood (55-60); and 9) Late Adult Transition/ Late Adulthood (60+). This work was expanded and compared to female development in a chapter by Sales (1978) who proposed eight stages for adult females. Her stages and age ranges are: 1) Young Adulthood (18-21); 2) Choosing Life Roles (22-24); 3) Role Completion (25-29); 4) Re-Adjustment (30-34); 5) BOOP (Becoming One's Own Person) (35-43); 6) Mid-Life Crisis (44-47); Mellowing (48-60); and 8) Old Age (61+).

Background of the Problem

The Developmental Model

Developmental models are by definition general and assume that individuals, couples and families are normative or fairly traditional in their societal orientation. Families are assumed to have multiple children who will grow up, marry and continue to be linked to the older

generations in a positive way, couples are assumed to be in their first marriage with children, and individuals are assumed to be healthy and normally functioning adults.

Non-Traditional Family Forms

Macklin (1980) reviewed the research on nontraditional family forms from the 1970s. She defined "nontraditional" as "... all living patterns other than legal, lifelong, sexually exclusive marriage between one man and one women, with children, where the male is the primary provider and ultimate authority" (p. 905).

Macklin (1980) further noted that the Bureau of Census reports (1979a: Table A) indicated that throughout the 1970s, the majority of United States households were not traditional nuclear families: "There has been a slow, but steady increase in the percentage of persons residing in single-parent or dual-career nuclear families, as well as an increase in those living alone or in households comprised of nonrelated individuals" (p. 905).

The primary issue with the current developmental models is the application of these approaches to individual, couple and family situations that are non-normative. Modern families and couples exhibit a wide range of alternative forms that are highly stable and viable for a significant percentage of the population. Today the traditional family form is only one of several forms in our society yet it remains the basis for studying individual,

couple and family growth and development.

For example, currently defined family developmental tasks do not consider how the developmental tasks might vary for dual career or dual job couples and families. Women now make up 54.3% of the total labor force and are reentering the work force with younger aged children. The percent of mothers returning to work before their child was one year old has risen from 31% in 1975 to nearly 50% as of March, 1985.

One of the major shifts in roles in these family forms is the increase in the number of men becoming actively involved with parenting responsibilities as their wives are involved with jobs and careers outside the home. Research indicates that even though women are increasing their workload outside the home that men are not reciprocating equally in the sharing of tasks within the home (Abdel-Ghany and Nickols, 1983).

Current Research Orientation

Erickson's couple tasks are based upon family developmental stages and the assumption that children do become an extended part of the marital relationship. If a couple remains childless due to infertility or by choice, or postpones childbearing, the majority of the tasks outlined for couples will not apply. The developmental patterns of shifting from equilibrium to disequilibrium need to be identified for the marital couple. Studies on couple

development tend to focus on short-term cyclical patterns not long-term developmental issues and changes. There is a need to focus on just the marital relationship to understand its unique developmental characteristics.

Levinson's research on adults involved male subjects up to 50 years of age. Therefore, males older than 50 and females were omitted. Sales, (1978) compared and contrasted the delineated male life experiences to female experiences by exploring the impact on personality of women's differing life experiences. Her rationale for this approach was:

> One can assume that women's development does, in many ways, follow the same sequence of highs and lows, equilibrium and disequilibrium, found for men. Furthermore, both sexes share the common experiences of marriage, children, awareness of age, and general physiological changes in each age period. However, some aspects of women's development are distinct. For example, motherhood is a unique and central role in most women's adult lives. It involves biological, psychological, and social components that provide a special source of experience. Women's psychological state at each life stage can often be related to the roles they hold or do not hold at that period. (p. 166).

Current Teaching Approaches

There is a tendency for educators to focus exclusively on one developmental model at a time (individual, couple or family) independently of the others in courses such as: adult development and aging, marriage counseling or couple enrichment, and family development. In the latter, the individual adult roles are occasionally in cluded when the male/female tasks are at odds, or couple roles are mentioned as they relate to parenting issues. The application of these tasks to alternative individual, couple and family lifestyles is not clear.

Thus, there is a need to study the developmental implications for individuals, couples, and families regarding both the actual appropriateness of the currently identified individual, couple and family tasks as well as to explore the interaction of an individual's three life cycles in the context of modern family forms which may omit or delay the traditional progression through the stages.

Statement of the Problem

Individual, couple and family developmental tasks each require further examination in respect to significant societal changes. Specific issues include: 1) the relevance of these three models for emerging lifestyles of the United States population and 2) the results of using methods that combine individual, couple and family models

to test for interactive effects rather than treating them in isolation.

Relevance of the Models

The individual tasks are based on a traditional division of male and female roles. The imbalance of role responsibilities; and secondly the acceptance and performance of more non-traditional roles by both males and females should be explored.

The long-term relationship development of couples who remain childless, couples who delay childbearing, and couples who start married life with children already present is basically unaddressed in terms of developmental tasks. Differences need to be explored between couples who follow the more traditional life cycle patterns as compared to couples who choose less traditional family patterns.

In 1977, Paul Glick of the Bureau of Census, summarized key changes for families as including: individuals postponing marriage, newly married females having one to two fewer children, women ending child-bearing three years sooner, and couples experiencing eleven additional years of married life after the last child marries.

Combining the Three Life Cycles

The second major area to explore is that of the interrelationship of the three sets of life cycle tasks.

The current life cycle tasks assume the progression of: marriage in the 20's, children soon after and eventually retirement, all with the same spouse.

No reported studies have been completed exploring how variations on the progression through the developmental stages in any one life cycle will effect the other two life cycles. Even when an individual marries between the traditional ages of 21-27, there are sufficient amounts of variation in the composition of all three life cycles together. Figures 1 and 2 depict the intertwining of the three life cycles based on the currently theorized progression of an individual who marries at age 21 (Figure 1) or at age 27 (Figure 2). Individuals in non-traditional family forms would vary even more from these charts. For example, a newly married couple might have teenaged children in the home from a previous marriage and would be in their late thirties or older instead of in their twenties with no children.

Family stages are currently linked to the age of the oldest child and the male's job status. Non-traditional family forms do not always fit this schema. For example, the focus on family task developmental needs would be based on the age of an older stepchild from a previous marriage living in the home rather than a mutually biological child of remarried individuals. Another unaddressed issue in non-traditional family progression is a husband retiring while the wife remains in the work force.

AGE	INDIVIDUAL		COUPLE	FAMILY
	MALE	↑ FEMALE		
17 18 19 20	EARLY ADULT TRANSITION	YOUNG ADULTHOOD	COURTSHIP	
21 22	ENTERING THE ADULT WORLD	CHOOSING LIFE ROLES	NEWLY MARRIED	NEWLY MARRIED
23 24 25			CHILDBIRTH AND YOUNG CHILDREN	CHILDBEARING
26 27 28		ROLE COMPLETION		PRESCHOOL CHILDREN
29 30	AGE 30 TRANSITION			
31 32 33		READJUSTMENT		SCHOOL CHILDREN
34 35	EARLY SETTLING DOWN		MIDDLE MARRIAGE	
36 37 38 39 40	BOOM*	BOOP+		TEENAGERS
41 42 43 44 45	MID-LIFE TRANSITION			
46 47 48 49 50	ENTERING MIDDLE ADULTHOOD	MID-LIFE CRISIS		LAUNCHING
51 52 53 54 55	AGE 50 TRANSITION	MELLOWING	WEANING PARENTS FROM CHILDREN	
56 57 58 59 60	CULMINATION OF MIDDLE ADULTHOOD			EMPTY NEST
61 62 63 64 65	LATE ADULTHOOD TRANSITION	OLD AGE		
66 67 68 69 70	LATE ADULTHOOD		RETIREMENT AND OLD AGE	RETIREMENT

*BOOM - Becoming One's Own Man
+BOOP - Becoming One's Own Person

Figure 1.   Interrelationship of the Three Life Cycles
When Married at Age 21

AGE	INDIVIDUAL		COUPLE	FAMILY
	MALE	FEMALE		
17 18 19 20	EARLY ADULT TRANSITION	YOUNG ADULTHOOD		
21 22 23 24 25	ENTERING THE ADULT WORLD	CHOOSING LIFE ROLES	COURTSHIP	
26 27 28		ROLE COMPLETION	NEWLY MARRIED	NEWLY MARRIED
29 30	AGE 30 TRANSITION		CHILDBIRTH	CHILDBEARING
31 32 33 34 35	EARLY SETTLING DOWN	READJUST- MENT	AND YOUNG CHILDREN	PRESCHOOL CHILDREN
36 37 38 39 40	BOOM*	BOOP+		SCHOOL CHILDREN
41 42 43 44 45	MID-LIFE TRANSITION	MID-LIFE CRISIS	MIDDLE MARRIAGE	TEENAGERS
46 47 48 49 50	ENTERING MIDDLE ADULTHOOD			
51 52 53 54 55	AGE 50 TRANSITION	MELLOWING	WEANING PARENTS FROM CHILDREN	LAUNCHING
56 57 58 59 60	CULMINATION OF MIDDLE ADULTHOOD			
61 62 63 64 65	LATE ADULTHOOD TRANSITION	OLD AGE		EMPTY NEST
66 67 68 69 70	LATE ADULTHOOD		RETIREMENT AND OLD AGE	RETIREMENT

*BOOM – Becoming One's Own Man
+BOOP – Becoming One's Own Person

Figure 2. Interrelationship of the Three Life Cycles
When Married at Age 27

Part of the explanation for the lack of studies regarding these and other issues is the scarcity of scales to 1) address the appropriateness of currently defined developmental tasks, 2) measure developmental task completion and transitions across individual, couple and family stages and 3) determine the degree of ease or difficulty experienced with the various tasks. A need exists not only to verify the accurateness of the currently identified individual, couple and family tasks and transitions, but also to study the interactive effects of all three life cycles as their patterns co-exist and influence each other.

Purpose

The major purpose of this study is to develop scales that will assess the appropriateness of the currently identified individual, couple, and family developmental tasks. The scales are to determine whether the identified individual, couple, and family stages and tasks adequately describe modern individual, couple, and family lifestyles. They will also measure whether the developmental tasks based on traditional male and female roles are beginning to blend and merge considering the changing roles of numerous males and females in today's society. A second section will measure the degree of ease or difficulty experienced with each of the developmental tasks the individual previously experienced or is currently experi-

encing.

The interaction effect of the stages of the three life cycles will be assessed by a typology system developed to help determine 1) if certain combinations of the three developmental tasks levels tend to support or inhibit the accomplishment of the identified tasks within any of the three life cycles and 2) if the degree of difficulty varies among the three levels.

This study will compare the selected modern family forms of single parents, childless couples, delayed parenting couples, single adults, blended families, dual job families and traditional families, to determine if there are differences between and similarities within the groups in terms of the kind of stressors, adaptations and resources they experience based on their composition.

Becoming better aquainted with the developmental issues in all three areas and the interactive effect that each area has on the others, in all family situations will be valuable to family life educators who work in a prevention capacity, and therapists and other helping professionals who work with situations after problems develop. Identifying the key problem and strength areas for families in various family forms or typologies can provide professionals with information to assist families prepare for issues to come or pinpoint current problem areas.

Theoretical Rationale

Developmental Models

Developmental Tasks

There are two types of major events facing any sys-
tem: planned or normative events (growth and developmental
tasks) and unplanned or crisis-oriented events (early
death, divorce, accidents, etc.). Either category of
events has the potential to create a crisis if the proper
resources and change potential are not present. This
study will focus on the normative events.

Normal growth and developmental stages are assumed to
have similar progressive formats. Tasks identified in one
stage must be dealt with successfully before the next
stage begins. Each stage provides a building block or the
foundation necessary for progression to the next level of
development.

The process for completing a developmental task is
four-fold: 1) perception; 2) identity formation; 3) reso-
lution of conflicting forces; and 4) motivation (Duvall,
1988). Duvall's example is that of a boy who learns to
ride a bicycle. First the child must see older children
riding bicycles (perception). Then he must envision him-
self riding a bike (identity formation). Coping with his
mother's fear of his falling versus the encouragement of
the other children is the resolution of conflicting
forces. Finally, he wants to learn enough that he prac-

tices (motivation).

An individual developmental task is accomplished when the body is mature enough, the culture is pressing for, and the individual is striving for some achievement. The meeting of these three requirements is defined as the teachable moment or the point of readiness (Duvall, 1988).

Individual Development

Historically the psycho-social, sexual, physical, mental and social development of children, birth through age 18, was identified and studied in great detail. Today there is growing emphasis on the continuation of growth and development throughout the adult lifespan (Levinson, 1978).

While children's development has been studied in depth, the scientific study of adult development is less fully explored and documented. Erik Erickson's theory of adulthood development is divided up into just three sections as compared to five sections for 0-18 years of age (Arin-Krupp, 1980). Levinson's (1978) research is limited to male adults through age 50.

Theorists have identified certain periods that are common to all adult individuals. These periods alternate between stable and transitional times. It is theorized that within each of these identified time periods, there are specific common tasks, feelings and experiences that occur within the majority of individuals.

Completion of Tasks

Developmental theories contend that the tasks defined for a specific stage must be met at that time or will have to be met in some other way in the future. Unfinished task issues will continue to demand completion or closure.

Regression backwards or paralyzation in a particular stage is often discussed in terms of children's development; whereas, the individual adult development literature theorizes that adults tend to be either at the appropriate stage or in the stage prior to the one normatively established for each age group. Exceptions occur only in cases of extreme behavioral deficiency (Arin-Krupp, 1980). Progression to an advanced stage beyond one's age level is not considered possible in the individual developmental literature.

Stage Progression

It is assumed that all individual, couple, or family units will experience similar transitional issues in a relatively predictable manner. The exact timing or the length of time it takes to complete a task will vary according to the individual, couple or family situation.

Individual Development. Individually, Levinson (1978) pointed out that extreme disruption in the flow of one's life structure at key time periods tends to create up to a ten year loss in one's growth and developmental

progression in comparison to one's peers. For example, an individual who divorces or makes major job changes will find that the process of building a new life structure as opposed to continuing on with a previously established plan will cause delay in their advancement and development.

Couple Development. Milton Erickson (1982) based his systemically focused work with couples on the developmental tasks issues. He believed that problems arose when couples were unable to reach a resolution of these problems and move on in the couple life-cycle.

Milton Erickson (1982) believed that developmental processes tend to facilitate crises which must be resolved. Transition points are the most critical time periods for any type of developmental issue. Growth requires a process of disorganization and restructuring before it can attained. The unit will remain stuck at that stage until resolution is attained. Difficulty in mastering a developmental task(s) may require assistance in achieving the necessary resolution in order to progress.

Family Development. Duvall and Miller (1985) noted that family developmental tasks tend to be, in part, societal expectations of what the family unit should provide for its members. When these tasks are not accomplished by the family, then the community at large will intervene.

Systemic Models

Systems Theory applied to the family proposes a hierarchy of sub-systems progressing from the inner levels of the individual to family groups into supra-system levels such as the community and society. Although the larger systems often tend to carry more impact, there is an interactive exchange of influence in both directions (Engel, 1980).

Clinical Application

Clinical application of Family Systems Theory (Haley, 1976) proposes that a change in one subsystem will influence all of the others.   Therefore, the tasks of the individual, couple and family units should be viewed in relationship to each other.   When a problem arises, a symptom may surface in an otherwise non-problematic subsystem.

If an obvious crisis is not at the root of the problem, then the real problem is often a developmental issue gone awry. Awareness of the developmental issues in all areas may prevent a professional from taking a symptom at face value.

Systems concepts about interlinkages, levels of influence and the knowledge of developmental tasks for each of the three subsystems can work together to provide a more comprehensive context for understanding the behavior

of those in our lives.

Circumplex Model

The Circumplex Model (Olson, Russell and Sprenkle, 1983) is based on the theoretical concepts of cohesion (closeness), adaptability (change potential) and communication. Communication style is an overriding influence on the extent to which a family can make these transitions. There are seven major hypotheses derived from the Circumplex Model.

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

II. Balanced family types have a larger behavioral repertoire and are more able to change compared with extreme family types.

III. If the normative expectations of a couple or family support behaviors extreme on one or both of the Circumplex dimensions, they will function well as long as all family members accept these expectations.

IV. Couples and families will function most adequately if there is a high level of congruence between the perceived and ideal descriptions for all family members.

V. Balanced couples/families will tend to have more positive communication skills than extreme families.

VI. Positive communication skills will enable bal-

anced couples/families to change their levels of cohesion and adaptability more easily than those at the extremes.

VII. To deal with situational stress and developmental changes across the family life cycle, balanced families will change their cohesion and adaptability, whereas extreme fam-ilies will resist change over time.

Figure 3 illustrates the two dimensions and the four levels of each dimension. By combining the four dimensions, there is a total of sixteen distinct types of marital and family systems created. Some of these types will occur more frequently than others, but all can be conceptually identified, measured empirically and observed clinically. (Olson, Russell, Sprenkle, 1983.)

Questions to be Answered

The first set of questions relates to the appropriateness and fit of the three types of life cycle tasks to the current individual, couple, and family lifestyles and their family forms.

1. Can a reliable and valid set of scales be developed to assess developmental task completion in assessing individdual, couple, and family development across a variety of stages?

2. Do the identified individual, couple, and family tasks accurately describe the life circumstances of people today?

3. How well do the originally developed individual,
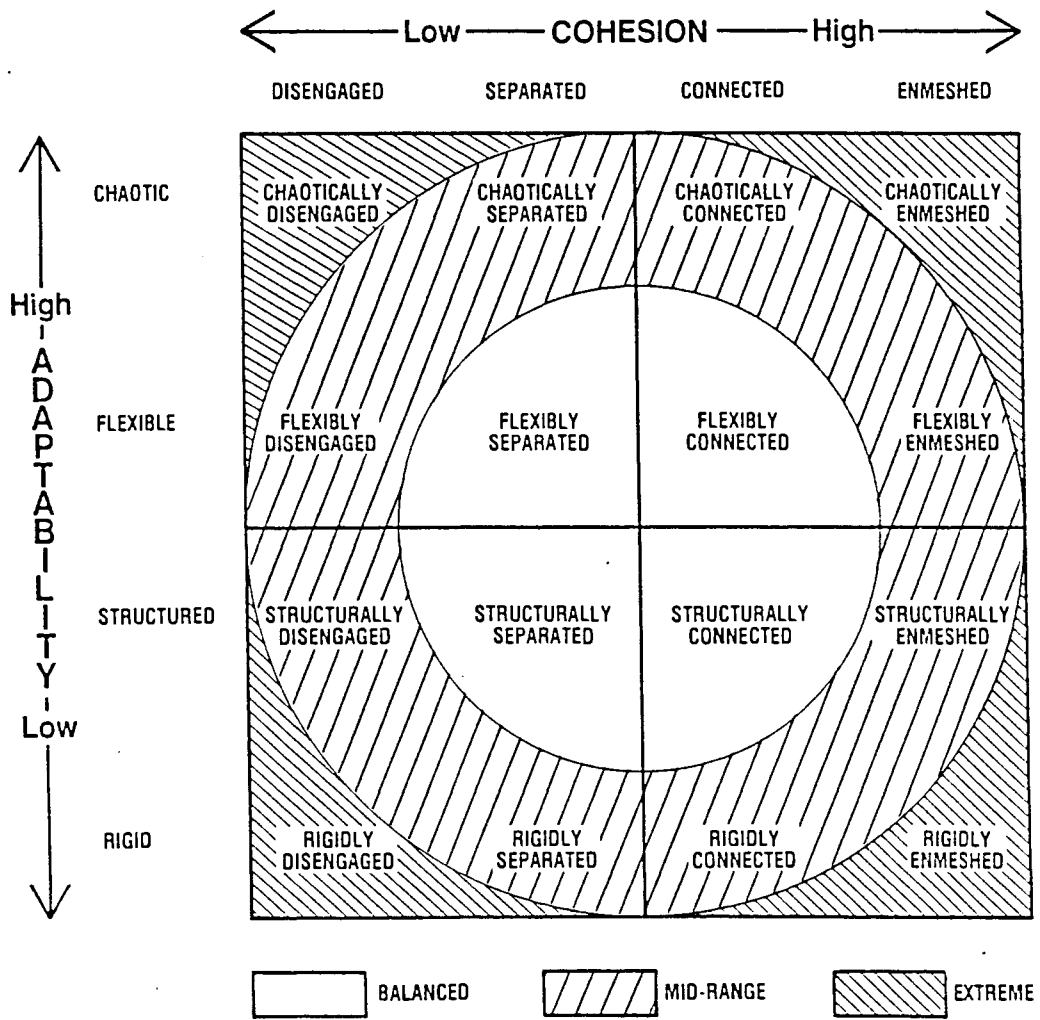
Figure 3. Circumplex Model: Sixteen Types of Marital
and Family Systems

couple, and family developmental tasks fit when applied to current family forms?

4. Do the individual, couple, and family tasks still accurately describe the progression of individuals in current family forms throughout the life cycle?

5. Are the individual tasks more blended and less polarized for males and females?

6. Are there differences in the amount of ease or difficulty experienced with the developmental tasks among selected family forms?

7. Are there differences in the amount of ease or difficulty experienced with the developmental tasks by gender?

8. What differences/similarities are there between current family forms in terms of perceived stressors and support systems?

This section of questions relates to the assessment of the interaction of the three life cycles.

9. What are the various developmental typology patterns found when combining the percent completion scores of the individual (male/female), couple and family tasks?

10. Is there a pattern of one level of the developmental tasks taking priority over others?

11. What are the various typology patterns found when combining the ease/difficulty scores for the individual, couple, and family tasks?

12. What differences/similarities are there between

the typologies in terms of perceived stressors and support systems.

Conceptual Hypotheses

Specific hypotheses were developed from the research questions presented earlier. The following conceptual hypotheses pertain to the relationship of individual, couple and family life cycle tasks and selected subgroups.

    I. Individual developmental completion scores broken down into various subgroupings will differ in their degree of task completion on currently identified individual, couple and family tasks.

    II. Individuals will differ in the reported degree of ease or difficulty in completing the three types of developmental tasks.

    III. Selected subgroups will differ from each other in the types of variables identified as perceived stressors or support systems.

    IV. Individuals at the same stage of the family life cycle will have similar Circumplex model typologies.

The following conceptual hypotheses pertain to the interrelationship of the three categories of life cycle tasks.

    V. The developmental completion typology will identify different patterns regarding the

degree of task completion in each of the
three developmental task areas.

VI. The developmental adjustment typology will
identify different patterns of ease/diffi-
culty scores when combining the three areas
of developmental tasks.

VII. Those individuals with a more traditional
score will have different characteristics
than those individuals with less traditional
scores.

Terms

Adaptability. The degree to which a family/couple
can change or shift roles and responsibilities, leader-
ship, and relationship interactions to meet the need or
desire for change due to normal growth and developmental
issues or in a crisis.

Circumplex Model. A visual model that identifies a
typology for a couple's or family's functioning determined
by the levels of cohesion and adaptability for that unit.
A communication measure is also given as it serves as a
facilitating factor affecting the dimensions of cohesion
and adaptability.

Cohesion. The amount of closeness or distance among
the family members or between a couple.

Couple Life Cycle (CLC). A series of couple de-
velopmental stages defined by specific events based on the

study of the growth and development of the marriage rela-
tionship from courtship to the death of one spouse.

Developmental Tasks. Duvall's (1988) definition
states:

> Developmental tasks are growth responsibilities eve-
> ryone faces from birth to life's end. They arise
> from physical maturation, personal motivation, and
> societal expectations at every stage of life. De-
> velopmental tasks are cumulative with each completed
> task introducing the next in a sequence that must be
> accomplished in order for the individual to develop
> normally and find approval and happiness. They form
> the ongoing step-by-step process by which personality
> matures and remains productive. (p. 130).

Family Form. The make-up of the family unit taking
into consideration adult marital status, presence or ab-
sence of children and working status of adults in the
unit. Family forms potentially identified for this study
include: traditional families, single parents, childless
couples, delayed parenting couples, single adults, blended
families, and dual-job couples or families.

Family Life Cycle (FLC). A series of family de-
velopmental stages defined by specific events based on the
study of the growth and development of the family unit
from the newly married couple to the addition of children
through retirement.

Individual Life Cycle (ILC). A series of individual

developmental stages defined by specific events based on
the study of growth and development patterns of the adult
male or female.

Progression Process. How quickly or slowly an
individual, couple or family moves through the identified
stages as compared to the tentative lengths of time as-
signed to each life cycle stage. These time periods are
based on averages or ranges from various studies.

Typology. A combination of scores from the three
life cycles. The individual, couple and family scores are
positioned from left to right respectively.

Outline of Chapters

Chapter I reviews the current status of the individ-
ual, couple and family life cycle tasks, the concerns
regarding their appropriateness of fit, the theoretical
rationale for developmental models, the purpose and speci-
fic objectives for the study and the definitions of key
terms used in this study.

Chapter II summarizes for each life cycle its his-
tory, the current point of development, a critique of
methodological and theoretical issues, and how it is ap-
plied to this study. A brief theory development section
concludes the chapter.

Chapter III describes the rationale for development
of the instruments, the instrument development process,
and the instruments (Individual Background Form, Family

Background Form, Individual Developmental Tasks, Couple Developmental Tasks, Family Developmental Tasks, and the FACES III and Marital Satisfaction Scales). Explanations of the various scoring systems, pilot study, subjects, data processing and coding, and the plan for data analysis are provided.

Chapter IV provides a description of the study's sample and a comparison of selected characteristics to national norms, reviews the empirical characteristics of three major scores on the developmental scales, describes the normative developmental scale for selected subsamples of the respondents and other key variables, and verifies the development of conceptually interrelated measurement scales to assess individual, couple and family developmental tasks and potential stress/support factors. The results of the reliability and validity analysis are presented. The last section presents the results of six hypotheses that explore the relationship of the various developmental scale scores and typologies by Family Form, Stress/Support Scales, Circumplex scores and Traditional scores.

Chapter V summarizes the purposes and objectives of the study and reviews key literature sources that contribute to identification of the individual, couple and family developmental tasks. The methodology and findings of the study are discussed. The final section provides ob-

servations and recommendations based on the findings of this study.

CHAPTER II

REVIEW OF LITERATURE

Family developmental tasks were developed in the
1950s. Individual developmental tasks for adults began to
receive attention in the 1960s. There is a tendency in
the studies of life cycle development for the couple
subsystem to be omitted while the Individual/Family link-
age is studied or the couple subsystem is defined by the
individuals involved or the family's structure. The sys-
temic concept of wholeness is not addressed by this ap-
proach.

This chapter will provide an historical review of the
research on each life cycle, a critique of each cycle, a
discussion of key theoretical and methodological issues,
and a summary of the key sources for the individual,
couple or family developmental tasks used in the instru-
ments. A brief discussion on the value of integrating the
three cycles will conclude the chapter.

Family Developmental Theory

Background and Origins

Family development theorists have used this framework
to describe the process of changes experienced by the

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family unit over time by specifying a modal sequence of stages universally experienced by families. The framework is eclectic borrowing from rural sociology, child development and child psychology, structural-functionalism and symbolic interactionism (role positions) and sociology of work.

Mattesich and Hill (1987) charted out the key authors and theorists from the fields of life cycle categories; social system theories; human development theories; life span and life course theories; and life event and life crisis theories. Their chart shows the history and contributions as linked to the eclectic family development theory. For further detail on the historical development of this framework, the reader is referred to any number of articles by Hill and his colleagues (Hill and Mattessich, 1977; Hill and Mattesich, 1979; Hill and Rodgers, 1964; Mattessich and Hill, 1987).

Life cycle theorists have contributed in the area of tracking the timing of key life events. Glick (1977) has been credited with contributing the most scholarly thoughts in terms of blending the facts and figures with the concepts of the family unit's development over time and organizing his data in such stage groupings.

The developmentally oriented scholars focus in on the theories of child development and personality formation. The key concepts borrowed from this area are the emphasis on longitudinal patterns of development and the idea of

family developmental tasks.

In preparation for a special conference, Duvall and Hill were commissioned to summarize research to date on problems unique to different family stages from formation to dissolution. They also identified the developmental tasks for the roles of parent and child. Duvall and Hill (1948) blended the life cycle and human development roles including ideas from Meade's symbolic interactionism and Erikson's human developmental concepts. They conceptualized the family unit as providing the larger systemic context for the individual members' growth and development.

Basic assumptions of the framework include: 1) all families experience an ordered sequence of developmental changes over time, 2) numerous individual role changes (first-order change) create major second-order changes in the family unit and 3) that success or failure in one stage is key to patterns experienced in later stages. The family theory framework assumes normativity and traditional structure or family form.

Hill (1971) summarized four clusters of conceptualization relevant to the family life cycle framework: 1) concept of family as a distinct social unit that maintains relatively closed boundaries, seeks equilibrium, has purposive behavior and is adaptive; 2) concepts of structure-aspects include position, role norms, role clusters and complexes; 3) concepts of goal orientation and direction;

and 4) concepts dealing with orderly sequences or sequential regularities such as stages of development.

Hill and Mattessich (1979) defined family development as:

> ... the process of progressive structural differentiation and transformation over the family's history, to the active acquisition and selective discarding of roles by incumbents of family positions as they seek to meet the changing functional requisites for survival and as they adapt to recurring life stresses as a family system. (p. 174).

The number of divisions for the family life cycle ranges from 4 to 28 stages. Glick (1989) in reviewing family life cycle development notes that Duvall's eight stage model is the most popular. He cites his own focus as being on the age of women at critical transition points; Duvall's emphasis on the duration of each stage and the interaction of family members (between points) and Hill as focusing on the advancing ages of young children. This study will use Duvall's eight stage model for it's family developmental tasks. Stage membership is determined by marital status, presence or absence of children in the home, age of the oldest child and work status of the husband. It is interesting to note that the developmental tasks while widely accepted, have never been empirically tested.

A developmental task is defined as an event or action

that delineates a stage in the life cycle of the family (Hill and Rodgers, 1964). The developmental tasks are a result of describing the family and societal expectations of what is appropriate behavior at any given time over the life span. Theoretically it is assumed that some tasks are begun from an individual developmental urge and others from societal expectations.

Viewing family development from a three-generational perspective, Scherz (1971) discusses that avoidance of developmental tasks creates failure in future tasks while doing the task work creates temporary stress. Carter and McGoldrick (1980) also emphasize a three-generational perspective in regard to family development.

Theoretical Orientation

Family Life Cycle vs Family Developmental Framework

Falicov (1988) clarifies the difference in the terms family life cycle (FLC) and family development framework. The FLC is generally noted as a set of nodal events which identify the family members' comings and goings such as births, deaths, school entry or retirement.

Family development is defined as "an overarching concept" referring to all transactional evolutionary processes connected with the growth of a family. (p. 13) These processes are what differentiate families from each other as the types of experiences will vary for each

family unit. Those experiences include acute societal level changes such as environment and work as well as psychological stages involving inter and intra-personal emotional issues.

Family developmental theorists detail out the actual roles, and changes which are to take place as a result of specified family life cycle event(s). In summary, the family development framework encompasses multiple processes and concepts including that of the family life cycle which consists of organizational and adaptational changes connected with changes in family composition.

Stage vs Transitions

A highly debated aspect of the family developmental theory is the process of transitioning from one stage to the next. Many feel that there are really two aspects of the "stage theory": 1) the series of stages, and 2) the transitions points inbetween.

There are many theories as to how these two aspects of the developmental framework can or should be integrated (Boss, 1980; Breunlin, 1980; Erikson, 1968; Hoffman, 1980; Haley, 1983; Minuchin, 1974; Rapoport, 1963; Barnhill & Longo, 1978; Ferguson, 1979; Melito, 1985; Combrinck-Graham, 1985). It should be noted that all of these articles on transition are theoretical in nature providing no empirical research on which to base their concepts.

Falicov (1988) discussed smooth transitions as being

a gradual transfering to new patterns while old patterns are gradually phased out after their usefulness is over. Rough transitions are often the result of sudden imposed changes or families getting stuck in old patterns and resisting change.

The two aspects of stages and transitions can be viewed as a combination of the system's theory concepts of homeostasis and morphogenesis respectively. Homeostasis occurs during the long, enduring and structurally stable periods (structure-building) and morphogenesis is represented by the short, fleet periods of structural instability (structure-changing) (Falicov, 1988; Levinson, 1986).

First order changes are changes that happen within the same family structure (stage) whereas second-order changes require a new structure (transition). Structural rebuilding comes from a pile-up of smaller first-order changes or a major developmental issue. Weeks and Wright (1979) included a brief clear-cut explanation of the concepts of first and second-order change and how the family life cycle is involved. Klein (n.d.) noted that all nodal events have potential to stimulate growth and strengthen the family or to stimulate dysfunction. Haley (1983) and Minuchin (1974) both theorize that family symptoms arise when the family's progression is "stuck" due to inability to change.

Mederer and Hill (1983) noted that one of the drawbacks methodologically is that we can only measure stage

discrete variables, not the processes of moving from stage to stage. Theoretically our conceptualizing is ahead of our ability to measure transitional issues. Questions currently unanswerable include: 1) What precipitates the family's transition?; 2) What are the phases of transition?: 3) How does the family reorganize itself?; and 4) What are the possible outcomes of reorganization?. Klein, Jorgensen and Miller (1977) pictured three different styles of transitions noting that the style(s) which best depicted transitions were not methodologically measurable.

Critique

While the family developmental framework is viewed as a major contributor to the field of family theory, there are also many critiques. This section will discuss both the strengths and the weaknesses as reviewed in the literature.

Nock (1979) felt one strength of the framework is the focus on longitudinal not cross-sectional change. The delineation of the sequential stages gives a sense of an overall pattern and focuses on continuity in development (Alpert, 1981). The family development framework focuses on regularities (Alpert, 1981; Mederer and Hill, 1983). In addition, it increases the understanding of various stages of the family career (Mederer and Hill, 1983).

The criticisms are much more numerous. However, the numerous critiques have not only served to strengthen the

framework, but also to indicate the numbers of people who feel the framework has merit. Mattessich and Hill (1986) noted four major critiques still needing attention: 1) the family life cycle is based on "normative" families and does not apply to all families (also Trost, 1974; and Nock, 1979); 2) that the framework ignores the timing of critical life events and the variable duration of stages; the sequence of events may actually differ from an individual's actual life course. (also McCullough, 1980); 3) it neglects "other careers" which interact with the family, e.g. the workplace; and 4) heterogeneity within stages is so great that the family life cycle stages correlate only modestly with other measures of individual and family attributes.

Falicov (1988) stated that the family development framework disregards individual perceptions of modal events; focuses within the stage; incorporates only normative events; does not view the family with regard to cultural or gender relativity; is unclear about the location and timing of changes; and does not deal with stresses inherent in change. Falicov (1988) discussed the merits of combining stress theory concepts (non-normative events) with the family developmental framework. She also agreed with Mederer and Hill (1983) that the framework places too much emphasis on the family life cycle nodal events.

Hill and Mederer (1983) suggested that in addition to

marker events (when it happens), that processes (how it changes) should be added. In addition, Mederer and Hill challenged the assumption that the role structures are different in each stage. They also suggested giving consideration to cohort and historical influences as well as the uniqueness of each family unit.

Nock (1979) in his critique noted that the "normative" approach can make other families appear deficient or "aberrant" (also Alpert, 1981). The framework assumes all couples are normative and treats the marriage and family units as coterminous. He also pointed out that the term current marriage defines any marriage (1,2,3); and that the numerous variables used to identify stages make it difficult to know what variable is responsible for outcome measures.

Some felt that there is an overemphasis on the ages of the children (Trost, 1974; Alpert, 1981). Klein (n.d.) stated that the emphasis on the parent/child developmental tasks ignored the adult developmental issues. Others pointed out the singular focus on the husband/father role changes (Trost, 1974; Elder, 1977). Carter and McGoldrick (1980) theorize that the emphasis should be on a three-generational model of growth instead of just the nuclear family unit. Schram (1979) noted that equal attention should be given to the retirement issues of both males and females.

Alpert (1981) questioned the linear approach of each

stage developing in an orderly, unidirectional and irre-
versible sequence as the developmental pattern might ac-
tually be linear, multilinear, continuous or discon-
tinuous. Olson (1988) felt it difficult to assess with
certainty which dissimilarities are developmental dif-
ferences and which are due to age, maturity levels or
historical context. Finally McCullough (1980), felt that
the names of some stages only highlighted one aspect of
all family dynamics.

Social Change Issues

Paul Glick (1977) is the most widely recognized fami-
ly demographer (Hohn, 1987). Following his example, sev-
eral other researchers and theorists have also attempted
to identify the social changes that over time come to bear
on the operationalization of measures used for the family
life cycle. These changes have brought about a shift in
the ages at various life cycle events and in turn differ-
ent social expectations.

The length of time within the child-related stages is
changing due to shorter child bearing spans and decreasing
numbers of children per family unit. (Norton, 1974;
Glick, 1977). The resulting change has been an increase
from 2 to 13 years in the empty nest stage.

Bradt (1980) saw key life cycle shifts as: 1) a
longer time between marriage and the birth of the first
child; 2) couples perceiving themselves as a family unit;

3) contraceptives allowing for child planning; 4) a grow-
ing conflict between a quest for oneself and having chil-
dren; 5) increases in children's adultless relationships
(more peer interaction); and 6) a decrease in extended kin
relationships (also Glick, 1989).

Other key areas specific to change include lengthen-
ing of single years prior to marriage; fewer numbers of
children and more childless couples; increase in divorcing
couples; four and five generational family units; and non-
traditional role exchanges occurring prior to the retire-
ment stage.

McCullough (1980) studied two of the last three
stages of family, ages 40 to 60. The changes here were
seen as a lengthened time in the empty nest from 2-13
years, and greater individual longevity. Females are
younger at the birth of their last child, when the last
child leaves home, and when the last child marries.
There's an increase in female employment; smaller family
size; and an increase in the female's age at the death of
one parent. Schram's article (1979) noted the changing
impact on elder parental care where traditionally, females
who are now in the work force have provided the physical
care while the males contributed financially. Neugarten
(1976) and Glick (1977) have noted more grandparents.

Glick (1989) further notes more sweeping social
changes that are contributing to 1) increasing levels of
education for women, employment (also Bradt, 1980) and

income status for women, child care and poverty rates; 2)
improved contraception; 3) acceptance of sexuality outside
of marriage; and until recently 4) using the wife's
income to improve financial status of the family (now it
may be required for maintenance).

Gluck, Dannefer and Milea (1980) discussed social
change issues as they have directly affected females
throughout the life cycle. Two key relationships that are
important over most of the entire lifespan are the rela-
tionships of work versus family and the family caretaker
role versus individual needs. Their article emphasizes
the concept that men and women experience the life cycle
differently because of societal issues.

Basacca and Ryan (1982) took the concept of societal
changes influencing the family one step further. They
felt that government programs and policies have 1) sought
to develop the isolated nuclear family and 2) built bound-
aries between family and society as well as males and
females. They felt that the design of the government's
programs, an environmental influence, placed women in the
traditional nurturing role not that nurturance was geneti-
cally linked.

Visotsky (1981) also perceives the family as the
basic unit of the social structure. He postulated that
social and economic changes have created change in the
family structure. Division of the workplace and home has
created a situation of one parent in charge of the

child(ren) long-term which is a potential for high stress.

Visotsky (1981) observed higher stress levels in young adulthood due to "too much being compressed into a shorter period of time". An interesting comment was that rapid changes in the social structure have left parents no reference point from their own childhood with which to guide their own children.

Methodological Issues

There are two major areas of research that are key to the empirical strengthening of the family developmental framework. The first area is the study of family development as a dependent variable or a phenomena of its own. The second area is using the family life cycle stages as antecedent variables seeking cause-effect relationships (Hill and Mattessich, 1977).

While the theoretical concepts for the family developmental framework are taught, conceptualized and acknowledged to have much merit, almost at a "common knowledge" point, there is much work to be done at the empirical level (Nock, 1979).

Magrabi and Marshall (1965) developed a game tree theory which would be able to lend credibility to the developmental framework's assumption that accomplishment and non-accomplishment of family developmental tasks at one family stage will influence success/failure at the next. This was not empirically tested. They pointed out

that neither of the family developmental tasks definitions used by Duvall (1977) or Rodgers (1962) was operationalized for research. Stages of the family life cycle are difficult to uniquely define, both conceptually and operationally with omissions or overlapping possible. They stated that: "testing the hypothesis as stated in Duvall would necessitate (a) identifying accomplishments of specific developmental tasks, and (b) distinguishing satisfactory from unsatisfactory accomplishment" (p. 457).

Another concern relating to the shape of the life cycle is whether it is actually linear, circular, cyclic, or curvilinear. (Combrinck-Graham, 1980). Current methods of measurement are not advanced enough to measure this phenomena as accurately as researchers would like.

Many researchers are working to find predictive ability based on stage membership whereas others are wanting to find linkages across stages. If the stages are truly unique (orthogonal), then there would not be a commonality. If it is curvilinear, the outcome will be different than if linear.

It has been questioned whether family life cycle changes often proceed at a different pace than the processes of development. The empirical relationship between the two areas needs more exploration (Carter and McGoldrick, 1980; Nock, 1979).

Weeks and Wright (1979) perceived Duvall's developmental tasks as "descriptive data". They developed a

four-dimensional cyclical schema that was reexperienced at each stage. The dimensions were considered systemically linked, thus a change in one dimension will require adjustments in the other three.

Regarding the aspect of prediction, Hill (1968) stated:

> Any research which seeks to generalize about families
> without taking into account the variation caused by
> the stages of family development represented in the
> sample will leave much variance unaccounted for, just
> as studies which ignore social class differences
> leave much unexplained. (p 287).

Several studies have been designed to demonstrate the emperical utility of the family life cycle (Spanier, et al., 1975, 1979; and Nock 1979). Spanier, Sauer and Lazalere's (1975) study was to empirically unify the relevance of the stratification scheme based on the family life cycle and assess its utility in studying developmental phenomena, or stage related variables. They used three types of categorizations for prediction efforts: the family life cycle, marriage cohort and birth cohort. They found all three to have merit individually, but that the efforts required to merge any two of the three was not beneficial.

Nock (1979) tried to determine which dimensions of the family life cycle are empirically measurable across all stages while controlling for the effect of length of

marriage; the relationship between the instrumental, ex-
pressive, and attitudinal family elements; and stages of
the family life cycle. He felt that variation across the
stages could be due to a number of issues or multidimen-
sionality. He was trying to determine what factors and
concepts actually measure differently over the life cycle.
Other researchers assume the potential of curvilinear
change over the life cycle. Nock found 1) presence of
children, 2) length of marriage and 3) the family life
cycle to be areas of strength in predictability of family
and individual characteristics. He stated that specific
dimensions as opposed to stages might allow greater pre-
dictability.

As a result of Nock's study of six major family
transitions he concluded that:

> Life cycle events do have consequences, but they are
> not revealed in measures used in normal social re-
> search. Further, most effects which have been tradi-
> tionally attributed to transitions over the life
> cycle appear to be largely the result of normal
> maturation (aging) rather than life cycle development
> (Spanier, et al., 1975, 1979; Nock, 1979). (p. 712).

Another methodological issue is how to apply unsched-
uled life events and the resulting "abnormal" family units
to the currently identified tasks. Theoretically, several
diagrams and models have been discussed but not applied.
The major non-traditional categories of concern mentioned

most often are single never married adults, childless couples and single parents (widowed, divorced, never-married). Dual-job and remarried couples have been retained in most analysis because of the presence of two spouses.

Nock (1979) stated that "the family life cycle must transcend single nuclear families and focus on the creation, change, and dissolution of families which individuals experience over the life course." (p. 713) While expected change may not have a measurable impact since there are role models that provide ideas for coping, life events that change the patterning of normal family development may result in measurable impact. Thus if an event is viewed as normal, whether positive or negative, it remains manageable. However, an unplanned, disruptive pattern with no prior role model is difficult to normalize. It may be that tasks based on traditional role positions may still take place in non-traditional family units with the duty being performed by another immediate family member, extended kin or family friend.

In an economics based study using both a traditional and revised family life cycle model, the authors found little difference in predictive power (Murphy & Staples, 1979). Wagner and Hanna (1983) attempted to include the often excluded groups in their study. They retained 8% more of the sample but found that the increased number of cells reduced the frequency counts necessary to maintain

good statistical analysis. The authors questioned whether this type of expansion gained anything.

Stampfle (1979) also critiqued the narrowness of the traditionally based family life cycle. He presented a theoretical model that would allow for the inclusion of single adults, remarried adults and childless adults by indicating how a series of movements between couplehood and singlehood could take place. However, Stampfle did not address the role of developmental tasks in each of these alternative stages or periods.

Hohn (1987) presented a series of 12-24 typologies based on stability of the marriage and presence (or number) of children which allowed for the inclusion of childless couples and single parents. In contrast, Kimmel (1974) presented a discussion on "updating" the family life cycle using a very traditional base. For example, reentry of mothers into the workforce was first addressed as an issue at the empty-nest stage.

Mattesich and Hill (1987) concluded their comprehensive review of family development by proposing six categories for future research:

1) Greater refinement of family career paths for modal and other discernable family types-key concepts are timing and scheduling of status changes.

2) Attention needs to be paid to the "faces" within family development.

3) Improved operationalization of the concept of

"critical transition".

4) Clarifying the uniquenesses of the individual and family life cycles.

5) More direct study of the phenomenon of family development instead of as an antecedent only.

6) More focus on the retirement stage of the family career.

This study addresses each of the above issues to some extent via the integration of the three sets of life cycles, and measurement of an individual's developmental progression and adjustment on the various operationalized tasks.

Non-traditional Issues

Many of the non-traditional family forms are due to multiple social changes (Glick, 1989). In addition, he noted a trend of shifting to an individual orientation. Glick (1989) cites several previous groups of studies in non-traditional areas: 1) fertility and scheduling; 2) single parent families; 3) census means and 4) therapeutic applications.

According to Macklin's definition cited earlier, most families no longer fit the traditional family format. It is questionable whether the currently established developmental tasks measure the full experience of these families. Carter and McGoldrick (1980) contended that patterning and the quality of relatedness are more crucial

issues than the exact number of persons or a title given to the grouping (family, marriage, intimate friendship, etc.) Spanier, et al. (1979) suggested selecting different transition points for non-normative families i.e. the life cycle for a divorced individual would be: marriage, separation, divorce and remarriage. Carter and McGoldrick (1980) summarized what these transitions might be and the types of tasks required.

Carter and McGoldrick (1980) theorized that the gradually evolving events of the normative family life cycle are more drastically modified after non-normative events occur, e.g. premature death, divorce, remarried families. With these cases in particular, the "participants" are rarely prepared psychologically or relationally prepared to deal with the outcome. The developmental model assumes that relational processes in families follow a certain developmental sequence.

An unknown author theorized that the family life cycle must restabilize before resuming normal, ongoing development after divorce, remarriage or marital separation. The author also noted that a family's ethnic and socio-cultural background will also have an influence on how the relationship issues rearrange and adjust.

Divorce creates dramatic role transitions and systemic disorganization. Ahrons (1980) and Bohannan (1971) also note that unscheduled life events such as divorce are seen to have their own set of stages or transitions. It

is not clear whether these transitions and tasks occur simultaneously with the individual, couple and family life cycle tasks; temporarily arrest the cycle progression or totally arrest the developmental progress in one or more of the other cycles. Carter and McGoldrick (1980) found disruptions in the family life cycle for up to two years after the resulting disequilibrium. Disruption also occurred at the time of remarriage and step-family formation.

Hill (1976) developed an extended framework for working with single-parent families. Hetherington, Cox, and Cox (1982) identified the main areas of change and stress for single parents as financial, self-identity and interpersonal relationships.

There is a segment of economists that have tried to make the family life cycle more inclusive for their market studies. Murphy and Staples (1979) developed a pictorial model of the traditional stages plus integration of singles (never married, divorced or widowed) and childless couples. They also presented a succinct review of various major family life cycle models that identify life cycle stages and markers. A series of three eras since 1931 was identified as: foundation, expansion and refinement. Their goal was to reflect changing demographic trends and to modernize the family life cycle. Ironically there were still groups that they noted were excluded in their model. The model did not look at variation of the developmental

tasks.

Application to This Study

The widely accepted family developmental tasks from Duvall and Hill's work (Duvall and Miller, 1985) served as the basis for the operationalized family developmental tasks. One area that will need further work is the development of transitional phase measures and non-traditional life cycle developmental tasks.

Couple Developmental Life Cycle

Research focusing on couple developmental tasks was not located. Studies of the couple subsystem have been based on various outcome measures of the couple's relationship. Therefore, literature measuring related concepts of couple development over time were reviewed.

Related Studies

Marital satisfaction is the variable most widely operationalized and tested. Much of the marital satisfaction literature has dealt with whether the level of marital satisfaction shows a steady decrease over the family life cycle or is curvilinear, decreasing during the years with children in the home and increasing after the children leave, (Blood and Wolfe, 1960; Rollins and Feldman, 1970; Rollins and Cannon, 1974; Spanier, Lewis and Cole, 1975; Schram, 1979; and Lupri and Trideres, 1981). Currently

reviews indicate that both theories have merit.

Other literature on middle-aged marriage relation-
ships emphasizes the individual's psychological develop-
ment as a key factor in the reuniting of the marital
system. It may be that both theoretical outcomes of
marital satisfaction are possible depending on the indi-
vidual involved and the type of marital relationship (how
the tasks are completed) that was developed early on in
the marriage.

The independent variables most commonly linked with
marital satisfaction are age and family stage, central
concepts of measurement for the individual and family
subsystems respectively. Hudson and Murphy's study (1980)
found a high correlation between marital satisfaction, age
and the number of years married.

Swensen, Eskew and Kohlhepp (1981) addressed the
influence of various factors on the marriage relationship.
They found that the immediate environmental issues of
jobs, children and length of marriage did influence
development of the marital relationship. They also found
that the level of individual ego development played a key
part in the quality of the marital relationship in later
years.

Zube (1983) studied individual developmental issues as
they related to the marital relationship in the middle
years. Key individual developmental issues for middle-
aged males were work-related concerns and limited inter-

personal relationships; whereas for females it was a desire for outside family commitments with a limited opportunity to do so. She noted that working women were less likely to be desirous of relinquishing their jobs at retirement. The identified female related issues were traditionally based. She did not find a difference in stress levels by gender across the marital life cycle. Another observation was that if children had been the only link for the couple, the relationship could be endangered. Therefore, marital satisfaction may or may not directly measure couple issues. It may be a culmination of individual developmental and personality issues along with family stage progression.

Uniqueness of the Marital Subsystem

Several theoretical articles discuss the uniqueness of the couple subsystem (Steinglass, 1978; Hill, 1971; Nichols, 1977; Tamashiro, 1978; Sorensen, Eskew & Kohlhepp, 1981; Baruth & Huber, 1984). Yet even as they acknowledge this fact, the marital sub-system is not generally viewed as a separate entity from the two individuals in the marriage nor the children who create the family subsystem.

Steinglass (1978) provides a strong argument for the legitimacy of a marital subsystem, but does not identify tasks or any stage divisions. He discusses the various family unit subsystems: levels of family, parental dyad,

marital dyad, and individuals noting that the level of imbalance and instability can be different for each sub-system at any point in time. One key critique of the family developmental tasks was that they were adult-oriented.

Steinglass (1978) also theorized that there were couple stages which reflected the transitions and stages of long-term growth. He felt that couple growth and development would be a culmination of both internal development and environmental context. He discussed the concept of the 'aging process' of a relationship. He noted it is necessary for a model to address both the interactional and organizational principles of systems, without ignoring biological parameters. The stage/transition pattern addresses both.

Nichols (1977) discussed a variety of unique family subsystems including the marriage, noting that they must be treated in unison, not isolation. He defined the wholeness of the marital unit as being comprised of socio-cultural development plus individual developmental plus human interaction. Without a knowledge of all of the parts, the whole cannot be addressed. Baruth and Huber, (1984), also present the marriage as a combination of two individuals and the marital relationship.

Methodological Concerns and Issues

The literature to be reviewed intimates that the

current measurement techniques are not thorough enough.

Attempts are made to link the couple's development to either individual or family task issues. What is lacking is a set of defined couple developmental tasks specifically targeted for this unique subsystem and the simultaneous integration of all three life cycles.

Schram's review critiqued previous studies on marital satisfaction (1979). Among those are 1) that individual level information is applied to a couple relationship; 2) later stages may show higher levels of marital satisfaction due to the attrition levels of unsatisfied individuals through divorce; 3) the inherent weakness of cross-sectional studies; and 4) longitudinal studies if completed on only one cohort group. He suggested addressing issues of family roles and individual developmental changes as potential outside influences. Schram suggested that alternative interpretations of the prior research were based on post-parental stage issues of: 1) the satisfaction experienced by women who have salient jobs outside the home; and 2) age-correlated effects of perceptions of marital happiness and the satisfaction derived from less restricted gender-related roles.

A key methodological issue is that the developmental stages vary over time. It may be that we must learn to address this variation in our research. Because the tasks, and relationships of couples and families do differ at various times, the relationships involved will likely

be defined differently, thus creating different 'subjects'. Systemically viable subsystems do vary over time as a part of the morphogenetic process. Spanier, et al. (1979) also noted that different research questions at different developmental stages may be the most appropriate.

Due to the varying focus and degree of emphasis on various developmental tasks (issues) across each life cycle stage, it seems logical to assume that there would be varying degrees of adjustment and satisfaction. Both due to changes within a life cycle and across the three life cycles.

Steinglass (1978) noted that partial model development may be necessary, such as studying relationships between two stages and the intervening transition of two stages. Interactions may vary from stage to stage or vary between periods of transitions and stages. Schram (1979) noted that evaluating data of matched pairs and focusing on the transitional stages would be two new approaches.

Tamashiro (1978) tried to conceptualize the development of a couple's relationship by defining four sequential stages: 1) Magical; 2) Idealized; 3) Individualistic, and 4) Affirmational. The descriptions of these stages tended to take individual developmental concepts and label them with couple terms. Therefore, while the intent was couple focused, the level of measurement was at the individual level.

Other areas of concern to be addressed included so-
cial change issues of increasing divorce rates, gender
issues, and family form as they relate to the family unit
and methodological issues. Spanier et al. (1975) com-
mented on the increasing period of time between the mar-
riage and birth of the first child. They also addressed
the issues of cohort/peer pressure and socially desirable
responses over time.

<u>Interrelationship of the Individual,</u>

<u>Couple and Family Subsystems</u>

Tamir and Antonucci (1981) addressed the issue of
linking individual developmental issues with family devel-
opmental issues. In their study, they excluded individ-
uals who were childless, single over 35, divorced
 individuals with no children, widows and widowers due to
the small size of these groups in the population. They
did find significant differences in individual levels of
self-perception, social support and motivation based on
family life cycle stages while the fluctuations across
family stages by gender were similar. Rollins and Cannon
(1974), also reported that marital satisfaction scores by
gender across stages were not significantly different.
Age of the oldest child showed more significance than the
variables of presence of children, length of marriage or
the adult's age.

Smith and Meitz (1983) differentiated between life

cycle and life course events. Life cycle events happen only once and are present in all populations (often related to sexual or social reproduction such as age at marriage or first child's birth); whereas life course events have a defined entry, existence and exit implying a stage in the pattern of development, defy definition, can be repeated and are not necessarily sequential, e.g. a wife's working patterns or the number of children in a family.

Their study concluded that both life cycle and life course events influence marital disruption. Brubaker (1985) shows the link of increased marital satisfaction and individual satisfaction in later years of marriage. Women looked at the quality of the marriage, men looked at the presence of a spouse. Thus an integration of individual psychosocial development, family functioning and marital relationship development is important.

Application to This Study

Erickson's division of couple stages and the developmental tasks for each stage was the only information directly addressing the couple subsystem. Thus the basis of the operationalized items on the Couple Developmental Scales (see Appendix D) will be based solely on his commentary (Haley, 1983; Baruth & Huber, 1984).

It is expected that the couple developmental stages and issues will need refinement as the unique aspects of

the marital subsystem's development becomes more clearly understood.

Individual Adult Development

Historical Background

Individual development after 18 years of age has only begun to be addressed in the past 30 years. Until that time, the developmental theories of Freud and Piaget which concluded developmental change at age 18, were the premiere theories. The first phase of adult development theories began with the study of aging individuals or those over 60 years of age. This left a large gap of "unknown" territory called middle age. In recent times, the literature indicates that this has become a key topic of exploration (Levinson, 1977).

Several prominent theorists have explored the concept of adult development and are in agreement that development continues over the life-span. However, theoretical views on how to conceptualize this change and the variables selected for this type of study are not in agreement. Currently, there is a variety of disciplines that are studying individual life-span development. Biologists study genetics and metabollic or hormonal aspects of aging. Sociologists study age-related social phenomena, age structures of cohorts and society, cohort characteristics over age, and role transitions. Psychologists study the relationship of personality development to identified

variables. As an alternative to chronical age, Eurich
(1981) proposed a functional age measure which focuses on
the physical, emotional and intellectual requirements
throughout the aging process. Eurich believes "that
the more one understands about development, the more one
becomes multidisciplinary-oriented" (p. 20).

Neugarten (1965) notes that theoretically adult
development is not perceived in the same manner as for
children and adolescents. Continuity of personality over
the life-span is one of the biggest issues. Two generally
accepted personality development issues are the shifting
from an external orientation to an internal orientation
(interiority) around age 35 to 40, and from an active to
passive mode of mastery. Neugarten further stated,

> The major reason for interpreting certain of these
> changes as primarily inherent, or developmental, is
> that they seem to occur well before the "losses" of
> aging can be said to begin. In other words, the fact
> that these personality changes appear by the mid-
> forties in a group of well-functioning adults seems
> congruent with a developmental, rather than with a
> reactive, view of personality. (p. 202).

Thomae and Lehr, 1986, also made this
conclusion based on their observance of developmental
changes occuring at age 40:

> This means that the majority of subjectively per-
> ceived turning points in the personal life is neither

related to the sequence of family nor to that of occupational roles. They are referring to the structuration of experience and to significant emotional reactions which occur rather independently of biological or sociological determinants. (p. 434).

Erickson briefly sketched out three crisis of adulthood, but did not provide the detail that he does with the earlier five stages. In a unique article, Erikson, 1976, applied his developmental theory to Bergman's film "Wild Strawberries". In it he discusses the epigenetic principle which is the basis for the diagonal or stair-step figure that is diagrammed into a chart:

a) Each combination of primal qualities has its stage of ascendance when physical, cognitive, emotional, and social developments permit its coming to a crisis. These stages of ascendance constitute the diagonal.

b) Each such stage has its precursors (below the diagonal) which must now be brought up (vertically) to "their" maturational crisis.

c) Each such crisis (as already stated) must at the advent of succeeding crises (above the diagonal) be brought up to the new level of the then dominant conflict. (p. 24).

Greer, 1980, also discusses the role of crisis in adult development. He perceives that while all transitions are not crisis, all crisis do represent critical

periods. By helping individuals anticipate potential crisis issues, it may reduce the degree of crisis. The educational setting was viewed as a primary setting for increasing awareness and understanding.

Theoretical Orientation

The components of a life-course perspective on human development were succinctly summarized by Sherrod and Brim (1986) as follows:

1) Development is potentially pluralistic in both process and outcome; that is, it is neither unidirectional nor single end-state oriented in either process or outcome.

2) Development occurs from conception to death, and plasticity, the potential for change, is present throughout life; that is, development is not limited to a particular period of life, and experiences during particular periods are not necessarily more important than experiences during other periods. Different developments may have different onset, duration, and termination points throughout life; developments in different domains do not necessarily follow similar trajectories or even similar principles.

3) Development is highly variable among persons. Interindividual differences may imply biosocial processes of differentiation by gender, social class, and so forth; that is, interindividual variablility

may reflect variability in developmental process.

4) Development is multiply determined by factors across different domains, which can also be interrelated; that is, it is not dependent on a singular set of influences such as biology (e.g., it is not just a process of maturational unfolding) or environment (e.g., it is not just a process of learning). (pp. 574-575).

Filipp and Olbrich (1986) reviewed specific characteristics and perspectives that are key issues for the life-span approach. The nine major issues were 1) multidisciplinary perspective, 2) the emphasis on the study of change and "true" development, 3) the predominance of the contextualistic paradigm and ecological perspective, 4) the greater emergence of relativistic thought in theorizing, 5) the achievement of a higher theoretical status accompanied by an adequate methodology, 6) the more explicit consideration of metatheoretical propositions, 7) the conceptualization of the individual as producing his or her development, 8) the conceptual extension and reformulation of developmental constructs, and 9) the revival of the applied perspective in developmental psychology.

As with the family life cycle, the theorists differentiate between individual life cycle events and one's unique life course. The former refering to first time or one-time events and the latter to all events, influences and experiences that an individual has during their life-

time. Levinson, 1986, defines the life course as "the engagement of self in the world" (p. 3).

The life course is a combination of historical time (cohort group), life time (age), and social time (Elder, 1985; Neugarten, 1977). The life course is made up of trajectories or paths in multiple areas such as work, marriage, family, community activities, etc. (Elder, 1985). The cohort of the individual has a key role because of the unique historical events that occur in one's lifetime. Not only is the event itself given credit for influencing the individuals who experience it, but the age or stage of an individual at the time of the event is also considered to be a key variable (Elder, 1985). John Demos (1981) points out that the rapidity of societal change has made it difficult for generations to relate to each other. He also noted the whole range of choices in terms of careers, marriage partners, friends, and religious systems that creates one of the major differences between modern day society and previous times. Therefore, cohort analysis is necessary to rule out the potential bias of historical events.

The value of age as a key predictor of change is highly debated. While it is agreed that the general aging process brings about change, there is not concensus regarding the degree to which age grouping or specific modal ages can be determined. There is a broad spectrum of theoretical propositions regarding the degree of specifi-

city actually possible. Other theorists feel that age as
a variable has little predictive power and that other
variables should be used. Schlossberg (1978) summarized
the relationship of three variables as sex differences
being greater than either age or stage differences over
the life-span.

The third sub-area of the life-cycle is the social-
time aspects. People have a set perspective about what is
and is not an appropriate time frame for certain life
events to occur creating a value judgement of whether an
event is "on-time" or "off-time". Support and approval
from family, co-workers and peers is much more likely if
the event is perceived as within the socially on-time
limits. Neugarten (1977) notes that social change result-
ing from historical time creates alterations in the rhythm
and timing of the life cycle. She states: "The social
change that occurs with the passage of historical time
creates alterations in the rhythm and timing of the life
cycle, leading in turn to changes in age norms and in
expectations regarding age-appropriate behavior" (p. 35).
She goes on to identify some of the more recent changes.
Ironically, some of the "recent" changes were based on
trends occurring in the late 60s that have already been
erased by social changes of the 70s and 80s such as the
average age at marriage and working women statistics.

A related term described by Sherrod and Brim (1986)
is embeddedness which refers to the fact that any stage or

age is more fully understood when placed in the context of
the life stages which occur just prior to and after the
current stage.   Basically, these three sets of issues are
the contextual aspects that each individual developmental
task needs to have addressed as the numerous outcomes of
one's lifestyle will be heavily influenced by these fac-
tors.

In the area of individual life-span development there
are several key terms that should be defined:

Life course.   The study of the sequence or temporal
flow of an individual's life as it unfolds over the years.

Trajectories.   The pathway defined by the aging pro-
cess or by movement across the age structure.   Does not
prejudge direction, degree or rate of change of its
course.   It monitors how one schedules events and manages
resources and demands.   Examples would include work, par-
enting, social psychological, health and earnings.

Life cycle.   The sequence of definable forms through
which the life course evolves; a sequence of eras.

Stage/Period. (structure building).   The time period
of building and maintaining a structure.   A more stable
time in an individual's life.

Transitions. (structure changing).   Embedded within
stages, some transitions are between structures, others
are "temporal" such work or divorce and do not occur at a
specified time.   Levinson (1986) noted that transitions
are the linkages between stages making them a part of both

stages. Eurich (1981) discussed three ways of analyzing transitions: 1) by time periods or age; 2) by role(s) or 3) by event-content and interest; on-time/off-time; simultaneous events; and social influences.

Life structure. The underlying pattern or design of a person's life at a given time.

Critical concepts that provide the basis for life-span development are:

Transition/Stablility. That development includes times of stability and times of change in between. The interplay of these two types of time periods need greater clarification. It will also be important to know the initial state and change in-state for each transition.

Normative/Non-normative (crisis) events. Normative events are those which the majority of individuals in all cultures are expected to experience, usually based on biological events. The non-normative or crisis events are those which are unplanned or unexpected-divorce, infertility, or death of a child. Individuals usually have some perception of their expectations regarding normative events although there are some adjustments based on the difference between the actual experience and one's expectations. The unplanned crises are considered more difficult because there are fewer role models from their own family experiences and society in general.

Age versus maturation. There is a division among scholars as to whether development is based on a gentical-

ly age-linked time schedule or a general pattern that does not follow a specific age time-table.

Diachronic interactions. The concept that events in childhood have a direct influence on the responses of individuals in adulthood (Havighurst & Birren, 1965).

On-time/Off-time life events. The point at which a life cycle event takes place in comparison to societal expectations (Neugarten, 1977). The theoretical perspective is that off-time events are much more difficult to manage and cope with as there is less personal preparation time and limited social supports (Elder, 1985).

Methodological Issues

Several issues are debated regarding the strengths and weaknesses of the various types of studies. The theorists are in agreement as to the pros and cons of different methodologies. (Neugarten, 1965; Levinson, 1986; Havighurst & Birren, 1965).

Cross-sectional studies have been the most prevalent style of studying life-span development. While it is the easiest type of sample to obtain, it does not provide continuity of the individual over time nor address differences due to cohorts. Conceptual problems of cross-sectional studies includes using different methods and concepts at various age levels, staying within one's own discipline for variable selection, and segmenting adult development.

The longitudinal studies are seen as a little better because the individual's experiences are monitored over time. Also, Havighurst and Birren noted that longitudinal research tends to promote interdisciplinary research. However, this type of study requires a long-term commitment of a research team, a large amount of funding, and more than one age cohort so that generalizability is not contaminated due to historical influences. In addition, methodological advancements may require change(s) in data collection or analysis procedures that cannot be applied retrospectively to earlier data thus limiting the analyses to the original methods and concepts. Levinson adds that historical time issues may vary the meaning and validity of variables at different points in history.

Biographical data collection is viewed with favor but requires a large research team and a large amount of financial commitment. One problem is recall, but biographies have use in guiding researchers in variable selection for controlled studies (Havighurst & Birren, 1965). The adult life course of each individual is reconstructed and then an underlying sequential order beneath the unique aspects of each individual are identified. Levinson (1986) stated that this method made it possible to:

> obtain a complex picture of the life structure at a
> given time and to delineate the evolution of the life
> structure over a span of years. ... It is well suited
> for gaining a more concrete sense of the individual

life course, for generating new concepts, and in
time, for developing new variables, measures, and
hypotheses that are rooted in theory and are relevant
to life as it actually evolves. (p. 12).

Levinson et al. (1977) stated the goal of their study
as being "to develop an embracing sociopsychological con-
ception of male adult development periods, within which a
variety of biological, psychodynamic, cultural, social-
structural, and other timetables operate in only partial
synchronization" (p. 49).

Neugarten (1965) noted other methodological issues as
volunteer versus non-volunteer populations, adults having
different rhythms of change compared to children, greater
separation of subsamples by age sets up potential for more
confounding variables (bias grows in geometric proportion
to the age interval involved); survival bias, effects of
historical and secular changes; and generalizing from
controlled situations to the general public.

Another issue is whether or not variation in identi-
fied issues over time is legitimate. Most theorists tend
to agree that the focus on the specific developmental
tasks differs over the adult life-span due to maturation.
Therefore, it is expected that key variables will show
significant fluctuation patterns over time.

Sherrod and Brim (1986) discussed four new methodolo-
gies that could be used in lieu of the average trends:
increasing heterogeneity; studying the outliers which

often separates a confounding variable; and focusing on the timing, and patterning of the individual life course.

Basis for the Developmental
Operational Tasks

The operationalized developmental tasks for this study have been developed from the research of Levinson and a paper written by Esther Sales which takes the research on developmental tasks of males and compares and contrasts the literature studies on women to date. While some tasks are considered to be gender-specific all items were included together to test for significant differences. The purpose of this step was to determine which tasks are more gender related and if socialization trends towards equality have made any measurable strides towards reducing the differentiated experiences of males and females. The debate of genetic versus environmental origin(s) of gender differences will not be addressed. Gender differences are supported in the literature. Markson (1984) found that females in general have lower self-esteem, and greater susceptability to depression but that working females had better mental health and greater self-esteem. Thomae and Lehr (1986) found that men set their life framework by occupation and women by their family.

In his numerous writings, Levinson presents a concise view of his theory and the developmental tasks of his empirically identified stages (1977a, 1977b, 1978, 1980,

1985, 1986). He noted how difficult getting cooperation to study the middle age segment of population was in the beginning.

As a result of his research on males, Levinson (1977b) has identified a sequence of four eras that are approximately twenty-five years in length. The eras provide the framework for the developmental periods and everyday processes and are defined by a beginning and ending age that are averages of task onset and completion. The age given is seen as a modal age with a variation of up to five or six years.

There are four adult eras that are linked by a transitional phase which is around four to five years with outside times of three to six years. Age 30 is viewed as the biological turning point, age 40 is the developmental marker for measuring time in terms of how much remains.

Levinson (1986) provides a concise summary of his theoretical work to date:

> The theory includes the following elements: (a)
> The concepts of life course and life cycle, which
> provide an essential framework for the field of adult
> development; within this framework, studies of one
> process or age level can be connected to others, but
> without it, we have a miscellany of findings and no
> integrated domain of inquiry; (b) the concept of the
> individual life structure, which includes many
> aspects of personality and of the external world but

is not identical with any of these and evolves in its own distinctive way; and (c) a conception of adult development-the evolution of the life structure in early and middle adulthood. Life structure development is different from, and should not be confused with, the development of personality, social roles, or other commonly studied processes. (p. 3).

Levinson (1986) concluded with six major issues that he felt helped to define the field and type of work to be done and his views on them: defining a structural stage or period through the use of developmental tasks; equal weighting of structure-building and structure changing periods; viewing the developmental stages as sequential as opposed to hierarchical; supporting the concept of age-linked developmental periods; reviewing the merits and limitations of various research methods; and combining the developmental and socialization perspectives. Noting that while the modal age concept with the five year upper/lower limit finding is controversial, he points to the empirical research that he and his colleagues have completed.

Gould (1972) conducted a two part research project which would also tend to support the stage concept. The first part involved age-division groups for which layman's term descriptors were developed. The observed descriptors were also identified by two separate groups of follow-up observers. The second study added support to age specificity and generalizability to the larger population. Their

studies support the general descriptors from Levinson's work and the concepts of personality changes and fluctuations over time in relation to different variables.

Integration of the Three Life Cycles

Numerous authors allude to the relationship between the individual and family developmental tasks. Some perceive the individual concepts as antecedent to the family concepts whereas others see family development enhancing the growth of the individual cycle. Others indicate that the family developmental tasks include the individual developmental concepts. Nock (1981) discusssed the importance of studying the individual's growth and development within the context of family experiences. The premise of this paper is that they are two distinctly different sets of tasks which enhance the overall picture of development when interlinked together.

Many researchers are aware of the separation and division of individual and family developmental issues (Scherz, 1971; Hill, 1971; Nock, 1981; Terkelsen, 1980; Barcai, 1981; Combrinck-Graham, 1985; Klein, n.d.; Carter & McGoldrick, 1980; Durall, 1977). While the separation of individual and family tasks has been acknowledged, the issue of the marital lifecycle has not been as directly addressed. Carter and McGoldrick (1980) provide a basis for this argument in a more general sense:

Not all components of a relational system can possi-

bly change at the same time, to the same degree, or in the same qualitative manner. Therefore, subsystems, especially personal and dyads, necessarily retain a degree of separateness, identity, and differentiation that varies over time. (p. 87).

The majority of theoretical and empirical literature for the marital life cycle is either 1) tied to family life cycle issues, 2) studied in terms of an outcome measure over the life cycle span (e.g. marital satisfaction), or 3) viewed as a series of repetitive growth cycles. Menaghan (1983) pointed out that research studies on marital satisfaction over the life cycle have failed to show that the couple unit's experience is a function of the family life cycle. It is a truly unique subsystem to be addressed.

There is a need to give more consideration to the actual growth and development of the marital subsystem. The need to separate the marital and parental dyads has been stressed and yet developmental literature and marital satisfaction literature defines and measures the dyad by the family stage it is in. It seems likely that the couple's development in a remarriage will differ significantly from a first time marriage. The presence of children would tend to further complicate the role and structural development of the couple.

The interaction and integration of these three cycles has been limited to theoretical examples of various poten-

tial combinations. Scherz's (1971) article provided the most consistent theoretical discussion about the interactions of the three sets. She was careful to denote the difference between the parental and marital dyad issues. Steinberg and Silverberg (1987) found an interaction effect between individual development, the marital relationship and family development. Terkelsen (1980) discussed the three levels as being interactive with each other. Boss (1980) discussed the issue of boundary ambiguity during transitions. This phenomena could take place at all three levels. If all three levels simultaneously became ambiguous, the effect could be much different than if only one or two cycles were simultaneously in transition.

The concept of non-summativity in systems theory implies that the sum of the parts (individual, and couple subsystems and the family unit) is greater than the whole. General systems theory applied to families theorizes that change in one subsystem unit will influence all other subsystem units: individual, couple, or family. Breunlin (1988) noted that each individual family member's ability to change will have ultimate influence on the family unit's potential to develop. Falicov (1988) noted the importance for therapists to look for incompatability of developmental tasks among family members. Therefore, simultaneously studying the progression of individuals in all three life cycles could yield insight into the rela-

tionships and influences among the three.

Summary and Implications

This study accepts that there are identifiable stages, life cycle events, and developmental tasks that the majority of individuals experience as a result of personality development, and their roles within a marriage, family, and/or community setting.

There are established developmental tasks for the individual and family developmental cycles. Currently, the couple tasks have been subsumed by the family unit or explored from the individual level. Therefore, the couple developmental tasks will be the least empirically based.

The value of providing individuals with a knowledge base of what to expect is expressed by Havighurst and Birren (1965),

> Not all such issues are or should be compressed into the rubric of research and science. Some touch deeply personal and social values. While the subject matter may be clouded with emotion, man need not be conceived, mature and die without being knowledgeable about the forces which shape his life, nor need he avoid manipulating these forces to his advantage. (p. 10)

Elder (1985) stated: "Predictable transitions across the life course (normative, age-graded) enhance prospects for sufficient training or preparation, ... but the anticipa-

tion and rehearsal of life change, along with social support, do not altogether eliminate the experience of losing control" (p. 43).

The need to explore the interrelationship of one's multiple roles across the three life cycles has been alluded to over and over in the literature. Elder (1985) stated "Families that march through an identical sequence of stages can vary markedly in their respective life courses. Much of this variation is the result of the variable timing, order, and duration of family events, as determined from age data" (p. 40). Later in the same article he observes "... children grow up and leave home, all in relation to "timeless" parents. ... New parents may be in their mid-thirties or in their early twenties, a difference that can make a large difference in economic stress and well-being" (p. 40). Following Elder's thinking, it is reasonable to expect that certain stage combinations, typologies, will have different influences on an individual's ability to complete the various levels of developmental tasks and the level of ease/difficulty experienced.

The other key variables of influence are the individual's family form and degree of traditional lifestyle. Based on Macklin's traditional family definition, the hierarchy of emphasis for placement in a family form was: 1) marital status; 2) absence/presence of children and 3) woman working outside the home.

Whether or not the presence or absence of these roles enhances or delays one's rate of completion or increases or decreases the level of ease/difficulty remains to be seen. In addition, a traditional scoring system has been developed to more clearly define the level of traditionalism among all individuals regardless of family form.

The literature supports the need to do empirical testing for the appropriateness of the identified developmental tasks, to integrate the various life cycle developmental tasks and to develop methods which will include all individuals regardless of life status or degree of traditionalism.

<center>Response to the Literature Review</center>

The purpose of this study is to determine the application of currently defined developmental tasks for individuals, couple and families by gender, marital status, and family form. Likewise, to determine potential differences among those individuals who are not currently experiencing all three lifecycles, e.g. a single parent only has individual tasks and family tasks.

This study does not look at three-generational hierarchy issues, nor does it include the impact of the social strata on the systemic set of levels other than through stress/support measures.

In this study, all persons were initially considered for status in each of the three life cycles. The individ-

uals in non-traditional family forms were included by testing only the life cycle tasks that the person was currently experiencing. Everyone received the age and gender specific individual life-cycle form; any currently married person received the couple life-cycle form (based on age of child or years married if childless) and any individuals who were currently married and/or a parent received the family life cycle form (based on presence/absence of child, age of the oldest child, and the males' work force status). Thus a family unit with children headed by a single parent is still going to have family developmental tasks and longterm childless married individuals will have individual and couple tasks. Mettesich and Hill's (1987) life cycle chart of various family forms as compared to a model family concept would serve as a visual for certain forms fitting or not fitting.

The first part of the instruments asks the person to identify whether specific tasks are not applicable, expected to be experienced, currently being experienced or have already been experienced. This section is an attempt to: 1) identify whether delineated tasks for that stage are viewed as appropriate by those in it; and 2) to determine for more non-traditional individuals which, if any, tasks are appropriate to their unique structure. It is very possible that roles and tasks which are not performed by a traditional individual may still be performed or completed in other relationships at the family level.

(Mattessich & Hill, 1986; Scherz, 1971).

Another area that this study may lend potential to is in the area of blending transitions and stages. If items are marked not applicable by specific types of non-traditional family form individuals then these areas could be reviewed and possibly other areas considered instead. It also lends credibility to the theoretical surmising of the actual events which occur in the various identified stages of each life cycle.

The tasks marked "expect to experience" would tend to support a degree of 'normalcy' for that task. Those currently or having had experience would confirm that the task(s) is located within an appropriate stage (this may or may not preclude it from another stage.)

The transition period may be identifiable if a time series of measures were taken using the instrument to identify response changes over time. It may be that the not applicable and the three degrees of experience categories may vary over time also. (i.e. what does not fit today does in two years or expecting to experience changes to not applicable due to changes in marital or work status).

Whether culturally or genetically based, the literature does tend to support the concept of differing responses to developmental tasks by gender and the need to look for the possibility of different tasks at the individual level of the life cycle in particular. Other

researchers have found evidence supporting a link between
individual adult development and family development find-
ing the degree of influence to vary by gender. (Spanier,
et al. 1979; Gluck, et al., 1980; Ellicott, 1985; Visot-
sky, 1981; Busacca & Ryan, 1982).

The level of societal-familial interaction was not
tapped as directly. However, there are many articles
alluding to the need for the workplace in particular to
become more ameanable to the family unit's needs. An
interesting compilation of articles and theoretical model
on the interface issues of the workplace and the family,
Work and Family, (Voydanoff, 1984), discusses a wide va-
riety of needs and adjustments needed to accomodate the
numerous family forms represented by the individuals in
the labor market. The main theme is that while the family
unit has undergone numerous changes and had multiple fami-
ly forms, the work place has yet to yield much in the way
of acknowledgements or adjustments. The conclusion of the
authors was that until the market place becomes more
family-oriented, women (both working and non-working) will
continue to be the pivotal points that make the family
unit's adjustments possible, regardless of the sacrifices
required on their part as individuals.

CHAPTER III

METHODOLOGY

The primary purpose of this study is to evaluate the effectiveness of the scales developed to identify stage specific developmental tasks. Since there are no recognized research scales in the area of adult development, it is not possible to validate these scales by correlation with a previously established scale.

The literature on individual, couple and family developmental tasks served as the basis for the operationalized scale items. Alpha reliability scores, panel review, and an internal not applicable item response option are methods used to establish reliability and validity. This study sample served as a pilot group to help determine the usability of the instrument in terms of vocabularly, instructions, terminology, and appropriateness of task.

Only the currently identified tasks in the literature were written into an operationalized format. This study did not attempt to incorporate currently theorized developmental tasks and stages for individuals and families experiencing divorce and/or remarriage. Nor does this study attempt to identify developmental tasks for any specific non-traditional format.

Rationale for Development

Individual developmental tasks have been theorized in the popular literature by various authors. Hill and Duvall created their tasks based on careful thought and observations; and Erickson based his on family progression. Levinson's work is based on qualitative analysis of multiple case studies. None of these three areas of life cycle developmental tasks has ever been empirically tested. The theoretical writings have been accepted at face value.

Instrument Development

Category Content

As mentioned above, the content for the scale items was gleaned from the literature. The family developmental tasks were developed from the sixth edition text of Duvall and Miller (1985). The couple developmental tasks were taken from a chapter on Milton Erickson's couple development theory in An Introduction to Marriage Theory and Therapy (Baruth & Huber, 1984). The individual task information is based on a combination of Levinson's study of males, Sales chapter on adult female development and Sheehy's Passages (1976). Because the individual development has not been integrated, it was necessary to combine some of the stages and tasks (see Table I). Part of the analysis will be to evaluate how clearly divided males and

TABLE I

INDIVIDUAL STAGE ASSIGNMENTS BASED ON
THE THEORETICAL LITERATURE
CATEGORIES

Stage Assigned	Female		Male	
	Stage	Age Range	Stage	Age Range
I.	I.	Young Adulthood/ 18-21	I.	Early Adult Transition/ 17-22
II.	II.	Choosing Life Roles/ 22-24	II.	Entering the Adult World/ 22-28
	III.	Role Completion/ 25-29		
III.	IV.	Re-Adjustment/ 30-34	III.	Age 30 Transition/ 28-33
IV.	V.	BOOP*/ 35-43	IV.	Early Settling Down BOOM+/ 33-40
V.	VI.	Mid-Life Crisis/ 44-47	V.	Mid-Life Transition/ 40-45
VI.	VII.	Mellowing/ 48-60	VI.	Entering Middle Adulthood/ 45-50
			VII.	Age 50 Transition/ 50-55
			VIII.	Culmination of Middle Adulthood/ 55-60
VII.	VIII.	Old Age/ 61+	IX.	Late Adult Transition/ Late Adulthood/ 61+

*BOOP = acronym for Becoming One's Own Person
+BOOM = acronym for Becoming One's Own Man

females are on the traditional gender-related tasks.

Response Formats

The goal of the instrument development was to discover how well the currently identified tasks describe the life experiences of individuals in the various stages. The items are written for an individual reader responding to tasks they have experienced as individuals, as a marriage partner and as a family member.

Rather than using a format with equal numbers of agree and disagree type responses, a response format allowing for varying time frames of experience was used along with a "Not Applicable" (NA) response. The goal is for the NA responses to indicate which items do not fit anyone or individuals in various selected subgroups. The other three responses "Expect to Experience" (EE), "Currently Experiencing" (CE), and "Have Experienced" (HE) allow the individual to indicate the amount of experience they have with each task.

Those tasks marked "Currently Experiencing" or "Have Experienced" required a secondary response based on the degree of ease or difficulty being experienced or already experienced. The six point response has three levels of ease and three levels of difficulty to allow for a broader response format.

Instrumentation

Five different forms have been developed specifically
for this study: two background forms and three sets of
developmental task forms. Copies of the instruments can be
found in Appendices C, D, and E. The measurement charac-
teristics from the scales used in this study are summa-
rized in Appendices H through J. Two supporting
established scales were also included.

Individual Background Form

The first form will be used to gather information
regarding the individual's: sex, age, ethnic background,
general health, educational background, occupational back-
ground, geographic background, religion, friendship net-
work, activities, key life events, marital history, family
of origin background, marital satisfaction, and
cohesion/adaptability levels for the person's marriage and
family where applicable. A brief assessment of each of the
following variables is also included: Personal Satisfac-
tion, Work, Community Involvement, Friends, General Life-
style, Health, Parent/Child Relationships, Extended Kin
Relationships, Roles/Responsibilities and Resources.

Family Background Form

This form will be used to gather information about
the subject's children, other non-immediate family
household members and a general estimate of annual family

income.

Individual Developmental Tasks

This instrument is to determine the individual's experiences with individual age appropriate developmental tasks and the ease or difficulty level in dealing with that experience if applicable. There are eight subdivisions and these vary slightly for males and females. The subject will be given the appropriate form for his/her sex and age.

The developmental tasks for this area were developed from the writings of Levinson (1978), Sheehy (1976), and Sales (1978). The subjects will indicate whether or not they have experienced each task and to what degree (currently or previously) they have experienced the task. Secondly, each respondent is to indicate on a six-point Likert scale the level of ease or difficulty that was experienced with each identified task they are currently or have previously experienced.

Couple Developmental Tasks

This instrument is to determine the individual's experiences with couple developmental tasks. There are seven categories based on the number of years married if childless, the age of their oldest child, the presence/absence of children in the home, and/or retirement status. Only the appropriate category will be given to

each subject.

The developmental tasks for this area were developed from the writings of Milton Erickson (1982). The subjects will indicate whether or not they have experienced the task and when (previously, currently, or in the future) they had or expect to have that experience. Then they are to indicate on a six-point Likert scale the level of ease or difficulty that they had with any task marked currently or previously experienced.

Family Developmental Tasks

This instrument is to determine the individual's experiences with family developmental tasks. There are eight categories based on the number of years married, the age of the oldest child, presence/absence of grown children in the home, and/or retirement status. Only the appropriate category will be given to each subject.

The developmental tasks for this area were developed from the writings of Duvall and Miller (1985). The subjects will indicate whether or not they have experienced the task and when (previously, currently, or in the future) they had or expect to have that experience. Then they are to indicate on a six-point Likert scale the level of ease or difficulty experienced for any task that they mark currently or have previously experienced.

The Family Adaptability and Cohesion
Scale Version III (FACES III)

FACES III is an instrument designed to measure the levels of adaptability and cohesion currently present within the family or couple unit. A ten item scale will be used for couples and a twenty item scale for the family unit. The subject responds to each item using a five-point Likert scale to indicate the degree to which the item does or does not describe his/her couple relationship or family unit. The dimensions of cohesion and adaptability are clearly separate concepts with a correlation of $r = .03$.

Marital Satisfaction Scale

This ten item scale will be used to assess the individual's satisfaction level with his/her marriage. The response format is a five-point Likert scale indicating the subject's degree of agreement or disagreement with each statement. Reliability measures for this scale established from ENRICH are .81 (Internal consistency or Cronbach's Alpha) and .86 (test-retest reliability) (Olson, Fournier, & Druckman, 1982).

Explanation and Calculation of Scores

Developmental Tasks

Developmental Completion Score

Points are awarded for each Part I response: Not Applicable (NA) = 0, Expect to Experience (EE) = 1, Currently Experiencing (CE) = 2, Have Experienced (HE) = 3. Two scores were calculated for each scale: 1) a corrected raw score and 2) T-scores. The corrected score substituted the individual's mean score for missing item responses. If more than half of the responses were missing, the individual did not receive a score for the stage. Due to the wide variation in the number of scores per stage and the different item content in each scale, the corrected raw scores were recalculated into T-scores which allows for comparison across stages and the three life cycles. Higher scores represent a higher degree completion. Extremely low scores indicate very little applicability.

Developmental Adjustment Score

Only those items answered Currently Experiencing or Have Experienced in Part 1 were answered in Part 2. Therefore, only an average score based on the total number of items answered was calculated. Low scores indicate greater ease and high scores indicate greater difficulty

with the developmental tasks.

Developmental Completion Typology

The scores of the individuals within each stage were divided into high, middle and low groupings based on 1) sample-specific even one-thirds and 2) pre-set levels of scores. Each individual's scores from the individual (I), couple (C), and family (F) cycles were concatenated into a three-digit numeral (ICF) representing the individual, couple and family grouping scores.

Developmental Adjustment Typology

The average ease/difficulty scores for individuals in each stage of the three cycles were also divided into high, middle, and low categories based on both sample-specific and pre-set scores. The same process described above was used to create a three-digit numeral positioning individual, couple and family scores from left to right respectively.

Traditional Score

Based on pre-set scoring, each individual was given a score of 1 to 3, low to high respectively, on nine different factors related to how traditional the individual's lifestyle is. Not all individuals will have nine scores due to age factors and life experiences. The nine categories are: current marital status, age at marriage, age

at birth of first child, average number of years between
children, total number of children, average age children
left home, age at retirement, number of hours female works
outside the home, and the age of the youngest child if the
mother is working. The nine categories and the values
assigned are summarized in Table II. Traditional scores
were calculated three ways: 1) a raw score-reflecting the
sole magnitude of score; 2) a corrected score-based on the
individual's average score multiplied by 9; and 3) high,
middle, and low groupings of the corrected scores based on
both pre-set and sample specific calculations.

Pilot Study

After the author delineated the developmental tasks
from the various sources for each stage in all three life
cycles, the researcher and her major advisor worked to-
gether to combine similar tasks and develop the concepts
into operationalized items. Another research assistant
participated in one session.

The three entire sets of developmental task items and
both background forms were given to three faculty members
and one doctoral candidate to critique for accuracy of
tasks, clarity of directions, clarity of questions on the
background forms, readability, clarity of thought, format-
ting, need for additional explanation, and any other
comments. Each of the reviewers are instructors of devel-
opmental courses and are familiar with the life cycles and

TABLE II

EXPLANATION OF TRADITIONAL SCORE
CALCULATION

Variable/Concept	Measurement	Item Measurement
Age at marriage	Year married minus Year at birth	Low - LT 18 and GT 36 Middle - GE 18 and LE 20; GE 28 and LE 35 High - GE 21 and LE 27
Current marital status	Marital status reported	Low - Single and Age GE 36; Remarried Middle - Singe and Age GE 28 and LE 35 High - Childless; Single Parent
Number or years married before having children	Year of oldest child's birth minus year of marriage	Low - LT one year or GE six years Middle - GE 1 and LT 2 years; GE 4 and LE 5 years High - GE 2 and LE 3 years
Average interval between children	Age of oldest child minus Age of youngest child / (N - 1)	Low - GE six years Middle - GE 0 and LT 2 years; GE 4 and LT 6 years High - GE 2 and LT 4 years
Total number of children	Total number of children reported	Low - GE 6; Married with 0 children Middle - 1 or 5 children High - 2, 3, or 4 children
Average age children left home	Reported ages of children when they left home/ Number of children	Low - GT 26 or LT 18 years Middle - GE 23 and LE 25 years High - GE 18 and LE 22 years
Age of the youngest child if the mother is working	Reported age of youngest child; reported income for wife	Low - Child under 5 with mother working Middle - Chid(ren) between 5 and 18 years High - No children or children GE 18 years
Total number of hours of working mother	Estimated from income reported for the wife	Low - No income listed for the wife ($0-4999) Middle - Part-time income listed ($5000-9999) High - Full-time income potential ($10,000+)
Age at retirement	Year of retirement minus birth year	Low - LT 55 or GT 70 years Middle - GE 55 and LE 70 years High - GE 60 and LE 65 years

developmental tasks.

Based on their input, the formatting and wording of several items on the background forms were changed. The four reviewers pointed out several unclear labels or questions in the background form. This should reduce the loss of data due to lack of clarity.

The wording of the developmental scale directions and response formats were also adjusted. There were numerous items in the developmental task scales that were rewritten due to slang terms, level of vocabulary and lack of clarity. There was concensus by the reviewers that all item concepts used were appropriate to the stages they were placed in.

Subjects

A volunteer sample was deemed appropriate to fulfill the objectives of this study. Since this study includes all ages of adulthood and any type of family situation, subjects will be recruited from a variety of sources in the states of Kansas, Oklahoma, Nebraska and Missouri. These will include members of but are not exclusive to: civic organizations, students at the collegiate level including returning students, and members of churches or religious organizations. The only restriction on participation is that the subject has to be eighteen years of age or older. (see Appendix F for recruitment informational materials.)

For an exploratory-descriptive study, the general population needs to be accessed to get a cross-section of backgrounds and stages. This is referred to by Kerlinger (1986) as "accidental" sampling. He states that this method is the weakest form of sampling and yet most widely used. However, some weakness can be overcome with proper knowledge, expertise and care in sample selection and study replications.

This study will be using a sample size of approximately 200 individuals and will be drawn from a variety of sources. These subjects will need to represent a cross-section of the developmental stages; however, it will not be necessary for the primary purposes of the study to have equal group membership. Since the primary analysis is within subject rather than across groups, this type of sampling is less problematic.

This type of sampling is a nonprobability method. Therefore, it will be important to clearly define the characteristics of the sample attained and compare its characteristics to those of the entire population. Generalizations and inferences to a larger population will need to be done with great caution.

Since this study is exploratory in nature, trends will be noted that should be examined in greater detail. Future studies with more rigorous sampling will be needed before firm conclusions are made.

Data Collection

Data collection took place over a period of two and a half months from mid-June to August of 1988. The civic groups originally contacted were hesitant to get involved. In addition, they did not meet in the summertime. Therefore, the alternative recruitment process of a participant referral or snowball sample was used.

Key contact persons were approached in an effort to recruit volunteers. It was interesting to read or have phone conversations with these contacts as it was explained that anyone over age 18, especially nontraditional individuals could participate. Each one prided themselves in knowing "strange" or "definitely nontraditional" people they could ask to participate.

Sign-up sheets were provided for each recruiter. After the volunteers completed the requested information, the sign-up sheets were mailed to the researcher. The appropriate sets of instruments were assembled based on the information provided, each marked with the code provided on the sign-up sheet. These were paper clipped together with a stamped envelope allowing each subject to return their completed forms directly to me. The sign-up sheet was returned to the recruiter for their use during distribution.

The large groups approached included three churches. One church at an out-of-town site used a local coordinator for sign-up and distribution. Two local churches allowed

the researcher to give a brief introductory explanation of the purpose of the research and ask for volunteers. The forms were assembled, coded, and left on a table to be picked up privately by the volunteers. The subjects had the options of using a stamped return envelope or returning their survey to a sealed box on one of the next two Sundays. The researcher collected these surveys each Monday morning.

A detailed set of instructions and explanations accompanied the instruments (See Appendix F). An individual introductory letter and informed consent checksheet accompanied each set of instruments in addition to the directions provided on the instruments themselves (See Appendix F). Due to the detail and length of the questionnaires, the subjects were allowed to complete the instruments at their leisure within a liberal pre-determined length of time.

In order to protect the subject's privacy and anonymity, names were not attained at any point in time. The subjects were asked to provide a code word, and limited personal information which allowed the researcher to provide them with the appropriate individual, couple and family developmental tasks forms (See Appendix F). An identification number was assigned to the code and placed on the entire set of an individual's forms. This will make it necessary for follow-up requests to be handled with a general group discussion.

A few who signed up or accepted the survey chose not to complete it due to length or time constraints. A few in the larger groups did not pick up their forms. Subjects who completed the forms were very curious as to how the information was to be used. Several have made it a point to meet me and to comment on the developer of "such an instrument". Others discussed their "survivorship" and questions that had arisen as a result of participating.

Data Processing and Coding

All data collected was coded by the researcher. The researcher had previous extensive experience in coding and took several precautions. Headings labeling each column were taped on the top of each code sheet. Spaces were left between sections to provide a visual guide check.

The code sheets were keypunched by professional data entry staff. After the data was in computerized program format, the researcher verified the numbers by comparing the original questionnaires to the computer printouts. The initial codebook provided a further check for coding errors.

Analysis of Data

Analyses of the data were conducted at Oklahoma State University using the facilities of the campus computer center. Statistical procedures came from the Statistical Package for the Social Sciences, Ed. X, (SPSS^X) (1983).

These procedures are appropriate for the type of data analyzed.

The purpose of this section is to describe the statistics that will be used to determine the current levels of reliability and validity on the newly established individual, couple and family developmental scales. This section is organized according to the presentation of findings in Chapter IV.

Frequency Distributions

Absolute frequencies, relative frequencies and adjusted frequencies of all variables were obtained. The frequency distributions aided in cleaning the data and determining the feasibility of scale scoring, and serve as the basis for the sample description provided in Chapter IV.

Characteristics of the Developmental Completion and the Developmental Adjustment Scores

Developmental Completion Scores

Two types of scores were calculated from the responses on the developmental scales. Percent completed scores were calculated from Part 1 responses. Percentage completed raw scores were calculated by summing the values assigned to the response categories (0 = not applicable; 1 = expect to experience; 2 = currently experiencing; and

3 = have experienced). Corrections for missing data were made by using a correction factor in the denominator (Total N - N missing) and then multiplying the average score per item by the total number of questions in the scale. If more than half of the items were missing, an individual's score for that scale was not calculated.

Developmental Adjustment Scores

The ease/difficulty scores are reported as an average score. The denominator was determined by the number of items answered. A table of the central tendency, standard deviation, and the theoretical and actual ranges of both scores for each category is provided in Chapter IV.

Scale Characteristics and Normative Structure of the Individual, Couple and Family Developmental Scores

A basic requirement in developing a new diagnostic instrument is to establish a normative structure based on key sub-populations of the sample being used. This procedure will be done for all of the developmental scales. The mean score on each scale for the following selected sub-groups will be reported. The subgroups include:

1) Gender

2) Age

3) Marital Status

4) Number of Children

5) Education

6) Income

7) Geographic Location

A one-way analysis of variance (ANOVA) on the developmental completion scores and the developmental adjustment scores will be run for each identified sub-group. A BREAKDOWN procedure will calculate the means for each sub-group. The means will be compared for important differences by computing the F-ratio. The F-ratios are based on the overall intra-group homogeneity as measured by variance and weighted according to the N of cases per group. The tables summarizing the normative data include the F-ratio and the significance level associated with the value.

Statistics for Establishing the Normative Structure for Key Derived Scale Scores

There is one derived score, the T-score, reported for each scale in addition to the corrected raw score. A table indicating the central tendency and standard deviation of all six scores for each scale will be provided.

Statistics for Establishing Scale Reliability

Internal Consistency Reliability

Kerlinger (1986) defined reliability as "the relative absence of errors of measurement in a measuring instru-

ment. Reliability is the 'accuracy' or 'precision' of a
measuring instrument." (p. 405). Other synonyms for reli-
ability include dependability, consistency, and stability.
It is the degree to which a research tool can consistently
be used with accuracy.

Reliability theory suggests that a true score is not
attainable due to both random and systematic variance.
Therefore, the equation for reliability theory is:

$$X_t = X + X_e$$

which indicates that any score obtained by an instrument
is composed of two scores: 1) the unknown true score (X)
and 2) the degree of error (X_e) due to numerous possible
factors. The goal for any instrument is to minimize the
amount of error resulting in a near "true" score. In an
effort to fully analyze the reliability of the developmen-
tal scales, three types of scale reliabilities and six
relevant statistics for each scale item will be reported.

Alpha Reliability Coefficient. The most popular internal
consistency method is Cronbach's alpha. Carmines and
Zeller (1979) note the advantages of internal consistency
coefficients as: 1) requiring only one test administration
and 2) providing a unique estimate of reliability. "Alpha
can be considered a unique estimate of the expected corre-
lation of one test with an alternative form containing the
same number of items." (p. 45). The basis of the alpha
calculation is the average inter-item correlation and the
number of scale items. The value of alpha increases as

the average inter-item correlation and number of items increases. Alpha is considered to be a minimum likelihood estimate meaning that the actual reliability of a scale may be higher, but it will not be lower.

Split Half Reliability Coefficient. The split-half reliability method is used when only one form of a test is developed. The procedure divides the items in half comparing them as if they were Form A and Form B. This reliability coefficient is considered to be an estimate of maximum likelihood meaning that the true scale reliability may be lower but will never be higher.

Guttman Reliability Coefficient. The Guttman reliability procedure results in six reliability coefficients. These reliability coefficients are all considered to be minimum likelihood estimates. For that reason, the largest coefficient will be reported as the true reliability coefficient is probably higher.

Item Analysis

The items in each scale are the operational definitions of the developmental tasks identified at each stage. In order to verify their empirical usefulness, several measures for each item will be calculated and reported. This information is reported in Appendices H through J.

The mean and standard deviation are reported for each item. The mean provides a measure of distribution while

the standard deviation provides a measure of central ten-
dency. Part 1 mean scores above 3.33 or below 1.67 will
indicate that the responses were predominantly one direc-
tion. A standard deviation of less than .83 will indicate
limited variance which reduces the discrimination ability
of the item.

One measure of internal consistency is the scale
items shared core of variance. This is calculated by
comparing the average correlation of each item with all
other items in the scale. The Pearson correlation of each
item to each of the other scale items were summed and
divided by (N - 1). This procedure helps identify the
weakest items in the scale.

Another statistic calculated for each item indicates
the scale's alpha reliability coefficient if the item were
removed from the scale. Comparison of the full-scale
alpha and the resulting alpha after an item is removed
indicates the degree to which an item is contributing or
detracting from the overall scale.

A major purpose of factor analysis is to identify
which scale items are measuring a common concept. The
items of each scale will be factored together to determine
the degree of communality (h^2) for each set of scale
items. It is expected that a high degree of communality,
or shared variance, will be found.

The final statistic reported is the factor loading of
each item on the unrotated first factor in a principle

components factor analysis. The goal of principle components factor analysis is to identify the linear fit using all of the items that explains the most item variance. The variance contribution of each item to this linear solution is reported for unrotated factor one. This statistic is reported as ($\underline{U}$nr$\underline{F1}$).

All of the above item scores are reported in one table per scale along with an overall ranking of each item's value. Based on the outcome of these measures, a ranking of each item's usefulness will be assigned. The overall ranking of each item is subjective based on the reported six statistics of each item. The general contribution of each item will be assessed and the information used for purposes of item revision, retention or elimination.

Statistics for Establishing Scale Validity

Kerlinger (1986) states that "reliability is a necessary but not sufficient condition of the value of research results and their interpretation" (p. 415). While a measure can consistently give the same results each time it must also be a true measure of the concept identified. There are three basic types of validity: content, criterion-related and construct. Validity cannot be directly measured, it can only be inferred. Therefore, it is important to show cause for validity as it fits the tests' intents and purposes.

Content Validity

Content validity is the representativeness or sam-
pling adequacy of the items in a scale. Content validity
was assessed in two ways for this study. The first was
the literature review. The developmental literature for
individuals, couples and families was reviewed to deter-
mine the issues being identified for each of the individ-
ual, couple, and family developmental stages. The major
theoretical contributors for each life cycle category were
identified in the Chapter II literature review. The se-
cond source of content validation was the panel of four
experts who reviewed the operationalized items for appro-
priate placement in the stage for which they were identi-
fied.

Criterion-related Validity

Criterion-related validity is assessed by comparing a
newly developed scale with previously established scales
or variables also believed to measure the identified con-
cept. Currently there are no instruments which measure
the concept of individual, couple or family stage develop-
mental progress. However, the stages themselves are iden-
tified by variables such as age of the individual, age of
children, number of years married, absence/presence of
children, retirement. These verified characteristics were
correlated with the corrected raw scores for each of the

three life cycle stages.

Construct Validity

Kerlinger (1986) states: "One can see that construct validation and empirical scientific inquiry are closely allied. .... One must try to validate the theory behind the test. Cronbach says that there are three parts to construct validation: "suggesting what constructs possibly account for test performance, deriving hypotheses from the theory involving the construct, and testing the hypotheses empirically" (p. 420).

He further states, "The significant point about construct validity, that which sets it apart from other types of validity, is its preoccupation with theory, theoretical constructs, and scientific empirical inquiry involving the testing of hypothesized relations" (p. 405).

The goal is to explain individual differences in test scores. This is generally based on the individual meanings given to a construct. When the identified construct explains the common variance of the operationalized items in a scale across a variety of sources then the construct is convergent.

For this initial study of the instruments only one construct validity analysis will be completed-unrotated intra-scale principle components factor analysis. The goal of principle components factor analysis is to identify the best linear combination of all scale items. Ideal-

ly the items in the scale indicate the majority of variance as loading onto the first unrotated factor. However, since these scales involve multiple developmental issues within each stage, it is expected that multiple conceptual categories will be identified. Key statistics measured with this test will be item communality, loadings of the items onto the unrotated factors, factor eigenvalues and percentage of explained variance. This analysis will be conducted on each of the developmental scales.

CHAPTER IV

FINDINGS

The primary purposes of this study are to establish
initial reliability and validity estimates for the newly
developed Individual, Couple, and Family Developmental
Scales, and to begin exploring the relationship develop-
mental tasks have with traditional lifestyle measures,
various family forms, gender, stress/support scale meas-
ures, and developmental typologies. The developmental
typologies are based on the combination of an individual's
developmental stage scores in each of the individual,
couple and family life cycles. This chapter will summa-
rize sample demographic characteristics and compare them
to the overall United States population statistics, report
the normative scores of key subsample characteristics, and
detail the outcome of a number of reliability and validity
procedures. In an effort to outline potential future
work, several hypotheses have been explored for potential
trends.

Sample Characteristics

General Description

Ideally, the assessment of the developmental tasks
and the ease/difficulty experienced with them would have a
large number of persons at each stage and a wide variety
of individual backgrounds. Due to the enormity of such an
undertaking, this project is viewed as a pilot project
that will guide future in-depth studies aimed at specific
target groups.

The goal was to attain a cross-section of individuals
from all seven individual stages, the seven couple stages,
the eight family stages and the seven identified family
forms. Except for couple stage I, the engagement period,
there are at least some individuals for each category
identified. The family forms are the least evenly di-
vided. Due to the smaller numbers in some categories,
many of the findings will be speculative in nature. The
breakdown of numbers per category can be found in
Appendix G, Table XLV.

Table III is a summary of selected background charac-
teristics of the individuals participating in the sample.
A total of 271 individuals completed the survey, which
consisted of 114 males (42%) and 157 females (58%). The
mean age of those completing the survey was 42.0 years
(range 19 to 84). The average age of participating males
(43.1) was higher than that of the females (41.2) by two

TABLE III

SELECTED BACKGROUND CHARACTERISTICS
OF THE SAMPLE

Characteristic	Num-ber	Per-cent	Characteristic	Num-ber	Per-cent
Gender of Respondents			Occupation of Respondents		
Males	114	42	+(0) Professional, Technical, Managerial	68	25
Females	157	58	(1) Professional, Technical, Managerial	65	24
Age of Respondents					
19 years or younger	3	1	(2) Clerical and Sales	73	27
20 through 29 years	50	19			
30 through 39 years	92	34	(3) Service Occupations	20	7
40 through 49 years	55	20	(4) Agriculture, Fishing, Forestry	12	4
50 through 59 years	32	12			
60 through 69 years	24	9			
70 years or older	15	5	(5) Machine Occupations	6	2
Current Marital Status					
Single, Never Married	19	7	(7) Benchwork	1	.4
Widowed	1	.4	(8) Structural	2	.4
1 time Married	225	83	(9) Miscellaneous	7	3
Remarried	14	5	+DOT Categorical Number		
Single, Previously Married	12	4	Homemaker	11	4
			Student	1	.4
Number of Children			Missing	5	2
0	51	19			
1	34	13	Current Population of Residence		
2	93	34	Farm	24	9
3	48	18	Rural not farm	31	11
4	32	12	Town 2500 or less	16	6
5 or more	13	5	Town 2500-10,000	59	22
			Town 10,000-25,000	27	10
Education of Respondents			Town 25,000-100,000	69	26
Graduate, Professional school	68	25	City 100,000+	38	14
4 years of college	67	25	Multiple	2	.7
Some college	62	23	No response	5	2
Vocational, Technical	22	8			
Finished High School	45	17	Current State of Residence		
Some High School	4	2	Kansas	169	62
Elementary	1	4	Unknown	53	20
No Response	2	.7	Nebraska	13	5
			Missouri	12	4
			Other (Kentucky, Colorado, Iowa, Virginia)	24	9

years although the age range was the same for both genders.

The majority of individuals (83%) were currently in their first marriage. Approximately 10% were divorced, with half of that group remarried. Less than 1% had been widowed and 7% were single never married with over two-thirds of these individuals being under the age of 30.

The average number of children per individual was 2.1. This statistic does not have any way of measuring the future fertility of those individuals still within the child-bearing stages so it will be slightly lower than the national averages. Currently married individuals had more children than the single parents.

The educational background for this sample was skewed toward the higher end. Nearly 75% of the sample had completed at least some college. Fifty percent had completed a four year or advanced degree and 25% had completed a graduate degree or other professional training. Only 6% had not completed high school.

Occupational groupings were based on the Dictionary of Occupational Titles (DOT) categorization system. The categories of student and homemaker were added for purposes of this study. Following the high levels of educational attainment, 49% of the jobs currently or most recently held, were in the professional, technical, managerial category. Another 27% was in the clerical and sales category. Only 4% (all females) listed homemaker as

their current or most previous job.

The majority of these individuals live in the six midwestern states of Kansas, Colorado, Oklahoma, Iowa, Missouri, and Nebraska with the remainder scattered across the rest of the United States. Nearly half of the sample had grown up on a farm and 74% grew up on a farm or in a town with less than 10,000 population. In contrast, only 48% reported currently living in a town of less than 10,000 and 40% currently live in towns of 25,000 or more population.

Additional background characteristics have been included in Appendix G and will be briefly reported here. Ninety-two percent of those currently married reported their level of marital satisfaction as positive (satisfied, very satisfied). About 90% perceived that their spouses also felt satisfied or very satisfied. A few noted their spouses' satisfaction with the marriage was slightly lower than their own. 20% had seriously considered separation and 14% had considered divorce.

Over half of the sample still had two living parents, who were married and living together. 21% had only one parent living and 17% had lost both parents. The majority of individuals who had lost one or both parents to death, were in Individual Stages V, VI and VII. Only 6% reported their parents' marital status as divorced. 50% of those with divorced parents were in Individual Stages I and II.

Total numbers of persons in the various individual

stages ranged from 12 to 73. Couple stage numbers ranged from 15 to 82 and family stage numbers varied from 22 to 56. Family Form breakdowns were the least evenly divided as five categories of the Family Forms accounted for only 16% (N=44) of the total sample. The other 84% was evenly divided between dual-job and traditional families.

Comparison to National Norms

Glick (1977) and Spanier and Glick (1980) presented some median and mean age norms for women at various stages of the family life cycle. For an interpretation of these trends the reader is referred to those articles.

The women's statistics from this study have been calculated for comparison. Due to the small sub-sample sizes, the women in the 1910 and 1970 birth cohorts have been omitted from the individual cohort comparisons but their statistics are included in the total summary data. Table IV is a comparison of the national norm means to this sample's means on selected key statistics.

Age at first marriage tends to follow the national norms and trends or be about one year higher. The mother's age at the birth of her first child in this sample was approximately one to two years higher than the normative sample's, except for the 1930s birth cohort which had children one year earlier. The median age at birth of the last child was lower for all age cohorts for this sample than for the overall population except for the 1920s birth

TITLE IV

SAMPLE REPRESENTATIVENESS COMPARED
TO SELECTED NATIONAL NORMS

Life Cycle Event	Norms		Birth Cohort								
	80-Year Average	70-Year Average	1920's Norm	Study (N=12)	1930's Norm	Study (N=21)	1940's Norm	Study (N=31)	1950's Norm	Study (N=54)	1960's Norm	Study (N=)
(Spanier & Glick, 1980)												
Age at first marriage	21.1	21.4	21.4	23.2	20.6	20.6	20.2	21.0	--	--	--	--
Age at birth of first child	23.1	24.1	23.6	24.4	22.3	21.6	21.8	23.5	--	--	--	--
Age at birth of last child	29.3	29.2	31.2	30.7	29.1	29.0	25.4	29.3	--	--	--	--
Mean number of children	3.0	2.1	3.2	3.0	3.2	3.4	2.3	2.4	--	2.11	--	--
(Glick 1977)												
Median age at:												
First marriage	20.9	21.0	21.0	21.0	21.4	20.0	20.7	20.5	20.0	21.0	20.5	21.0
Birth of first child	22.6	26.2	22.8	23.5	23.5	22.0	22.7	23.5	21.4	26.0	21.8	23.0
Birth of last child	31.3	24.0	31.0	32.0	32.0	29.2	31.5	28.5	31.2	29.0	30.1	25.0
Empty Nest (Marriage of last child)	53.5	47.0	53.0	50.0	53.2	47.0	53.2	43.0	53.6	--	52.7	--
Death of one spouse	62.8	47.0	62.3	44.0 (N=1)	63.7	47.0 (N=1)	64.4	47.0	65.1	--	65.1	--
Difference Between Age at First Marriage and:												
Birth of first child	1.7	3.0	1.8	3.0	2.1	1.0	2.0	2.0	1.4	4.0	1.3	3.0
Birth of last child	10.4	7.0	10.0	8.0	10.6	9.0	10.8	7.0	11.2	8.0	5.6	4.0
Empty nest/ marriage of last child	32.6	30.0	32.0	26.0	31.8	27.5	32.5	24.0	33.6	--	32.2	--
Death of one spouse	41.9	25.0	41.3	25.0 (N=1)	42.3	17.0 (N=1)	43.7	27.0 (N=1)	45.1	--	44.6	--
Difference Between:												
Birth of first and last child	8.7	4.0	8.2	5.5	8.5	7.0	8.8	5.0	9.8	4.0	8.3	0.0
Birth and marriage of last child	22.2	19.0	22.0	18.0	21.2	19.5	21.7	19.0	22.4	--	22.6	--
Marriage of last child and death of spouse	9.3	2.5	9.3	8.0 (N=1)	10.5	--	11.2	-3.0 (N=1)	11.5	--	12.4	--

cohort which was one year greater.

It was not possible to calculate when the last child had married from the data collected. Therefore, the age of the women at the beginning of the empty nest stage was substituted. There is an eight year difference. Part of the discrepancy may be due to the fact that this score included children who left to go to college that may not actually marry for several years to come. The difference of three years between the medians on the difference between the last child's marriage and the empty nest may also be a reflection of this issue.

The women in this sample tended to wait longer after marriage before starting their families, and had a shorter time span between the ages of the oldest and youngest children which would reflect the smaller average number of children born to each woman. The median number of years between the age at marriage and the last child's birth was also lower.

While the overall mean for total children shows the sample mean to be lower, the cohort means show two out of three to be higher. The normative sample covers 1900-1949 whereas the sample population covers from 1910-1970 which includes cohorts that had a decreasing average number of children.

The other major category that had an extremely different median score was the age at the death of spouse. There were only four widows in the sample and they had

lost their husbands 15 to 20 years earlier than the population norms. Due to the skewing of this sub-population, it is not considered a valid comparison. The difference increment between the empty nest and spouse's death is also not considered in the analysis due to the small number and missing information.

The higher socio-economic status and educational levels of both the men and women in this study, the delay in beginning a family, smaller family size, and younger ages at the birth of the last child tend to reflect the norms of a higher socio-economic status population. Therefore, in addition to the small numbers of individuals per stage, the higher socio-economic status of the sample would indicate that caution should be taken when generalizing out to the larger population.

Empirical Characteristics of the Developmental
Completion, Developmental Adjustment
and Stress/Support Scales

Developmental completion scores were calculated to determine the degree of fit and the degree of experience the individual had had with the developmental tasks currently identified for that stage. The developmental adjustment score is a measure of how difficult or easy a task was to accomplish if the person was currently or had previously experienced it.

Developmental Completion Scores

A high score on the developmental completion score
indicates current or previous experience with most or all
of the developmental tasks for that stage. The maximum
score possible would be three times the total number of
items in the scale. The mean of the sample exceeded the
theoretical mean on Individual Developmental Scales IA and
VI, Couple Developmental Scales II and V, and all of the
Family Developmental Scales I through VIII (See Table V).
This may be an indication that the family developmental
tasks are more accurately identified or that family tasks
take priority over couple and individual tasks.

A score less than the number of items in the scale
would indicate little or no identification with the iden-
tified tasks. Only one scale, Couple Developmental Scale
III, had a mean below the number of items. Items in this
scale should be reviewed and revised as necessary.

Developmental Adjustment Scores

The developmental adjustment score is calculated from
responses about the degree of ease or difficulty experi-
enced when a developmental task was marked "Currently
Experiencing" or "Have Experienced". As noted in the
methodology chapter, an average of the responses was cal-
culated since the number of items fluctuated within the
stages due to individual differences. A high score indi-
cates the individual experienced a consistent amount of

TABLE V

EMPIRICAL SUMMARY OF PROPOSED
DEVELOPMENTAL COMPLETION
SCALES

DEVELOPMENTAL SCALE STAGE	FORM	SOURCE	THEORETICAL RANGE		ACTUAL RANGE		MEAN	STANDARD DEVIATION	CRONBACH'S ALPHA
			LOW	HIGH	LOW	HIGH			
Individual Stage I	Females 18-21/ Males 17-22	Rogers, Fournier, 1988	0	60	33	44	38.00	3.79	.56
Individual Stage IA	Females 18-21/ Males 17-22	Modified Stage I	0	54	28	42	34.75	4.48	.67
Individual Stage II	Females 22-29/ Males 23-28	Rogers, Fournier, 1988	0	87	19	54	40.45	9.46	.74
Individual Stage III	Females 30-34/ Males 29-33	Rogers, Fournier, 1988	0	97	4	67	36.81	15.02	.88
Individual Stage IV	Females 35-43/ Males 34-40	Rogers, Fournier, 1988	0	126	5	94	55.92	19.53	.91
Individual Stage V	Females 44-47/ Males 40-45	Rogers, Fournier, 1988	0	111	25	79	50.84	13.98	.89
Individual Stage VI	Females 48-60/ Males 46-60	Rogers, Fournier, 1988	0	141	21	96	72.49	14.82	.90
Individual Stage VII	Females 61+/ Males 61+	Rogers, Fournier, 1988	0	96	10	64	40.46	14.70	.87
Couple Stage I	Your Engagement	Rogers, Fournier, 1988	0	54	--	--	--	--	--
Couple Stage II	Married up to 2 years, no children	Rogers, Fournier, 1988	0	45	26	42	30.69	4.31	.79
Couple Stage III	Oldest child 0-30 years of age; Married 2-4 1/2 years, no children	Rogers, Fournier, 1988	0	39	2	25	12.45	6.52	.74
Couple Stage IV	Oldest child 30 mos. to 6 years of age; Married 4 1/2 to 8 years, no children	Rogers, Fournier, 1988	0	30	0	23	12.30	5.97	.80
Couple Stage V	Oldest child 6 to 20 years of age; Married 8 to 22 years, no children	Rogers, Fournier, 1988	0	36	4	26	14.20	4.34	.56

TABLE V (Continued)

DEVELOPMENTAL SCALE STAGE	FORM	SOURCE	THEORETICAL RANGE		ACTUAL RANGE		MEAN	STANDARD DEVIATION	CRONBACH'S ALPHA
			LOW	HIGH	LOW	HIGH			
Couple Stage VI	First child left home to retirement; Married 22 or more years, no children	Rogers, Fournier, 1988	0	45	9	39	27.86	6.64	.84
Couple Stage VII	Retirement	Rogers, Fournier, 1988	0	39	0	30	21.94	6.29	.82
Family Stage I	Married up to 2 years; no children	Rogers, Fournier, 1988	0	63	30	63	40.94	6.83	.82
Family Stage II	Oldest child 0 to 30 months of age	Rogers, Fournier, 1988	0	54	30	45	35.38	4.06	.64
Family Stage III	Oldest child 30 months to 6 years	Rogers, Fournier, 1988	0	51	19	41	31.71	4.64	.78
Family Stage IV	Oldest child 6 to 13 years of age	Rogers, Fournier, 1988	0	45	4	42	27.85	5.73	.84
Family Stage V	Oldest child 13 to 20 years of age	Rogers, Fournier, 1988	0	54	26	54	36.12	4.84	.94
Family Stage VI	First child leaves home to all children gone	Rogers, Fournier, 1988	0	62	18	52	35.60	7.31	.84
Family Stage VII	Last child leaves home to retirement	Rogers, Fournier, 1988	0	63	18	52	40.44	6.31	.74
Family Stage VIII	Retirement	Rogers, Fournier, 1988	0	42	0	31	23.41	8.42	.93

cohort which was one year greater.

It was not possible to calculate when the last child had married from the data collected. Therefore, the age of the women at the beginning of the empty nest stage was substituted. There is an eight year difference. Part of the discrepancy may be due to the fact that this score included children who left to go to college that may not actually marry for several years to come. The difference of three years between the medians on the difference between the last child's marriage and the empty nest may also be a reflection of this issue.

The women in this sample tended to wait longer after marriage before starting their families, and had a shorter time span between the ages of the oldest and youngest children which would reflect the smaller average number of children born to each woman. The median number of years between the age at marriage and the last child's birth was also lower.

While the overall mean for total children shows the sample mean to be lower, the cohort means show two out of three to be higher. The normative sample covers 1900-1949 whereas the sample population covers from 1910-1970 which includes cohorts that had a decreasing average number of children.

The other major category that had an extremely different median score was the age at the death of spouse. There were only four widows in the sample and they had

difficulty, whereas a lower score indicates a consistently easier level of adjustment. Only the means for Couple Developmental Scales III and IV were above the upper one-third cut-off score (see Table VI). These are the two stages when children are birth to six years of age. The cutoff for the lower one-third of responses is 2.67. The only two scales that had means below this point were Couple Stage VII and Family Stage VIII, both retirement stages.

In summary, 18 of the 22 scales had moderate developmental adjustment scores. Individuals in the childbearing and pre-school couple stages reported the highest levels of difficulty while individuals in the couple and family retirement stages reported the easiest levels of adjustment.

Stress/Support Scores

A high score on the Stress/Support Scales indicates that the identified area is seen as a positive influence in the individual's life. A very low score indicates that the area is not seen as applicable to them. Mid-range scores indicate that the area is more neutral, the category is not an extremely positive or negative influence in the individual's life. All of the actual scale means are above the theoretical median scores (Table VII). However, none of the mean scores are outside of the middle one-third range.

TABLE VI

EMPIRICAL SUMMARY OF PROPOSED
DEVELOPMENTAL ADJUSTMENT
SCALES

EASE/DIFFICULTY SCALE STAGE	FORM	SOURCE	THEORETICAL RANGE LOW	HIGH	ACTUAL RANGE LOW	HIGH	MEAN	STANDARD DEVIATION
Individual Stage I	Females 18-21/ Males 17-22	Rogers, Fournier, 1988	1	6	2.73	5.56	3.47	.78
Individual Stage II	Females 22-29/ Males 23-28	Rogers, Fournier, 1988	1	6	1.83	4.39	3.28	.67
Individual Stage III	Females 30-34/ Males 29-33	Rogers, Fournier, 1988	1	6	1.71	5.04	3.48	.81
Individual Stage IV	Females 35-43/ Males 34-40	Rogers, Fournier, 1988	1	6	1.83	4.81	3.49	.56
Individual Stage V	Females 44-47/ Males 40-45	Rogers, Fournier, 1988	1	6	2.08	4.85	3.36	.68
Individual Stage VI	Females 48-60/ Males 46-60	Rogers, Fournier, 1988	1	6	1.67	4.76	3.12	.66
Individual Stage VII	Females 61+/ Males 61+	Rogers, Fournier, 1988	1	6	1.25	4.60	3.03	.85
Couple Stage I	Your Engagement	Rogers, Fournier, 1988	1	6	--	--	--	--
Couple Stage II	Married up to 2 years, no children	Rogers, Fournier, 1988	1	6	1.87	4.07	3.00	.65
Couple Stage III	Oldest child 0-30 years of age; Married 2-4 1/2 years, no children	Rogers, Fournier, 1988	1	6	1.50	5.00	3.77	.77
Couple Stage IV	Oldest child 30 mos. to 6 years of age; Married 4 1/2 to 8 years, no children	Rogers, Fournier, 1988	1	6	1.50	5.17	3.77	.95
Couple Stage V	Oldest child 6 to 20 years of age; Married 8 to 22 years, no children	Rogers, Fournier, 1988	1	6	1.00	5.00	3.19	.75

TABLE VI (Continued)

EASE/DIFFICULTY SCALE STAGE	FORM	SOURCE	THEORETICAL RANGE		ACTUAL RANGE		MEAN	STANDARD DEVIATION
			LOW	HIGH	LOW	HIGH		
Couple Stage VI	First child left home to retirement; Married 22 or more years, no children	Rogers, Fournier, 1988	1	6	1.00	5.00	2.86	.96
Couple Stage VII	Retirement	Rogers, Fournier, 1988	1	6	1.11	3.71	2.63	.84
Family Stage I	Married up to 2 years; no children	Rogers, Fournier, 1988	1	6	1.86	4.28	3.12	.61
Family Stage II	Oldest child 0 to 30 months of age	Rogers, Fournier, 1988	1	6	1.31	5.69	3.02	1.01
Family Stage III	Oldest child 30 months to 6 years	Rogers, Fournier, 1988	1	6	1.69	4.88	3.36	.86
Family Stage IV	Oldest child 6 to 13 years of age	Rogers, Fournier, 1988	1	6	1.57	4.13	3.04	.52
Family Stage V	Oldest child 13 to 20 years of age	Rogers, Fournier, 1988	1	6	1.44	4.67	2.79	.76
Family Stage VI	First child leaves home to all children gone	Rogers, Fournier, 1988	1	6	1.48	4.57	2.88	.70
Family Stage VII	Last child leaves home to retirement	Rogers, Fournier, 1988	1	6	1.50	4.41	3.24	.76
Family Stage VIII	Retirement	Rogers, Fournier, 1988	1	6	1.00	5.00	2.44	1.06

TABLE VII

EMPIRICAL SUMMARY OF SELECTED FAMILY
FUNCTIONING AND STRESS/SUPPORT
SCALES

SCALE NAME	FORM	SOURCE	THEORETICAL RANGE		ACTUAL RANGE		MEAN	STANDARD DEVIATION	CRONBACH'S ALPHA
			LOW	HIGH	LOW	HIGH			
Family Cohesion	FACES III	Olson, et.al., 1985	10	50	23	50	40.47	.39	.81
Family Adaptibility	FACES III	Olson, et.al., 1985	10	50	11	47	29.55	.42	.74
Couple Cohesion	FACES III	Olson, et.al., 1985	5	25	5	25	19.98	.26	.89
Couple Adaptability	FACES III	Olson, et.al., 1985	5	25	5	25	14.81	.23	.64
Marital Satisfaction	Marital Satisfaction Scale	ENRICH; Olson, Fournier, & Druckman, 1979/1980	10	50	14	50	36.66	.49	.82
Religiosity	IBF	Rogers, Fournier, 1988	0	16	2	16	7.46	.18	.72
Life Satisfaction	IBF	Rogers, Fournier, 1988	0	20	3	16	13.18	.16	.69
Work	IBF	Rogers, Fournier, 1988	0	24	0	24	15.29	.45	.87
Social Activities	IBF	Rogers, Fournier, 1988	0	24	4	24	16.78	.24	.63
Friends	IBF	Rogers, Fournier, 1988	0	12	3	12	9.70	.12	.71
General Lifestyle	IBF	Rogers, Fournier, 1988	0	36	8	36	27.20	.29	.67
Health	IBF	Rogers, Fournier, 1988	0	16	4	16	11.52	.14	.61
Parent/Child Relationship	IBF	Rogers, Fournier, 1988	0	16	0	16	11.55	.35	.95
Extended Kin	IBF	Rogers, Fournier, 1988	0	25	5	16	13.27	.15	.77
Roles/Responsibilities	IBF	Rogers, Fournier, 1988	0	16	0	16	11.68	.17	.47
Resources	IBF	Rogers, Fournier, 1988	0	40	4	38	28.26	.30	.69
Roles/Responsibilities (2)	IBF	Rogers, Fournier, 1988	0	12	0	12	9.37	.13	.72

Developmental Scales Normative Scores

for Important Subsamples

This section presents data which summarize the Individual, Couple and Family Developmental Scale scores for the total sample and key subsamples of the respondents. Tables VIII through XIII provide a summary of the two sets of developmental scores by the respondent's gender, age, marital status, number of children, education, annual combined family income, and current geographic location. Tables VIII through X present the normative scores for the Individual, Couple and Family Developmental Completion scores and Tables XI through XIII present the normative scales for the Individual, Couple and Family Developmental Adjustment scores.

Due to the wide fluctuation in group size, the number per subgroup has been noted in parentheses beside each mean score. Within group variation of scores will be more likely due to the very small group sizes. Therefore, these results should be viewed only as trends.

The range of the theoretical scores are provided at the top of each set of scores. The Developmental Completion scores are up to three times greater than the number of scale items. Higher Developmental Completion scores indicate more experience and task fit. The range of Developmental Adjustment scores is 1 to 6. Higher Developmental Adjustment scores indicate more difficulty whereas lower scores indicate less trouble experienced with

task completion.

Developmental Completion Scores

Individual Developmental Scales

The mean developmental completion scores ranged from a high of 70 percent for Individual Stage I, to a low of 38 percent on Individual Stage III (Table VIII and Table V). The age and geographic location categories did not vary significantly. Gender did vary significantly for individuals in Individual Stages I and V. In both categories, the women had significantly higher completion scores. Marital status was significant in Individual Stages II, IV and VI. Single individuals in their twenties had lower completion scores than their married counterparts. The reverse was true for individuals in their late thirties to mid-forties. The 48 to 60 age group widowed individual was much lower in task completion than the married individuals. The number of children was only significant within Individual Stage VI. Individuals with one or five or more children had the lowest completion scores.

Education was only significant around the mid-life crisis period, Individual Stage IV. Those who completed high school had the the highest completion scores and those completing vocational school had the lowest. Income was a significant factor for individuals in Stages IV, V, and VI, late thirties through 60 years of age. In each of

TABLE VIII

NORMATIVE STRUCTURE OF INDIVIDUAL
DEVELOPMENTAL COMPLETION SCORES
FOR SELECTED BACKGROUND
VARIABLES

Key Variables	Scale Range	Mean Scores for Individual Developmental Scales						
		I 0-54	II 0-87	III 0-97	IV 0-126	V 0-111	VI 0-141	VII 0-96
Total Sample (N=271)		38.0 (12)	40.4 (44)	36.8 (36)	55.9 (72)	50.8 (21)	72.5 (52)	40.5 (30)
Males		35.0 (4)	38.3 (16)	33.2 (17)	53.2 (24)	46.4 (14)	72.9 (21)	37.4 (16)
Females		39.5 (8)	41.7 (28)	40.0 (19)	57.3 (48)	59.9 (7)	72.3 (31)	43.9 (14)
F-Ratio		*	ns	ns	ns	*	ns	ns
Age								
19 years or younger		34.7 (3)	–	–	–	–		
20-29 years		39.1 (9)	40.3 (40)	25.0 (1)	–	–		
30-39 years		–	42.0 (4)	37.1 (35)	54.7 (51)	–		
40-49 years		–	–	–	58.8 (21)	50.9 (21)	71.0 (12)	
50-59 years		–	–	–	–		72.4 (32)	
60-69 years		–	–	–	–		75.3 (8)	41.1 (16)
70-79 years		–	–	–	–			34.9 (9)
80-89 years or older		–	–	–	–			48.2 (5)
F-ratio		ns	ns	ns	ns	–	ns	ns
Marital Status								
Single, never married		37.4 (5)	28.6 (8)	27.5 (2)	83.0 (2)	58.0 (1)	–	–
Single, previously married		–	–	–	–	–	21.0 (1)	–
Married, first marriage		38.4 (7)	43.5 (33)	36.9 (32)	53.9 (60)	49.3 (18)	73.3 (48)	39.7 (28)
Remarried		–	–	–	–	–	–	–
F-ratio		ns	***	ns	*	ns	***	–
Number of Children								
1 child		39.0 (3)	42.0 (10)	38.5 (8)	65.5 (4)	30.0 (1)	57.0 (1)	44.7 (7)
2 children		–	41.3 (4)	36.6 (13)	51.7 (38)	51.1 (13)	75.1 (17)	41.3 (6)
3 children		–	43.0 (3)	34.9 (8)	53.5 (15)	40.0 (1)	74.3 (13)	32.3 (6)
4 children		–	–	34.0 (2)	64.0 (8)	52.0 (2)	77.6 (14)	43.7 (6)
5 or more children		–	–	–	27.0 (1)	–	54.9 (7)	39.0 (5)
F-ratio		–	ns	ns	ns	ns	*	ns

TABLE VIII (Continued)

Key Variables	Scale Scale Range	Mean Scores for Individual Developmental Scales						
		I 0-54	II 0-87	III 0-97	IV 0-126	V 0-111	VI 0-141	VII 0-96
Education								
Graduate, Prof. School		34.0 (1)	37.4 (5)	39.2 (9)	52.0 (23)	48.3 (9)	73.6 (14)	40.5 (6)
4 Years of college		35.0 (2)	43.1 (20)	38.4 (13)	55.8 (18)	50.0 (5)	68.0 (7)	43.5 (2)
Some college		39.7 (6)	40.5 (11)	36.5 (6)	62.1 (19)	54.4 (5)	75.8 (8)	43.6 (2)
Vocational, technical		42.0 (1)	34.7 (3)	34.8 (4)	40.9 (7)	61.0 (1)	63.4 (5)	-
Finished high school		39.0 (1)	36.4 (5)	28.8 (4)	72.0 (5)	50.0 (1)	74.5 (18)	40.5 (11)
Some high school		33.0 (1)	-	-	-	-	-	38.0 (3)
Elementary		-	-	-	-	-	-	19.0 (1)
F-ratio		ns	ns	ns	*	ns	ns	ns
Income								
Less than $9999		39.0 (2)	31.5 (2)	-	62.0 (1)	-	-	55.5 (2)
$10000 to $14999		37.8 (4)	41.7 (3)	41.0 (1)	5.0 (1)	56.5 (2)	-	33.0 (2)
$15000 to $19999		39.0 (1)	41.0 (1)	21.0 (1)	-	-	33.5 (2)	-
$20000 to $29999		39.0 (1)	42.5 (6)	35.8 (6)	60.0 (3)	50.5 (2)	67.4 (7)	43.8 (8)
$30000 to $44999		37.5 (2)	40.5 (17)	36.1 (21)	52.0 (30)	56.5 (4)	78.6 (17)	33.8 (5)
$45000 to $59999		-	46.8 (5)	38.5 (4)	62.1 (25)	32.8 (4)	74.8 (18)	36.6 (5)
Over $60000		37.0 (2)	37.3 (10)	45.3 (3)	55.5 (12)	55.2 (9)	68.6 (8)	41.6 (8)
F-ratio		ns	ns	ns	*	*	***	ns
Geographic Location								
Farm		37.0 (1)	46.0 (2)	27.5 (2)	52.9 (7)	-	62.2 (5)	33.5 (6)
Rural not Farm		42.0 (1)	39.6 (5)	30.4 (5)	48.3 (8)	53.0 (1)	74.8 (11)	-
Town 2500 or less		34.0 (1)	49.5 (2)	36.0 (3)	55.0 (3)	79.0 (1)	-	40.0 (6)
Town 2500-10,000		36.8 (4)	42.8 (6)	35.2 (9)	55.1 (20)	44.9 (7)	71.9 (10)	29.7 (3)
Town 10,000-25,000		39.0 (3)	38.9 (11)	-	54.0 (3)	-	73.4 (7)	47.7 (3)
Town 25,000-100,000		39.5 (2)	41.6 (11)	41.8 (8)	56.4 (16)	50.1 (7)	73.2 (11)	44.9 (12)
City 100,000+		-	31.4 (5)	40.1 (8)	60.5 (13)	49.3 (4)	71.9 (7)	-
Multiple		-	-	38.0 (1)	83.0 (1)	-	-	-
F-ratio		ns	ns	ns	ns	ns	ns	ns

ns = not significant.
*p < .05.
**p < .01.
***p < .001.

the three stages one category is significantly lower;
however, due to the small group sizes, it would be best to
review this category with a larger sample since there
tends to be no pattern.

Couple Developmental Scales

Table IX indicates that the mean task completion
scores varied widely among the six Couple Stages. Refer-
ring back to the theoretical ranges reported in Table V,
the highest mean percentage completion scores were re-
ported by individuals in Couple Stages II (69 percent),
VI (62 percent), and VII (56 percent). The lowest percent
completion scores were reported by individuals in Couple
Stage V with only seventeen percent completion. Gender
task completion means varied significantly at Stage VI
with the females slightly higher. Individuals in Couple
Stage VI, empty-nest, also showed significantly different
scores by age and income categories. In general, older
individuals in the empty-nest stage had higher completion
scores. With the exception of one income category the
trend was that individuals in Couple Stage VI with less
income had higher task completion scores. The reverse was
true for individuals in Couple Stage V, launching. Higher
incomes increased the task completion. Again both lower
scores are based on a very small group size.

Number of children was significant for pre-school age
children, the more children the individual had the higher

TABLE IX

NORMATIVE STRUCTURE OF COUPLE DEVELOPMENTAL COMPLETION SCORES FOR SELECTED BACKGROUND VARIABLES

Key Variables	Scale Title Scale Range	Mean Scores for Couple Developmental Scales II 0-45	III 0-39	IV 0-30	V 0-36	VI 0-45	VII 0-39
Total Sample (N=271)		30.7 (13)	12.4 (26)	12.3 (23)	14.2 (82)	27.9 (63)	21.9 (21)
Males		28.5 (4)	12.3 (12)	11.8 (10)	13.8 (35)	27.7 (26)	20.8 (10)
Females		31.7 (9)	12.5 (14)	12.7 (13)	14.5 (47)	27.9 (37)	23.0 (11)
F-Ratio		ns	ns	ns	ns	*	ns
Age							
19 years or younger		–	14.0 (1)	–	–	–	–
20-29 years		31.1 (12)	11.6 (14)	11.6 (8)	–	–	–
30-39 years		26.0 (1)	13.2 (11)	11.8 (13)	13.7 (59)	26.5 (2)	–
40-49 years		–	–	18.5 (2)	15.5 (23)	24.6 (22)	–
50-59 years		–	–	–	–	29.5 (28)	–
60-69 years		–	–	–	–	30.0 (10)	24.6 (8)
70-79 years		–	–	–	–	35.0 (1)	18.4 (9)
80 years and older		–	–	–	–	–	23.4 (5)
F-ratio		ns	ns	ns	ns	*	ns
Marital Status							
Single, never married		–	–	–	–	–	–
Single, previously married		–	–	–	–	–	–
Married, first marriage		30.7 (13)	12.5 (25)	11.8 (20)	14.1 (77)	27.8 (63)	21.9 (20)
Remarried		–	–	–	–	–	–
F-ratio		–	–	–	–	–	–
Number of Children							
1 child		–	13.9 (16)	6.7 (3)	17.5 (4)	24.0 (1)	23.3 (6)
2 children		–	–	12.7 (14)	14.0 (41)	26.7 (19)	19.3 (6)
3 children		–	–	18.0 (3)	13.5 (21)	28.8 (18)	21.3 (3)
4 children		–	–	–	15.1 (10)	30.1 (17)	23.3 (4)
5 or more children		–	–	–	18.0 (1)	24.0 (7)	24.0 (2)
F-ratio		–	–	*	ns	ns	ns

TABLE IX (Continued)

		Mean Scores for Couple Developmental Scales					
Key Variables	Scale Title Scale Range	II 0-45	III 0-39	IV 0-30	V 0-36	VI 0-45	VII 0-39

Education

Graduate, Prof. School		–	12.2 (6)	13.1 (7)	13.7 (7)	27.1 (15)	25.0 (3)
4 Years of college		31.0 (7)	10.6 (10)	12.8 (5)	15.0 (23)	28.6 (8)	24.5 (2)
Some college		30.5 (4)	16.2 (5)	11.5 (6)	14.4 (20)	28.3 (13)	23.9 (3)
Vocational, technical		30.0 (1)	9.0 (2)	15.0 (2)	13.3 (6)	27.8 (5)	–
Finished high school		30.0 (1)	15.5 (2)	9.3 (3)	13.2 (6)	27.4 (21)	19.8 (8)
Some high school		–	14.0 (1)	–	–	–	21.7 (3)
Elementary		–	–	–	–	–	20.0 (1)
F-ratio		ns	ns	ns	ns	ns	ns

Income

Less than $9999		30.8 (2)	–	–	–	–	16.0 (1)
$10000 to $14999		30.0 (2)	16.5 (2)	11.0 (1)	4.0 (1)	35.2 (4)	–
$15000 to $19999		–	–	8.0 (3)	–	11.0 (2)	–
$20000 to $29999		29.0 (2)	14.7 (6)	15.0 (1)	12.4 (7)	31.3 (6)	20.0 (6)
$30000 to $44999		29.2 (5)	12.4 (10)	15.1 (12)	13.4 (34)	28.7 (23)	24.3 (3)
$45000 to $59999		33.0 (1)	8.8 (5)	7.5 (4)	14.6 (25)	27.0 (20)	23.3 (3)
Over $60000		42.0 (1)	11.3 (3)	11.0 (2)	16.9 (15)	25.3 (8)	22.8 (8)
F-ratio		ns	ns	ns	**	***	ns

Geographic Location

Farm		–	9.5 (4)	–	12.3 (6)	24.0 (8)	24.0 (2)
Rural not Farm		32.0 (1)	5.0 (1)	11.8 (5)	14.4 (9)	30.1 (10)	–
Town 2500 or less		26.0 (1)	2.0 (1)	8.0 (1)	16.8 (6)	32.0 (1)	21.8 (5)
Town 2500-10,000		31.3 (3)	16.6 (10)	9.8 (4)	13.3 (20)	27.5 (13)	10.0 (2)
Town 10,000-25,000		32.5 (6)	12.5 (2)	12.5 (2)	16.3 (3)	28.2 (9)	25.5 (2)
Town 25,000-100,000		–	10.9 (7)	15.3 (4)	14.4 (22)	28.4 (13)	23.3 (10)
City 100,000+		26.0 (2)	11.0 (1)	11.3 (6)	12.9 (14)	26.1 (7)	–
Multiple		–	–	–	23.0 (1)	–	–
F-ratio		ns	ns	ns	ns	ns	*

ns = not significant.
 *p < .05.
 **p < .01.
 ***p < .001.

their couple task score. Individuals living in small
towns had significantly lower scores than those individ-
uals in much smaller or larger population areas. Marital
Status and Education showed no significant differences
across categories.

Family Developmental Scales

Overall, the mean percent of task completion was
highest for the Family Developmental Stages ranging from
lows of 55 percent (Stage VIII) and 58 percent (VI) to
highs of 67 percent (V) and 65 percent (I and II) (Table X
and Table V). Mean scores across gender, age, education
and geographic sub-categories showed no significant dif-
ferences.

Marital status showed a significant difference for
one stage with a one person category. The suggested trend
would indicate greater task completion for first time
married individuals with teenaged children. Mean task
completion scores were significantly greater for individ-
uals with five or more children than those with four or
less. Individuals in families with school-aged children
had one significantly different score with no distinctive
pattern.

In summary, subsample effects were most minimal when
dealing with the family and couple developmental tasks.
Significant differences were scattered across all three
levels of developmental stages and tend to be suspect due

TABLE X

NORMATIVE STRUCTURE OF FAMILY DEVELOPMENTAL COMPLETION SCORES FOR SELECTED BACKGROUND VARIABLES

Key Variables	Scale Title Scale Range	Mean Scores for Family Developmental Scales I 0-63	II 0-54	III 0-51	IV 0-45	V 0-54	VI 0-62	VII 0-63	VIII 0-42
Total Sample (N=271)		40.9 (21)	35.4 (16)	31.7 (20)	27.8 (56)	36.1 (26)	35.6 (24)	40.4 (40)	23.4 (23)
Males		39.4 (8)	36.0 (7)	30.8 (9)	28.2 (24)	36.4 (11)	35.3 (9)	40.8 (15)	24.4 (10)
Females		41.9 (13)	34.9 (9)	32.4 (11)	27.6 (32)	35.9 (15)	35.8 (15)	40.2 (25)	22.8 (13)
F-Ratio		ns	ns	ns	ns	ns	ns	ns	ns
Age									
19 years or younger		46.0 (1)	-	-	-	-	-	-	-
20-29 years		41.5 (17)	35.1 (7)	31.7 (7)	27.0 (1)	-	-	-	-
30-39 years		36.3 (3)	35.6 (9)	31.1 (12)	27.8 (49)	37.9 (9)	42.0 (1)	-	-
40-49 years		-	-	35.5 (2)	28.7 (6)	35.2 (17)	33.6 (14)	43.4 (8)	-
50-59 years		-	-	-	-	-	37.6 (8)	38.9 (22)	31.0 (1)
60-69 years		-	-	-	-	-	42.0 (1)	41.4 (10)	26.1 (9)
70-79 years		-	-	-	-	-	-	-	17.6 (8)
80 years and older		-	-	-	-	-	-	-	26.2 (5)
F-ratio		ns	ns	ns	ns	ns	ns	ns	ns
Marital Status									
Single, never married		-	-	-	-	-	-	-	-
Single, previously married		-	-	-	-	-	18.0 (1)	-	-
Married, first marriage		41.7 (19)	35.4 (16)	31.5 (19)	27.9 (50)	36.6 (23)	36.8 (22)	40.8 (36)	23.4 (21)
Remarried		-	-	-	-	-	-	-	-
F-ratio		-	-	-	-	-	**	-	-
Number of Children									
1 child		-	35.4 (16)	27.7 (3)	29.0 (3)	37.5 (2)	32.0 (1)	-	26.2 (6)
2 children		-	-	31.5 (14)	29.0 (30)	35.9 (14)	31.3 (8)	39.6 (16)	19.2 (6)
3 children		-	-	35.3 (3)	27.1 (17)	34.8 (4)	39.5 (6)	39.9 (9)	25.3 (3)
4 children		-	-	-	23.5 (6)	35.8 (4)	41.0 (4)	43.8 (11)	20.0 (4)
5 or more children		-	-	-	-	54.0 (1)	35.5 (4)	35.8 (4)	27.5 (4)
F-ratio		-	-	ns	ns	***	ns	ns	ns

TABLE X (Continued)

Key Variables	Scale Title Scale Range	I 0-63	II 0-54	III 0-51	IV 0-45	V 0-54	VI 0-62	VII 0-63	VIII 0-42
Education									
Graduate, Prof. School		39.5 (2)	34.0 (4)	33.5 (6)	27.3 (19)	34.2 (6)	33.2 (6)	41.7 (9)	25.0 (3)
4 Years of college		40.8 (11)	36.4 (5)	29.4 (5)	29.1 (15)	38.4 (8)	41.5 (4)	41.2 (4)	26.0 (2)
Some college		43.8 (5)	32.3 (4)	31.0 (6)	26.8 (13)	36.5 (8)	37.6 (7)	39.1 (10)	18.3 (3)
Vocational, technical		30.0 (1)	37.0 (1)	32.5 (2)	27.3 (4)	33.8 (4)	25.0 (2)	43.5 (2)	31.0 (1)
Finished high school		37.0 (1)	41.0 (2)	33.5 (2)	29.8 (5)	–	35.4 (5)	39.4 (14)	23.7 (9)
Some high school		46.0 (1)	–	–	–	–	–	–	18.3 (3)
Elementary		–	–	–	–	–	–	–	29.0 (1)
F-ratio		ns	ns	ns	ns	ns	ns	ns	ns
Family Income									
Less than $9999		44.0 (2)	–	–	29.0 (1)	–	–	–	24.5 (2)
$10000 to $14999		46.0 (2)	–	25.0 (1)	15.0 (2)	–	–	43.0 (3)	–
$15000 to $19999		–	–	28.7 (3)	–	–	30.0 (2)	–	–
$20000 to $29999		40.7 (3)	36.4 (5)	32.0 (1)	28.4 (5)	31.0 (3)	18.0 (1)	43.6 (7)	24.9 (7)
$30000 to $44999		37.6 (9)	37.7 (6)	31.9 (11)	27.9 (26)	38.4 (8)	38.1 (9)	38.6 (16)	26.7 (3)
$45000 to $59999		39.0 (2)	31.5 (4)	34.3 (3)	28.7 (13)	36.2 (10)	35.6 (7)	42.0 (12)	26.0 (3)
Over $60000		47.3 (3)	32.0 (1)	34.5 (2)	28.8 (9)	35.4 (5)	37.0 (5)	31.0 (2)	19.6 (8)
F-ratio		ns	ns	ns	*	ns	ns	ns	ns
Geographic Location									
Farm		44.0 (1)	32.5 (2)	–	27.4 (5)	36.0 (1)	33.3 (3)	39.7 (6)	28.0 (2)
Rural not Farm		38.0 (3)	–	32.0 (4)	29.2 (5)	42.3 (3)	40.3 (3)	39.0 (7)	31.0 (1)
Town 2500 or less		40.0 (2)	–	30.0 (1)	20.7 (3)	39.0 (2)	–	44.0 (1)	16.4 (5)
Town 2500-10,000		42.4 (5)	36.3 (9)	29.8 (4)	26.9 (10)	35.8 (8)	31.2 (6)	39.1 (7)	19.0 (3)
Town 10,000-25,000		47.2 (4)	34.0 (1)	28.5 (2)	31.0 (2)	36.0 (1)	34.0 (2)	39.1 (7)	28.0 (2)
Town 25,000-100,000		39.3 (3)	35.0 (4)	30.0 (4)	28.0 (17)	34.8 (8)	36.8 (6)	43.3 (9)	25.6 (10)
City 100,000+		34.4 (3)	–	34.2 (5)	29.0 (13)	31.0 (2)	38.7 (3)	41.5 (2)	–
Multiple		–	–	–	–	36.0 (1)	–	–	–
F-ratio		ns	ns	ns	ns	ns	ns	ns	ns

ns = not significant. *p < .05. **p < .01. ***p < .001.

to the small group size of several of the significantly different scores. These findings suggest that the developmental scales can be used with a wide range of individuals to assess the broad spectrum of individual, couple, and family developmental tasks.

Developmental Adjustment Scores

Individual Developmental Scales

The average mean difference scores range from a low of 3.03 (VII) to a high of 3.40 (III and IV) (Table XI). There were no significant differences found across sub-categories of gender, marital status, number of children, and geographic location. In the remaining categories, only one stage for each variable showed significant differences. Those individuals in their early thirties indicated less difficulty with developmental tasks than those in their late twenties. Higher educational levels at this same stage indicated signficantly lower developmental adjustment scores with the exception of the individuals with vocational or technical training who reported the highest degree of difficulty. Higher levels of difficulty were reported in the mid-ranges of scores.

Couple Developmental Scales

Average Developmental Adjustment scores ranged from 2.0 (VII) to 3.77 (III and IV) (Table XII). There were only three subgroups that showed any significant differ-

TABLE XI

NORMATIVE STRUCTURE OF INDIVIDUAL
DEVELOPMENTAL ADJUSTMENT SCORES
FOR SELECTED BACKGROUND
VARIABLES

Key Variables	Scale Title Scale Range	Mean Scores for Individual Developmental Scales I 1-6	II 1-6	III 1-6	IV 1-6	V 1-6	VI 1-6	VII 1-6
Total Sample	(N=271)	3.80 (12)	3.28 (43)	3.48 (36)	3.48 (71)	3.36 (21)	3.12 (52)	3.03 (31)
Males		3.52 (4)	3.37 (16)	3.09 (17)	3.42 (24)	3.16 (14)	2.97 (21)	2.84 (17)
Females		3.94 (8)	3.23 (27)	3.84 (19)	3.52 (47)	3.74 (7)	3.22 (31)	3.26 (14)
F-Ratio		ns	ns	ns	ns	ns	ns	ns
Age								
19 years or younger		3.88 (3)	-	-	-	-	-	-
20-29 years		3.77 (9)	3.35 (39)	3.60 (1)	-	-	-	-
30-39 years		-	2.62 (4)	3.48 (35)	3.46 (51)	-	-	-
40-49 years		-	-	-	3.57 (20)	3.35 (21)	3.18 (12)	-
50-59 years		-	-	-	-	-	3.09 (32)	-
60-69 years		-	-	-	-	-	3.13 (8)	3.11 (16)
70-79 years		-	-	-	-	-	-	3.18 (9)
80 years and older		-	-	-	-	-	-	2.60 (6)
F-ratio		ns	*	ns	ns	-	ns	ns
Marital Status								
Single, never married		3.34 (5)	3.51 (8)	3.84 (2)	3.99 (2)	3.15 (1)	-	-
Single, previously married		-	-	-	-	-	4.33 (1)	-
Married, first marriage		4.13 (7)	3.20 (32)	3.50 (32)	3.40 (59)	3.27 (18)	3.08 (48)	3.04 (29)
Remarried		-	-	-	-	-	-	-
F-ratio		ns	ns	ns	ns	ns	ns	-
Number of Children								
1 child		4.22 (3)	3.06 (9)	3.34 (8)	3.37 (4)	3.46 (1)	3.24 (1)	2.76 (7)
2 children		-	2.93 (4)	3.55 (13)	3.54 (38)	3.30 (13)	3.35 (17)	3.38 (6)
3 children		-	2.55 (3)	3.48 (8)	3.58 (15)	3.40 (1)	3.05 (13)	2.92 (7)
4 children		-	-	3.50 (2)	3.33 (7)	3.12 (2)	3.08 (14)	3.15 (6)
5 or more children		-	-	-	3.36 (1)	-	2.73 (7)	3.02 (5)
F-ratio		-	ns	ns	ns	ns	ns	ns

TABLE XI (Continued)

Key Variables	Scale Title Scale Range	Mean Scores for Individual Developmental Scales						
		I 1-6	II 1-6	III 1-6	IV 1-6	V 1-6	VI 1-6	VII 1-6
Education								
Graduate, Prof. School		3.29 (1)	2.93 (5)	3.60 (9)	3.44 (23)	3.25 (9)	2.99 (14)	2.57 (7)
4 Years of college		3.91 (2)	3.37 (20)	3.45 (13)	3.45 (17)	2.97 (5)	2.94 (7)	3.24 (2)
Some college		3.32 (6)	2.99 (11)	3.35 (6)	3.45 (19)	3.76 (5)	3.15 (8)	3.66 (5)
Vocational, technical		3.53 (1)	4.15 (3)	3.19 (4)	3.57 (7)	4.12 (1)	3.72 (5)	–
Finished high school		6.25 (1)	3.41 (4)	3.84 (4)	3.80 (5)	3.33 (1)	3.10 (18)	3.08 (11)
Some high school		4.77 (1)	–	–	–	–	–	3.21 (3)
Elementary		–	–	–	–	–	–	1.25 (1)
F-ratio		*	*	ns	ns	ns	ns	ns
Family Income								
Less than $9999		3.17 (2)	2.81 (2)	–	4.04 (1)	–	–	3.56 (2)
$10000 to $14999		3.78 (4)	4.06 (3)	2.75 (1)	3.00 (1)	3.33 (2)	–	3.75 (2)
$15000 to $19999		3.00 (1)	2.18 (1)	1.71 (1)	–	–	1.88 (2)	–
$20000 to $29999		6.25 (1)	3.21 (6)	2.98 (6)	3.71 (3)	3.76 (2)	3.61 (7)	3.01 (9)
$30000 to $44999		4.22 (2)	3.22 (17)	3.61 (21)	3.54 (30)	3.51 (4)	3.34 (17)	3.04 (5)
$45000 to $59999		–	3.43 (4)	3.86 (4)	3.52 (24)	3.29 (4)	2.93 (18)	2.98 (5)
Over $60000		3.21 (2)	3.34 (10)	3.94 (3)	3.22 (12)	3.23 (9)	2.95 (8)	2.78 (8)
F-ratio		*	ns	ns	ns	ns	*	ns
Geographic Location								
Farm		3.42 (1)	3.24 (2)	3.34 (2)	3.29 (7)	–	2.49 (5)	3.19 (6)
Rural not Farm		3.53 (1)	3.06 (5)	3.99 (5)	3.51 (7)	3.19 (1)	3.17 (11)	–
Town 2500 or less		3.42 (1)	2.75 (2)	2.73 (3)	3.08 (3)	–	–	3.14 (6)
Town 2500-10,000		4.87 (4)	3.16 (5)	3.15 (9)	3.28 (20)	3.54 (10)	3.54 (10)	3.10 (3)
Town 10,000-25,000		3.11 (3)	3.32 (11)	–	3.42 (3)	3.17 (7)	3.17 (7)	2.70 (3)
Town 25,000-100,000		3.20 (2)	3.42 (11)	3.66 (8)	3.58 (16)	2.97 (11)	2.97 (11)	2.97 (13)
City 100,000+		–	3.55 (5)	3.50 (8)	3.85 (13)	3.03 (7)	3.03 (7)	–
Multiple		–	–	4.88 (1)	4.22 (1)	–	–	–
F-ratio		ns	ns	ns	ns	ns	ns	ns

ns = not significant.
*$p < .05$.
**$p < .01$.
***$p < .001$.

TABLE XII

NORMATIVE STRUCTURE OF COUPLE
DEVELOPMENTAL ADJUSTMENT
SCORES FOR SELECTED
BACKGROUND
VARIABLES

Key Variables	Scale Title Scale Range	Mean Scores for Couple Developmental Scales					
		II 1-6	III 1-6	IV 1-6	V 1-6	VI 1-6	VII 1-6
Total Sample	(N=271)	2.99 (13)	3.77 (26)	3.77 (21)	3.19 (82)	2.86 (64)	2.63 (20)
Males		3.07 (4)	3.58 (11)	3.57 (9)	3.22 (35)	2.73 (26)	2.43 (10)
Females		2.97 (9)	3.90 (15)	3.92 (12)	3.17 (47)	2.96 (38)	2.82 (10)
F-Ratio		ns	ns	ns	ns	ns	ns
Age							
19 years or younger		–	4.83 (1)	–	–	–	–
20-29 years		2.96 (12)	3.87 (14)	3.73 (7)	–	–	–
30-39 years		3.50 (1)	3.54 (11)	3.65 (12)	3.21 (59)	2.17 (2)	–
40-49 years		–	–	4.56 (2)	3.12 (23)	3.01 (22)	–
50-59 years		–	–	–	–	2.89 (28)	–
60-69 years		–	–	–	–	2.65 (11)	3.04 (8)
70-79 years		–	–	–	–	2.55 (1)	2.80 (6)
80 years and older		–	–	–	–	–	1.91 (6)
F-ratio		ns	ns	ns	ns	ns	*
Marital Status							
Single, never married		–	–	–	–	–	–
Single, previously married		–	–	–	–	–	–
Married, first marriage		3.00 (13)	3.76 (25)	3.69 (18)	3.17 (77)	2.86 (64)	2.66 (19)
Remarried		–	–	–	–	–	–
F-ratio		–	–	–	–	–	–
Number of Children							
1 child		–	3.57 (17)	4.40 (2)	3.78 (4)	3.75 (1)	2.74 (6)
2 children		–	–	3.61 (14)	3.22 (41)	3.00 (19)	2.47 (4)
3 children		–	–	3.24 (3)	3.10 (21)	2.83 (18)	2.14 (4)
4 children		–	–	–	3.04 (10)	3.02 (17)	2.79 (4)
5 or more children		–	–	–	4.50 (1)	1.95 (8)	3.25 (2)
F-ratio		–	–	ns	ns	*	ns

TABLE XII (Continued)

Key Variables	Scale Title Scale Range	Mean Scores for Couple Developmental Scales					
		II 1-6	III 1-6	IV 1-6	V 1-6	VI 1-6	VII 1-6
Education							
Graduate, Prof. School		2.87 (2)	2.72 (4)	3.79 (6)	3.02 (19)	2.85 (15)	2.24 (4)
4 Years of college		3.09 (11)	2.36 (5)	3.21 (5)	2.97 (15)	3.05 (8)	3.23 (2)
Some college		3.06 (5)	3.54 (4)	2.98 (6)	3.05 (13)	2.82 (14)	2.67 (3)
Vocational, technical		3.00 (1)	3.14 (1)	3.55 (2)	3.36 (4)	3.13 (5)	-
Finished high school		3.22 (1)	4.19 (2)	3.40 (1)	3.03 (5)	2.80 (21)	2.79 (7)
Some high school		4.28 (1)	-	-	-	-	3.57 (2)
Elementary		-	-	-	-	-	1.25 (1)
F-ratio		ns	ns	ns	ns	ns	ns
Family Income							
Less than $9999		2.71 (2)	-	-	-	-	3.63 (1)
$10000 to $14999		3.77 (2)	4.75 (2)	4.80 (1)	3.00 (1)	2.64 (4)	-
$15000 to $19999		-	-	3.33 (3)	-	1.00 (2)	-
$20000 to $29999		3.40 (2)	3.42 (6)	3.57 (1)	2.94 (7)	3.24 (6)	2.36 (6)
$30000 to $44999		2.81 (5)	4.00 (10)	3.93 (12)	3.21 (34)	2.98 (24)	3.18 (3)
$45000 to $59999		3.07 (1)	3.23 (4)	3.63 (2)	3.42 (25)	2.74 (20)	2.80 (3)
Over $60000		2.07 (1)	3.73 (4)	3.19 (2)	2.87 (15)	3.10 (8)	2.40 (7)
F-ratio		ns	ns	ns	ns	.07	ns
Geographic Location							
Farm		-	3.48 (4)	-	2.81 (6)	2.22 (9)	3.25 (2)
Rural not Farm		3.31 (1)	4.00 (1)	3.57 (5)	3.29 (9)	3.33 (10)	-
Town 2500 or less		3.50 (1)	-	4.00 (1)	2.58 (6)	3.13 (1)	2.83 (4)
Town 2500-10,000		2.87 (3)	3.63 (10)	4.07 (3)	3.20 (20)	3.16 (13)	1.25 (1)
Town 10,000-25,000		3.02 (6)	3.71 (2)	3.64 (2)	3.72 (3)	2.77 (9)	1.64 (2)
Town 25,000-100,000		-	4.18 (7)	4.34 (4)	3.27 (22)	2.60 (13)	2.75 (11)
City 100,000+		2.73 (2)	4.00 (1)	3.50 (5)	3.45 (14)	2.71 (7)	-
Multiple		-	-	-	-	-	-
F-ratio		ns	ns	ns	ns	ns	ns

ns = not significant.
 *p < .05.
 **p < .01.
 ***p < .001.

ences across their categories. For retired couple individuals, the older they were the easier task completion was perceived to be. The probability for number of children in the launching/empty-nest stage was .04, but the Tukey Honestly Significantly Difference (H.S.D.) analysis did not report any significant group mean differences. The last subgroup is Couple Stage VI by income. The anova reported a probability of .07, but the highest and lowest group means were noted as significantly different on the Tukey H.S.D. test. All other subgroups showed no significance among their categories.

Family Developmental Scales

The highest mean Developmental Adjustment score was on Family Stage III (3.36) and the lowest was Family Stage VIII (2.44) as shown in Table XIII. There were no significant differences found across the family developmental stages by gender, age, marital status, education or geographic location. Only two subgroups indicated significant differences. Individuals with two children during the teenage stage reported lower adjustment than those individuals with three children.

Newly-married individuals showed a wide range of scores across income categories. The highest and lowest figures were significantly different but there doesn't appear to be a consistent pattern. Individuals in families with teens tended to report lower developmental ad-

TABLE XIII

NORMATIVE STRUCTURE OF FAMILY
DEVELOPMENTAL ADJUSTMENT
SCORES FOR SELECTED
BACKGROUND
VARIABLES

Key Variables	Scale Title Scale Range	Mean Scores for Family Developmental Scales							
		I 1-6	II 1-6	III 1-6	IV 1-6	V 1-6	VI 1-6	VII 1-6	VIII 1-6
Total Sample	(N=271)	3.12 (21)	3.02 (16)	3.36 (20)	3.04 (56)	2.79 (27)	2.88 (27)	3.24 (42)	2.44 (22)
Males		3.28 (8)	2.74 (6)	3.43 (9)	3.03 (24)	2.80 (11)	2.65 (9)	3.12 (16)	2.47 (11)
Females		3.02 (13)	3.19 (10)	3.30 (11)	3.05 (32)	2.78 (16)	3.00 (18)	3.32 (26)	2.41 (11)
F-Ratio		ns	ns	ns	ns	ns	ns	ns	ns
Age									
19 years or younger		4.28 (1)	-	-	-	-	-	-	-
2 -29 years		3.07 (17)	3.12 (8)	3.32 (6)	3.69 (1)	-	-	-	-
30-39 years		3.05 (3)	2.92 (8)	3.26 (12)	3.03 (49)	2.77 (9)	2.91 (2)	-	-
40-49 years		-	-	4.08 (2)	3.01 (6)	2.80 (18)	3.05 (16)	3.39 (8)	-
50-59 years		-	-	-	-	-	2.57 (8)	3.27 (23)	1.00 (1)
60-69 years		-	-	-	-	-	2.55 (1)	2.98 (10)	2.80 (9)
70-79 years		-	-	-	-	-	-	4.00 (1)	2.90 (6)
80 years and older		-	-	-	-	-	-	-	1.68 (6)
F-ratio		ns	ns	ns	ns	ns	ns	ns	ns
Marital Status									
Single, never married		-	-	-	-	-	-	-	-
Single, previously married		-	-	-	-	-	3.78 (1)	-	-
Married, first marriage		3.12 (19)	3.02 (16)	3.30 (18)	3.06 (50)	2.69 (23)	2.85 (25)	3.22 (38)	2.43 (20)
Remarried		-	-	-	-	-	-	-	-
F-ratio		-	-	-	-	-	ns	-	-
Number of Children									
1 child		-	3.02 (16)	3.78 (2)	3.39 (3)	3.25 (2)	2.75 (1)	-	2.40 (6)
2 children		-	-	3.29 (14)	3.05 (30)	2.45 (14)	3.19 (8)	3.42 (17)	2.47 (5)
3 children		-	-	3.24 (3)	2.94 (17)	3.63 (5)	2.87 (8)	3.14 (10)	2.15 (4)
4 children		-	-	-	3.09 (6)	2.61 (4)	2.97 (5)	3.12 (11)	2.80 (3)
5 or more children		-	-	-	-	3.50 (1)	2.04 (4)	3.06 (4)	2.50 (4)
F-ratio		-	-	ns	ns	**	ns	ns	ns

TABLE XIII (Continued)

Key Variables	Scale Title Scale Range	Mean Scores for Family Developmental Scales							
		I 1-6	II 1-6	III 1-6	IV 1-6	V 1-6	VI 1-6	VII 1-6	VIII 1-6
Education									
Graduate, Prof. School		2.87 (2)	2.72 (4)	3.79 (6)	3.02 (19)	2.28 (6)	2.87 (7)	3.12 (9)	2.10 (4)
4 Years of college		3.09 (11)	2.36 (5)	3.21 (5)	2.97 (15)	2.74 (15)	2.82 (4)	3.44 (4)	3.35 (2)
Some college		3.06 (5)	3.54 (4)	2.98 (6)	3.05 (13)	2.93 (8)	2.91 (7)	3.27 (11)	2.04 (2)
Vocational, technical		3.00 (1)	3.14 (1)	3.55 (2)	3.36 (4)	3.12 (4)	3.22 (3)	3.72 (3)	1.00 (1)
Finished high school		3.22 (1)	4.19 (2)	3.40 (1)	3.03 (5)	3.71 (1)	2.73 (6)	3.17 (14)	2.87 (9)
Some high school		4.28 (1)	-	-	-	-	-	-	2.80 (2)
Elementary		-	-	-	-	-	-	-	1.11 (1)
F-ratio		ns	ns	ns	ns	ns	ns	ns	ns
Family Income									
Less than $9999		2.57 (2)	-	-	3.23 (1)	-	-	-	3.34 (2)
$10000 to $14999		4.25 (2)	-	3.72 (1)	3.19 (2)	-	-	3.39 (4)	-
$15000 to $19999		-	-	2.66 (3)	-	-	2.47 (2)	-	-
$20000 to $29999		3.44 (3)	3.11 (5)	3.15 (1)	2.57 (5)	3.71 (3)	3.78 (1)	3.21 (7)	2.21 (8)
$30000 to $44999		2.93 (9)	3.07 (6)	3.58 (11)	3.17 (26)	2.80 (8)	2.91 (10)	3.29 (16)	3.30 (3)
$45000 to $59999		3.38 (2)	2.68 (3)	3.71 (2)	3.01 (13)	2.76 (11)	2.73 (7)	3.15 (13)	2.67 (3)
Over $60000		2.81 (3)	3.17 (2)	2.76 (2)	2.90 (9)	2.28 (5)	2.99 (7)	3.25 (2)	1.91 (6)
F-ratio		*	ns	ns	ns	.06 (1,4)	ns	ns	ns
Geographic Location									
Farm		3.76 (1)	3.25 (1)	-	2.90 (5)	3.00 (1)	2.81 (3)	2.93 (7)	3.04 (2)
Rural not Farm		3.26 (3)	-	3.12 (4)	2.98 (5)	3.30 (3)	3.10 (4)	3.62 (7)	1.00 (1)
Town 2500 or less		3.22 (2)	-	2.29 (1)	2.69 (3)	2.94 (2)	-	2.52 (1)	2.33 (3)
Town 2500-10,000		3.47 (5)	2.93 (9)	3.65 (3)	3.12 (10)	2.92 (8)	3.34 (7)	3.25 (7)	3.01 (3)
Town 10,000-25,000		2.81 (4)	3.00 (1)	3.62 (2)	2.93 (2)	3.28 (1)	2.53 (2)	2.89 (7)	1.04 (2)
Town 25,000-100,000		2.80 (3)	3.15 (4)	3.44 (4)	3.04 (17)	2.37 (9)	2.56 (6)	3.40 (9)	2.59 (11)
City 100,000+		2.87 (3)	-	3.46 (5)	3.13 (13)	2.71 (2)	2.62 (4)	3.31 (3)	-
Multiple		-	-	-	-	3.17 (1)	-	-	-
F-ratio		ns	ns	ns	ns	ns	ns	ns	ns

ns = not significant.
 *p < .05.
 **p < .01.
 ***p < .001.

justment scores as the family income levels rose.

In summary, there were very few significant differences among the mean Developmental Adjustment scores within the various sub-groups. This would tend to further substantiate that the Individual, Couple and Family Developmental Scales are capable of being used with a wide range of individuals.

Scale Reliabilities

Alpha, split-half and Guttman reliability coefficients were calculated for each stress/support scale and all individual, couple and family developmental scales. Coefficient alpha is considered to be a minimum likelihood measure; therefore, the discussion of the results will be based on this reliability coefficient. All three reliability coefficients are included in summary Tables XIV and XV.

Nunnally (1967) sets a standard of .95 as the ideal reliability coefficient for a predictive scale and .90 as the minimum level of reliability acceptable. Neither set of scales consistently reached this level of reliability and should not be used as predictive measures. However, for purposes of research and trends testing the minimum reliability coefficient should range between .50 and .60 and scores above .80 are more than sufficient (Nunally, 1967). These trends can be individual or group oriented. Therefore, for purposes of identifying 1) the degree of

appropriateness for currently identified developmental tasks, 2) the degree of ease/difficulty, experienced with developmental tasks, and 3) the potential sources of stress or support for various subgroups, the scales developed will be appropriate.

Stress/Support Scales

The stress/support scale reliability coefficients range from .47 for Roles and Responsibilities to .95 for Parent/Child Relationships (see Table XV). The most reliable scales are the Parent/Child Relationships (.95), Work (.87), and Extended Kin (.77) scales. The least reliable scales are Roles and Responsibilities (.47), Health (.61) and Social Activities (.63). By omitting one item from the Roles and Responsibilities scale, the alpha reliability coefficient increases to .72. Therefore, a secondary scale, Roles and Responsibilities (2) (.72), will be used in the analysis. All other scale alpha coefficients were between .67 and .72.

Using the reliability coefficient research ranges of .50 and .60 or better, all of the stress/support scales, substituting the revised Roles and Responsibilities 2 scale, will meet the requirements to be used in analysis. All of the scales are above the .60 range. Religiosity, General Life Satisfaction, Work, Lifestyle, Health, and Resources can all be improved to the .70 range by the removal of one item. The two scales of Health and

TABLE XIV

STRESS/SUPPORT SCALES RELIABILITY
COEFFICIENTS CALCULATED FOR
EACH SCALE

Support/Stress Scale	No. of Items in Scale	Reliability Coefficients		
		Alpha	Split-Half	Guttman*
General Life Satisfaction	4	0.69	0.67	0.69
Work	6	0.87	0.85	0.87
Social Activities	6	0.63	0.54	0.66
Friends	3	0.71	0.70	0.72
Lifestyle	9	0.67	0.69	0.69
Health	4	0.61	0.40	0.63
Parent/Child Relationship	4	0.95	0.94	0.95
Extended Kin	5	0.77	0.84	0.79
Roles/Responsibilities	4	0.47	0.43	0.54
Roles/Responsibilities (2)	3	0.72	0.75	0.74
Resources	10	0.69	0.45	0.73
Religiosity	4	0.72	0.69	0.77
Marital Satisfaction	10	0.82	0.45	0.83
Couple Cohesion	5	0.89	0.90	0.90
Couple Adaptability	5	0.64	0.70	0.70
Family Cohesion	10	0.81	0.81	0.82
Family Adaptability	10	0.74	0.67	0.77

*Guttman creates six likelihood estimates called lambda.
The highest lambda was selected.

Social Activities do not achieve the .70 range without
major revisions. Rewording and revision of the develop-
mental task items for these two scales will most likely
provide the necessary improvement to raise the reliability
coefficient to the .70 range.

In summary, 6 of the 11 scales are above the .70
range and are very suitable for research purposes. Of the
remaining 5, three can be easily revised to reach the .70
range with the remaining two needing major revisions to be
raised above the .60 range. Therefore, these scales are
adequate for assessing trends regarding Stress/Support,
Religiosity, Couple Cohesion, Couple Adaptability, Family
Cohesion, and Family Adaptability.

Developmental Scales

The developmental scale reliability coefficients
range from .56 to .91. The most reliable scales include
Family Stage V (.94), Family Stage VIII (.93), Individual
Stage IV (.91) and Individual Stage VI (.90). The least
reliable scales are Individual Stage IA (.56), Couple
Stage IV (.56), and Family Stage II (.64). The reliabil-
ity coefficients will be discussed in terms of their: 1)
value as applied, predictive scales; 2) value as diag-
nostic/research scales; and 3) potential for improvement.

Individual Developmental Scales

The reliability for the individual stage scales were

TABLE XV

DEVELOPMENTAL SCALES RELIABILITY
COEFFICIENTS CALCULATED FOR
EACH SCALE

Developmental Completion Scale		No. of Items in Scale	Reliability Coefficients		
			Alpha	Split-Half	Guttman*
Individual Stage I	(N=12)	20	0.11	-0.12	0.38#
Individual Stage IA	(N=12)	18	0.56	0.42	0.67#
Individual Stage II	(N=44)	29	0.74	0.63	0.96
Individual Stage III	(N=37)	33	0.88	0.90	0.90#
Individual Stage IV	(N=73)	42	0.91	0.85	0.98
Individual Stage V	(N=21)	37	0.89	0.92	0.99#
Individual Stage VI	(N=52)	47	0.90	0.89	0.91#
Individual Stage VII	(N=31)	32	0.87	0.66	0.91#
Couple Stage I	(N=0)	18	--	--	--
Couple Stage II	(N=15)	15	0.79	0.46	0.84#
Couple Stage III	(N=28)	13	0.74	0.76	0.86
Couple Stage IV	(N=23)	10	0.80	0.84	0.91
Couple Stage V	(N=82)	12	0.56	0.23	0.71
Couple Stage VI	(N=68)	15	0.84	0.69	0.93
Couple Stage VII	(N=24)	13	0.82	0.72	0.84#
Family Stage I	(N=22)	21	0.82	0.64	0.84#
Family Stage II	(N=18)	18	0.64	0.82	0.80
Family Stage III	(N=21)	17	0.78	0.79	0.94
Family Stage IV	(N=56)	15	0.84	0.67	0.87#
Family Stage V	(N=28)	18	0.94	0.86	0.95#
Family Stage VI	(N=29)	21	0.84	0.75	0.89#
Family Stage VII	(N=45)	21	0.74	0.39	0.79#
Family Stage VIII	(N=25)	14	0.93	0.95	0.95#

*Guttman creates six likelihood estimates called lambda. The highest lambda was selected.
#The number of individuals in this stage is not large enough to guarantee the highest lambda calculated.

all very high except for Individual Stage 1. In reviewing
the phrasing of items 9 (Developing close relationships
with people outside of my family) and 17 (Feeling overly
dependent on others for support, approval, and direction),
it became apparent that the phrasing did not allow for a
clearly interpreted response from the individual. It is
not theoretically possible to reverse or recode the scor-
ing system and have an accurate outcome. Removal of these
two items raises the alpha to .56. These two items are
key issues for this stage; therefore, the item wording
will be addressed for future work. A few items in other
scales were also identified that are not appropriately
worded for this response set. However, the scale alphas
were not as significantly effected.

Of the seven original individual developmental scales
all of them are above .74 except for Individual Stage I.
By deleting two items from the scale, the reliability
coefficient rises from .11 to .56. (Appendix H) For
purposes of analysis, the revised scale score, Individual
Stage IA, will be used. The revised scale will meet
minimal standards for research purposes but needs to be
revised before further testing.

Couple Developmental Scales

The Couple Developmental Scales are all above .74
with the exception of Couple Stage V (.56). This couple
stage spans both Family Stages IV and V (oldest child aged

6-12 and 13-19). When the individuals are divided into sub-categories of Family Stages IV and V, the alphas were not improved (.51 and -.39 respectively). Therefore, this scale will need item rewording or content revision in order to improve the scale reliability as the reliability analysis indicates that removal of one item will not raise the reliability coefficient above the .60 range. This study did not include any engaged individuals; therefore, Couple Stage I does not have any analysis reported.

Family Developmental Scales

The family developmental scales are also above the .70 range with the exception of Family Stage II (.64). While the .60 range is acceptable, the alpha results indicate that removal of one item would increase the reliability coefficient to .74.

Summary of Developmental Scales

In summary, 18 of the 22 scales are above the .70 range which is more than adequate for research purposes. One scale cannot be analyzed. Of the remaining three scales, two scales will need major revision, and one will need a minor revision, dropping one item, to be raised above the .70 range.

Scales Item Analysis

Developmental Scales

Appendices H, I, and J contain complete developmental
scale item analysis summaries which include item means,
standard deviations (SD), average correlation with other
scale items (r), correlation of each item with the scale
score (r with scale), the alpha reliability coefficient
for the scale excluding each item (Alpha), the communality
for each item on the full scale (H^2), the factor loading
on the unrotated first factor of a principle components
factor analysis run for each full scale ($U_{nr}F1$), the
subjective ranking (Rank), and finally the percent of
individuals marking the item "Not Applicable" (NA).

This ranking procedure will help identify the most
and least valuable items for each stage. The lowest items
need correcting or deletion before further testing. In
general, these analyses indicate the initial success of
the developmental scales. The lowest average item corre-
lations with the scale are .22 for the individual stages,
.24 for the couple stages and .32 for the family stage.

Stress/Support Scales

Item analysis was also completed on the Stress/Sup-
port Scales (Appendix K). Those scales with the lowest
reliability scores also had the lowest average item corre-
lation with scale scores, communalities and factor load-

ings on the first factor. The worst scales are Social Activities, Lifestyle, Resources, and the original Roles and Responsibilities.

In summary, analyses for all four sets of scales identify the weakest and strongest items in each scale. Each item's statistics are provided. The results will aid in decision-making regarding retention and deletion of items for future studies.

Statistics for Establishing Validity

Factor Analysis of Items in the

Developmental Scales

The purpose of factor analyzing the items in each scale is to identify the factors or constructs that are present at each developmental stage and the interrelatedness of the items within each scale. Since these factors are hypothesized to be highly intercorrelated, the factor analysis procedures will use oblique rotation. The constructs of each factor with an eigenvalue of 1.0 or greater will be labeled based mostly on the content of the two highest loading items on that factor.

Individual Developmental Scales

Individual Stage I identified six constructs with eigenvalues greater than 1.0 that accounted for a total of 86 percent of the total scale variance (Table XVI). The first factor, which accounts for 31 percent of the total

TABLE XVI

IDENTIFICATION OF FACTORS WITHIN
THE INDIVIDUAL DEVELOPMENTAL
SCALES

Factor No.	Eigen-value	Factor Name	Percent Variation	Cumula-tive (%)	Loading on Top Two Definers	
		Individual Stage I (20 items)				
1	6.16	Independence	30.8	30.8	IND18	(.91);
					IND7	(.91)
2	3.57	Defining Personhood	17.8	48.6	IND6	(.83);
					IND13	(.82)
3	2.53	Staying in the Family	12.6	61.3	IND16	(.75);
					IND9	(-.67)
4	2.03	Marriage/Relationships	10.2	71.4	IND3	(.76);
					IND19	(.62)
5	1.49	Financial Independence	7.5	78.9	IND11	(.71)
6	1.41	Concern for Others	7.0	85.9	IND15	(.56)
		Individual Stage II (29 items)				
1	5.36	Marriage Relationship	18.5	18.5	IND24	(.86);
					IND23	(.80)
2	4.25	Children (Presence/Absence)	14.6	33.1	IND25	(.61);
					IND15	(-.61)
3	2.44	Child Care Arrangements	8.4	41.5	IND22	(.69);
					IND16	(.44)
4	2.17	Developing New Identity	7.5	49.0	IND6	(.73);
					IND4	(.68)
5	1.87	Exploration of New Areas	6.4	55.5	IND7	(.73);
					IND20	(-.58)
6	1.77	Major life choices	6.1	61.6	IND28	(-.58);
					IND29	(-.56)
7	1.56	Personal Relationships	5.4	67.0	IND9	(-.55);
					IND8	(-.40)
8	1.26	Finances	4.4	71.3	IND21	(-.48)

TABLE XVI (Continued)

Factor No.	Eigen-value	Factor Name	Percent Variation	Cumula-tive (%)	Loading on Top Two Definers	
	Individual Stage III (33 items)					
1	7.23	Transitions	21.9	21.9	IND25	(.72);
					IND26	(.67)
2	2.98	Individuality	9.0	30.9	IND15	(.68);
					IND16	(.54)
3	2.67	Lifestyle	8.1	39.0	IND24	(.54);
					IND13	(-.50)
4	2.26	Self-Exploration (Personal Growth)	6.8	45.9	IND30	(.57);
					IND14	(.49)
5	2.16	Crisis/Transition	6.5	52.4	IND22	(-.64);
					IND29	(.62)
6	2.05	Developing Personal Interests	6.2	58.6	IND12	(.75)
7	1.78	Decreasing Family Orientation	5.4	64.0	IND9	(-.50);
					IND10	(.43)
8	1.52	Education	4.6	68.6	IND21	(.48)
	Individual Stage IV (42 items)					
1	9.35	Restlessness	22.3	22.3	IND24	(.70);
					IND20	(.66)
2	3.09	Maturation	7.4	29.6	IND8	(.80);
					IND22	(.76)
3	2.51	Life Review	6.0	35.6	IND33	(.82);
					IND34	(.77)
4	2.11	Competency at Work	5.0	40.6	IND28	(.85);
					IND16	(.61)
5	1.93	Graying of Values	4.6	45.2	IND41	(.71);
					IND15	(.69)
6	1.84	Aging (Psychological)	4.4	49.6	IND10	(.80);
					IND37	(.53)
7	1.58	Aging (Physical)	3.8	53.4	IND35	(.78);
					IND31	(.68)
8	1.56	Decreasing Sense of Family Responsibility	3.7	57.1	IND7	(.75);
					IND2	(.74)
9	1.42	Uprooting	3.4	60.5	IND3	(.87);
					IND4	(.64)
10	1.35	Roles	3.2	63.7	IND12	(.75):
					IND9	(.61)
11	1.22	Negative Relationships (Esteem)	2.9	66.6	IND23	(.73);
					IND32	(.61)
12	1.16	Personal Change	2.8	69.3	IND5	(.80);
					IND13	(.52)
13	1.10	Career/Social Changes	2.6	71.9	IND1	(.77)
					IND29	(-.60)

TABLE XVI (Continued)

Factor No.	Eigen-value	Factor Name	Percent Variation	Cumula-tive (%)	Loading on Top Two Definers
		Individual Stage V (37 items)			
1	7.35 Feelings of Personal Loss		19.9	19.9	IND1 (.82); IND30 (.65)
2	4.40 Positive Personal Relationships		11.9	31.8	IND20 (-.68); IND23 (.66)
3	3.47 Accomplishments		9.4	41.1	IND31 (.55); IND26 (-.52)
4	3.42 Self-Actualization		9.2	50.4	IND8 (.68); IND18 (-.63)
5	2.91 Inter-personal Relationships		7.9	58.2	IND35 (.87); IND2 (.59)
6	2.45 Values		6.6	64.9	IND24 (.62)
7	2.27 Individuation in Marriage		6.1	71.0	IND21 (-.51)
8	2.07 Menopause		5.6	76.6	IND13 (-.59)
9	1.74 Halfway Point in Life		4.7	81.3	IND3 (.49)
		Individual Stage VI (47 items)			
1	9.81 Maturity (Coming Into One's Own)		20.9	20.9	IND11 (.73); IND25 (.70)
2	4.02 Retirement		8.6	29.4	IND45 (.55); IND42 (.54)
3	3.55 Transition to Old Age		7.5	37.0	IND15 (.74); IND13 (.61)
4	3.11 Changing		6.6	43.6	IND36 (.53); IND8 (-.49)
5	2.51 Parental Death		5.3	48.9	IND16 (.60); IND20 (.51)
6	2.33 Female Entering Work Force		4.9	53.9	IND35 (.36)
7	1.96 Job/Social Roles		4.2	58.1	IND27 (.27); IND40 (-.50)
8	1.84 Negative Emotions (Adjustment)		3.9	62.0	IND18 (-.03); IND31 (.32)
		Individual Stage VII (32 items)			
1	8.33 Transition		26.0	26.0	IND6 (.87); IND2 (.84)
2	5.05 Loss of Spouse		15.8	41.8	IND15 (.88); IND16 (.84)
3	3.65 Physical Issues		11.4	53.2	IND26 (.81); IND29 (.66)
4	2.77 Life Review		8.6	61.9	IND12 (.76); IND11 (.76)
5	2.01 Personality Change		6.3	68.1	IND31 (.53)
6	1.48 Accepting Death		4.6	72.7	IND9 (.48); IND28 (.42)

variance, deals with independence which is the overriding developmental task for young persons seventeen to twenty-two years of age. The other areas identified are also significant changes for young adults.

The top two constructs for Individual Stage II, the twenties, are marriage and children. These two constructs explained a total of thirty-three percent of the variance. The other constructs are important aspects of this age but are secondary in nature. The eight constructs with eigen-values over 1.0 account for seventy-one percent of the total scale variance.

Individual Stages III through VII included transi-tional and leveling out constructs as discussed in the theoretical component of the literature review. Individ-ual Stage III's largest factor was the transition con-struct accounting for twenty-two percent of the variance. Personal growth and reorganization of one's priorities and interests were the essence of the other seven constructs which accounted for another forty-seven percent of the sixty-nine percent of the total variance identified.

The late thirties to mid-forties, Individual Stage IV, is the time of the mid-life crisis. The first factor, accounting for twenty-two percent of the variance, was labeled as restlessness. The other twelve factors con-sist of: 1) areas that are evaluated such as one's life, work achievements, aging processes, family life and roles and 2) types of changes that might occur. The total

variance for all thirteen factors was seventy-two percent.

Individual Stage V, the forties decade, consists of the cumulative outcomes of the mid-life crisis and life-review process. The highest loading factor was that of sensing personal loss which accounted for 20 percent of the variance. The next eight constructs seem to be reflecting the areas of life-review and increasing individuation. A total of eighty-one percent of the variance was identified in the nine constructs.

Oblique rotation of the items in Individual Stage VI, the late forties and fifties, identified the largest loading variable, 21 percent of the variance, as relating to maturation issues. The other seven constructs deal with key life changes that can occur during this time period. A total of sixty-two percent of the item variance was accounted for in the eight constructs.

The retirement phase, Individual Stage VII, again indicates a transition-related factor as the key construct. The transition factor accounted for twenty-six percent of the variance. The other five constructs accounted for nearly half of the variance. The total variance accounted for was seventy-three percent.

In general, the factors on the individual developmental scales accounted for over half of the variance on every scale with five of the seven accounting for over sixty-nine percent of the variance. Therefore, while the scales are measuring one particular stage of individual

development, there are specific, identifiable groups of related tasks. These task groupings accurately reflect the issues identified for adult developmental stages of growth and development. Items not loading on the top factors of each scale need to be re-evaluated.

Couple Developmental Scales

The factor analysis of Couple Stage II had a total of four constructs which identified eighty-eight percent of the total variance (Table XVII). Fifty-two percent was accounted for in the first factor labeled as relationship development. The other factors also identified major task areas for newlywed couples.

The first factor in Couple Stage III, transition to parenthood, accounts for twenty-eight percent of the variance, twice as much as the second factor. The last factor relates to couples who have been married up to four and a half years without children. The four factors account for sixty-five percent of the total variance.

Couple Stage IV, couples with pre-school aged children, identifies marital dissatisfaction issues as the key construct. The second and third factors relate to children, and marital growth and change respectively. Together, the three identified constructs account for seventy-three percent of the total variance with the first factor accounting for thirty-seven percent.

The fifth couple stage, children six to twenty years

TABLE XVII

IDENTIFICATION OF FACTORS WITHIN
THE COUPLE DEVELOPMENTAL
SCALES

Factor No.	Eigen-value	Factor Name	Percent Variation	Cumula-tive (%)	Loading on Top Two Definers	
	Couple Stage II (15 items)					
1	7.75	Relationship Development	51.7	51.7	CPL10 CPL7	(.92); (.92)
2	2.94	Development of Couple Identity	19.6	71.3	CPL3 CPL2	(.95); (.86)
3	1.46	Share Activities	9.7	81.1	CPL15 CPL11	(.77); (.74)
4	1.00	Traditional Roles	6.7	87.7	CPL13 CPL14	(.87); (.78)
	Couple Stage III (13 items)					
1	3.61	Transition to Parenthood	27.8	27.8	CPL6 CPL3	(.79); (.67)
2.	1.88	Marital Dissatisfaction	14.5	42.2	CPL1 CPL13	(.65); (-.53)
3	1.55	Parenting	11.9	54.1	CPL12 CPL2	(.57); (.56)
4	1.36	Childless Couples	10.5	64.6	CPL10 CPL4	(.59); (-.53)
	Couple Stage IV (10 items)					
1	3.71	Marital Dissatisfaction	37.1	37.1	CPL6 CPL8	(.88); (.80)
2	2.19	Children	21.9	59.0	CPL4 CPL9	(.80); (.80)
3	1.39	Marital Relationship Growth/Change	13.9	72.9	CPL10 CPL5	(.78); (.62)

TABLE XVII (Continued)

Factor No.	Eigen-value	Factor Name	Percent Variation	Cumula-tive (%)	Loading on Top Two Definers	
	Couple Stage V (12 items)					
1	2.38 Marital Problems (Issues)		19.9	19.9	CPL6 CPL10	(.67); (.64)
2	2.02 Goals		16.9	36.7	CPL3 CPL4	(.76); (.61)
3	1.76 Marital Satisfactions		14.7	51.4	CPL2	(.27)
4	1.39 Change and Growth		11.6	63.0	CPL9 CPL8	(-.75); (-.51)
	Couple Stage VI (15 items)					
1	4.93 Relationship Adjustment		32.8	32.8	CPL8 CPL13	(.68); (.68)
2	2.02 Individuation in Marriage		13.5	46.3	CPL12	(-.50)
3	1.69 Role Adjustments		11.3	57.6	CPL5 CPL14	(-.58); (.45)
4	1.13 Sexual Relationship		7.5	65.1	CPL9	(.48)
5	1.01 Parental Death		6.7	71.8	CPL7	(.56)
	Couple Stage VII					
1	4.79 Transition/Changes		36.9	36.9	CPL7 CPL6	(.88); (.81)
2	2.22 Activities		17.1	53.9	CPL3 CPL13	(.68); (.65)
3	1.61 Traditional Role Reversal		12.3	66.3	CPL12	(.63)
4	1.25 Increased Couple Time		9.6	75.9	CPL11	(-.57)

of age or married eight to twenty-two years with no children, indicates marital problems or issues as the first construct. The other three constructs tend to identify the processes of relationship evaluation and adjustment. Together, the four factors identify sixty-three percent of the total variance.

Couple Stage VI begins with the children leaving home and continues through the empty-nest stage. The individuals have been married approximately twenty or more years and are generally in their mid-forties. The first factor on Couple Stage VI is also twice as large as the next highest factor. This first construct was identified as relationship adjustment issues. The second, third and fourth factors tend to reflect some individualization and changes and the issue of a parental death(s).

The last stage is retirement, Couple Stage VII. The largest factor reflects the transitioning into retirement and accounts for thirty-seven percent of the total variance. The other three constructs identify factors that involve traditional role changes, more couple time and new activities. Together, the four factors account for seventy-six percent of the total variance.

Factor analysis of the couple developmental scales identified factors which accounted for over half of the total variance on all six scales. Six of the seven scales accounted for 63 or more percent of the total variance. The constructs identified do reflect the kinds of issues

discussed in the literature for the various stages.

Family Developmental Scales

The family developmental tasks are based on the pro-
vision of needs in eight major areas, such as basic needs
and socialization of family members, previously identified
in Chapter 1. The emphasis is different for each level of
the family stages. In Family Stage I, the basic needs
involved in setting up one's own household are addressed
in factor one which accounts for twenty-five percent of
the total variance (see Table XVIII). The rest of the
factors are related to development of family roles, estab-
lishing an independent family unit identity and deciding
on parenting issues. The total variance accounted for was
eighty-four percent for the seven constructs.

Family Stage II's major focus is on adjusting to the
child(ren). The next two factors involve family identity
and adjustment. The fourth factor is related to individ-
ual role adjustment. The first factor accounts for
thirty-six percent of the variance and the four factors
together total eighty-one percent of the scale items'
variance.

The major construct for Family Stage III, pre-school
aged children, related to developing family relationships.
The first factor accounts for forty-three percent of the
total scale variance. The other factors are related to
housing, children's needs and personal energies. A total

TABLE XVIII

IDENTIFICATION OF FACTORS WITHIN
THE FAMILY DEVELOPMENTAL
SCALES

Factor No.	Eigen-value	Factor Name	Percent Variation	Cumula-tive (%)	Loading on Top Two Definers
		Family Stage I (21 items)			
1	5.23	Basic Needs	24.9	24.9	FAM6 (.82); FAM7 (.72)
2	3.12	Establishing Guidelines	14.8	39.7	FAM17 (-.72); FAM10 (.71)
3	2.31	Parenting	11.0	50.8	FAM3 (.66); FAM13 (.63)
4	2.00	Family Identity	9.5	60.3	FAM21 (-.73); FAM2 (.63)
5	1.95	Marital Roles	9.3	69.6	FAM20 (.67); FAM8 (-.57)
6	1.70	Family Unit Development	8.1	77.7	FAM19 (-.56); FAM4 (.55)
7	1.29	Children Decision	6.2	83.8	FAM12 (.63)
		Family Stage II (18 items)			
1	6.45	Adjusting to Child	35.9	35.9	FAM2 (.90); FAM14 (.90)
2	3.67	Adjusting Family Roles	20.4	56.3	FAM12 (.79); FAM5 (-.75)
3	2.54	Family Identity	14.1	70.4	FAM11 (.65); FAM17 (.57)
4	1.96	Individual Role	10.9	81.3	FAM18 (-.74); FAM15 (.63)
		Family Stage III (17 items)			
1	5.52	Family Relationships	42.3	42.5	FAM8 (.93); FAM11 (.89)
2	2.09	Housing	16.1	58.6	FAM2 (.88); FAM1 (.83)
3	1.15	Children's Needs	8.9	67.4	FAM14 (-.64); FAM10 (.44)
4	1.08	Personal Energies	8.3	75.8	FAM15 (-.68)
		Family Stage IV (15 items)			
1	5.42	Basic Emotional Support	36.1	36.1	FAM15 (.81); FAM6 (.80)
2	2.25	Meeting Family Needs	15.0	51.1	FAM1 (.83); FAM3 (.61)
3	1.69	Children	11.3	62.4	FAM11 (.70); FAM12 (.70)
4	1.13	Siblings	7.5	69.9	FAM9 (.59)

TABLE XVIII (Continued)

Factor No.	Eigen-value	Factor Name	Percent Variation	Cumula-tive (%)	Loading on Top Two Definers	
	Family Stage V (18 items)					
1	10.56	Parent/Teen Relationship	58.6	58.6	FAM12 (.87); FAM8 (.87)	
2	2.80	Marital Relationship	15.5	74.2	FAM10 (.53)	
3	2.73	Household Space	15.2	89.3	FAM6 (.66)	
	Family Stage VI (20 items)					
1	5.52	In-Law Relationships	27.6	27.6	FAM10 (.88); FAM12 (.86)	
2	3.44	Children Leaving Home	17.1	44.8	FAM1 (.81); FAM8 (.71)	
3	2.56	Communication	12.8	57.6	FAM7 (-.68); FAM20 (.37)	
4	2.26	Goal-setting	11.3	68.9	FAM17 (.64); FAM1 (-.60)	
5	1.85	Emotional Expression	9.2	78.2	FAM6 (.58)	
6	1.31	Maturing Roles of Family Members	6.5	84.7	FAM5 (.71)	
7	1.05	Finances	5.2	90.0	FAM3 (.83)	
	Family Stage VII (21 items)					
1	4.76	Relationships	22.7	22.7	FAM7 (.79); FAM5 (.66)	
2	3.01	Family Support	14.3	37.0	FAM16 (.73); FAM14 (.70)	
3	2.64	Values/Lifestyle	12.6	49.6	FAM13 (-.77); FAM1 (.70)	
4	2.02	Personal Growth and Development	9.6	59.2	FAM15 (.84); FAM4 (.50)	
5	1.85	Parental Decline	8.8	68.0	FAM19 (.82); FAM20 (.76)	
6	1.35	Role Division/Death	6.4	74.4	FAM21 (.63); FAM3 (.48)	
7	1.23	Outside Activities	5.9	80.3	FAM9 (-.59)	
	Family Stage VIII (14 items)					
1	8.31	Maintenance of Active Lifestyle	59.4	59.4	FAM8 (.97); FAM12 (.92)	
2	1.38	Aging Transition	9.8	69.2	FAM2 (-.92); FAM11 (-.03)	

of seventy-six percent of the variance is identified by
these four factors.

Basic emotional support is the first factor for Fami-
ly Stage IV, the oldest child in elementary school. Basic
family needs and children-related issues are the focus of
the other three factors. Seventy percent of the total
variance is accounted for by these four factors.

Family Stage V, teenaged children, focuses on the
parent/teen relationship with fifty-nine of the variance
accounted for in the first factor. The other two factors
deal with the marital relationship and adjusting the
household space. These two factors bring the total scale
variance accounted for to eighty-nine percent.

Family Stage VI involves launching the adult chil-
dren. The first factor, which identifies 28 percent of
the total variance, relates to establishing relationships
with the new sons and daughters-in-law. The next few
factors identify various aspects of developing the adult
level parent/child relationship. The final factor in-
volves financial support of the children. Together, the
seven factors account for ninety percent of the total
variance.

Relationships are still the focus of the first con-
struct for Family Stage VII, the empty-nest stage. The
other factors identify issues related to focusing back on
the couple being alone again, and issues of becoming the
generation in the middle. Seven constructs account for

eighty percent of the total variance.

The retirement stage, Family Stage VIII, focused mostly on maintaining an active lifestyle. This first construct accounted for fifty-nine percent of the variance. The only other construct identified dealt with the aging transition. There was a total of sixty-nine percent of the total variance accounted for between the two constructs.

All of the family scales identified sixty-nine percent or more of the total variance with their factors. The constructs identified for all three sets of scales complemented the major developmental issues identified in the literature. Therefore, initial verification of each of these scales' constructs is provided by this analysis.

Factor Analysis of the Stress/Support Scales

While the developmental scales provided a series of stages which consisted of several grouped developmental task issues, each of the Stress/Support Scales are meant to measure a singular concept. The singular factor solution is tested for by analyzing the unrotated first factor of a principle components factor analysis. The goal of principle components factor analysis is to locate one factor that will identify the combination of individual item variances which encompasses the greatest amount of the overall scale variance. Thus, if the scales are measuring one construct, the first factor should account

for the majority of total variance, with each item loading highest on the first factor. Table XIX reports the eigenvalues and percent of variance accounted for by each of the first two factors. Also shown are the number of items which loaded highest on the first two factors. To have a one factor solution, the first factor should clearly account for the majority of variance and have all items loading highest on it.

Eight of the eleven scales evaluated had eigenvalues over two. Five of those eight scales, Religion, General Life Satisfaction, Work, Parent/Child Relationship, and Extended Kin, have a first factor which explains over fifty percent of the scale's variance. Of the three scales with eigenvalues less than one, the Friends scale, with an eigenvalue of 1.91, accounts for sixty-four percent of the variance and Roles and Responsibilities (2) has an eigenvalue of 1.94 and accounts for sixty-five percent of the variance. The final scale, Health has a first factor with an eigenvalue of 1.94 and 49 percent variance.

There were three other scales with first factor eigenvalues over two, that accounted for less than half of the total variance. The Social Activities scale had an eigenvalue of 2.22 but accounted for only thirty-seven percent of the variance. One of its six items loaded highest on the second factor. The Lifestyle scale has an eigenvalue of 2.83 but accounts for only thirty-one per-

TABLE XIX

FACTOR STRUCTURE OF STRESS/SUPPORT
SCALES TESTING FOR ONE FACTOR
SOLUTION

| Theoretical/ Support Scale | Unrotated Factors | | | | No. of Items in Scale | No. of Items With Highest Loading on First Two Unrotated Factors | |
	Eigen-value Factor 1	% Var.	Eigen-value Factor 2	% Var.		Factor 1	Factor 2
Religion	2.43	60.6	.74	18.5	4	4	0
General Life Satisfaction	2.27	56.8	.83	20.7	4	4	0
Work	3.64	60.7	.75	12.5	6	6	0
Social Activities	2.22	37.0	1.11	18.5	6	5	1
Friends	1.91	63.8	.63	21.0	3	3	0
Lifestyle	2.83	31.4	1.31	14.6	9	5	2
Health	1.94	48.5	1.11	27.7	4	3	1
Parent/Child Relationship	3.46	86.4	.28	6.9	4	4	0
Extended Kin	2.55	51.1	1.26	25.2	5	5	0
Roles and Responsibilities	1.95	48.6	1.01	25.2	4	3	1
Resources	2.91	29.1	1.64	16.4	6	6	3
Roles and Responsibilities (2)	1.94	64.8	.59	19.6	3	3	0

cent of the variance. Two of the nine scale items formed a second factor accounting for fifteen percent of the variance, while the remaining two items formed a third factor not shown in the chart.

The Resources scale had an eigenvalue of 2.91 but its first factor only accounts for twenty-nine percent of the variance. Three of the ten items loaded highest on a second factor which accounted for sixteen percent of the variance. One item did not load highest on either of the first two factors.

In summary, all scales generally support a one-factor solution. The four scales with first factor solutions accounting for less than fifty percent of the variance also had lower alpha reliabilities scores. In general, this analysis indicates that the majority of the scales do tap the previously identified scale constructs and the other four scales should be improved with revisions.

Criterion Validity with General Variables

Table XX is a summary of the correlations and significance levels of the Individual, Couple and Family Developmental Scales with selected variables that relate to developmental issues and the Stress/Support Scales. No a priori hypotheses were made since this is a relatively unexplored area. The goal of this analysis was to locate the patterns that emerged. Age at retirement, years in the empty-nest, marital satisfaction and couple adaptabil-

TABLE XX

RELATIONSHIP BETWEEN DEVELOPMENTAL
COMPLETION SCORES AND VARIABLES
OF GENERAL RELEVANCE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Individual Stage																						
I														-.51								
II											-.46	.33	.28				.31					.34
III													.32									
IV															-.27	-.26	-.20					
V	.52																					
VI																						
VII															.45	.35		.05		.36		.45
Couple Stage																						
II											-.51						.38					
III												-.37						-.41				
IV		.35																		-.31		
V	.32									-.18												
VI	.40									-.22			-.23	.21								
VII										.53		.62		.50	.44	.44		.48		.57	.51	.65
Family Stage																						
I											-.37											
II			.48																			
III											-.56					.57			.36			
IV		-.26							.31							.30						
V			-.43														.47					-.52
VI		.47															.42					
VII							-.31	-.33										.37		-.35	-.37	-.36
VIII															.36	.66	.42	.38	.39	.56	.66	.60

* p < .05   1 = Age; 2 = Number of years married; 3 = Age of oldest child; 4 = Age at retirement; 5 = Years in empty nest; 6 = Marital Satisfaction;
** p < .01   7 = Family Cohesion; 8 = Family Adaptability; 9 = Couple Cohesion; 10 = Couple Adaptability; 11 = Religiosity; 12 = Personal
*** p < .001.   Satisfaction; 13 = Work; 14 = Social Activity; 15 = Friends; 16 = General Lifestyle; 17 = Health; 18 = Parent/Child Relationship;
19 = Extended Kin Relationships; 20 = Roles/Responsibilities; 21 = Roles and Responsibilities (2); 22 = Resources.

ity had no significant correlations with any of the developmental stages.

The first variable correlated was Age. The only time the developmental completion score was significantly related to age was in the three stages that had longer spans of time, Couple Stage V (12 years), Couple VI (launching and empty-nest) and Individual Stage V (10 or more years) which bridges the mid-life crisis issues. Number of years married affected the percent completion score at Couple Stage IV, pre-school children or married two to five years without children, and Family Stages IV and VI. The longer individuals in families with school aged children (IV) were married the lower their developmental completion score; whereas, the individuals married longest during the launching stage (VI) had higher developmental completion scores. Age of the child in the first 30 months was positively correlated to an individual's developmental completion score; whereas, the older the teenager, the lower the developmental completion score reported.

Family Cohesion and Adaptability scores were negatively correlated with the family empty-nest stage developmental completion mean score. Thus the closer family members are and the less adaptable they are, the lower their percentage of task completion was. In contrast, higher adaptability for individuals in Family Stage IV, school-aged children, appears to facilitate task completion. High levels of Couple Cohesion had a small negative

relationship to lower percent completion scores during launching and empty-nest stage but a stronger positive relationship in the retirement stage.

The high score on Religiosity indicates low involvement, therefore a negative correlation indicates that religiosity is an important influence. Religiosity scores showed the strongest relationship to individuals with a higher percentage of completion in the earlier stages of development. Individuals in their mid-twenties, newly-married (both couple and family tasks) and individuals in Family Stage III, toddlers. The latter stage is often when individuals return to the church for their children's training.

Couple task completion for retired individuals was strongly related to Personal Satisfaction; whereas, task completion during the infancy stage was negatively related to Personal Satisfaction. Work scores related positively to mid-twenties individual task completion and related negatively to the couple pre-retirement (empty-nest) stage. Satisfaction with one's job may make it difficult to relinquish.

Too many social activities related negatively to task completion in the late teens and very early twenties, but relate positively to those individuals in their mid- to late twenties. High Social Activity scores also related positively to couple task completion at the empty-nest and retirement stages.

Friendships were positively related to individuals in their late twenties to mid-thirties, those individuals in families with pre-school and elementary-aged children and retired individuals in all three life cycle stages. Other scales that showed positive correlations for retired individuals in all three life cycles were General Lifestyle Satisfaction, Parent/Child Relationship, Roles and Responsibilties, and Resources. Therefore, relationships, participation and independence appear to facilitate task completion at retirement.

General Lifestyle Satisfaction, Health and Parent/Child Relationship scores were negatively related to completion scores for individuals in the 35 to 45 age range. General Lifestyle Satisfaction was positively correlated to newly-married individuals and individuals in the family launching stage. Health was positively related to task completion for individuals in their mid-twenties and individuals in families with teens. Besides the retirement stage, family task completion at the pre-retirement stage also correlated positively with a positive Parent/Child Relationship score. There was a negative relationship between Parent/Child Relationship scores and task completion scores for those individuals in the mid-thirties to mid-forties and married individuals with pre-schoolers.

Extended Kin Relationship scores correlated significantly with those individuals in families with pre-school-

ers and at retirement, both times when outside support is often welcomed. Only the original Roles and Responsibilities Scale correlated negatively to the pre-school stage. The orginal and revised scales showed similar positive correlation patterns in relationship to couple and family retirement tasks and a negative relationship to completion of empty-nest stage tasks.

As previously mentioned, the use of a variety of resources was correlated positively to individuals in all three life cycle retirement stages as well as individuals in their twenties just starting out on their own. Use of outside resources was negatively correlated to task completion at the family adolescent and empty-nest stages. Self-sufficiency may be viewed as optimum at these two stages.

In summary, all but four of the selected variables and Stress/Support scales significantly correlated with one or more of the scales' developmental completion scores. The relationships identified seem plausible as the types of task issues that are present within the stages could explain the significance of the correlations with the variables and/or scales. Therefore, the degree of task completion appears to be correlated to appropriately related key variables and support systems.

Hypotheses Related to Individual, Couple

and Family Stage Developmental

Scores, Stress/Support

Scales and Family

Forms

In addition to the developmental scales validation procedures, several hypotheses were tested. As previously noted, the ratio of individuals to the number of items per stage categories will limit the generalizability of these findings. Therefore, the purpose of the following analyses is to provide structure and guidance for future research.

Hypothesis I investigates the relationship between the degree of task completion for each of the Individual, Couple and Family Developmental Scales and the subject's family form. Hypothesis IIA investigates the relationship between the degree of ease/difficulty experienced with the individual, couple and family developmental tasks and the subject's family form. Hypothesis IIB investigates the patterns of a combined typology of Individual, Couple and Family Developmental Adjustment Scores by Family Form. Hypothesis III investigates the differences among Family Forms on the Stress/Support Scales. Hypothesis IV investigates modal scores on the Circumplex model across the family life cycle stages.

Hypothesis I

Developmental Completion Scores on the Individual (I-VII), Couple (I-VI), and Family (I-VIII) Developmental Scales will differ significantly among the seven identified family forms.

Scoring is based on the degree of experience reported for the various developmental tasks identified. A high score indicates current task experience or completion of several tasks. A mid-range score indicates future or present experience with the identified developmental tasks and very low scores indicate that many of the tasks were viewed as not applicable to the person's own individual, couple or family lifestyle experiences.

One of the premises of this study is that the currently identified individual, couple and family tasks may not adequately describe all of today's family forms. Table XXI indicates that there is a significant difference among the number of items marked not applicable by Developmental Stage and Family Form.

Table XXII provides the mean of percent not applicable responses by stage and family form. Since there are varying numbers of items on the scales, only within stage comparisons can be made from these charts. Individual Stages I and VII showed very little difference across the family forms. Delayed parent individuals had fewer not applicable responses than the other forms in Individual Stage II. Blended family individuals had a much lower

TABLE XXI

NUMBER OF PERCENT NOT APPLICABLE
RESPONSES BY INDIVIDUAL,
COUPLE OR FAMILY STAGE
AND FAMILY FORM

| Variable | Main Effects | | | | | | Overall F | p |
| | Stage | | | Family Form | | | | |
	Mean Squares	F	p	Mean Squares	F	p		
Individual Percent Not Applicable	389.1	6.9	***	56.3	1.0	.4	4.0	***
Couple Percent Not Applicable	105.4	18.7	***	13.1	2.3	.06	13.8	***
Family Percent Not Applicable	13.8	2.4	*	37.8	6.6	***	3.9	***

*p < .05.
**p < .01.
***p < .001.

TABLE XXII

AVERAGE NUMBER OF PERCENT NOT APPLICABLE BY DEVELOPMENTAL STAGE AND FAMILY FORM

Stage	Family Form						
	Single	Single Parent	Delayed Parent	Child-less	Blended	Tradi-tional	Dual Job
Individual							
I	2.6 (5)*	-	-	-	-	3.2 (5)	1.5 (2)
II	13.2 (8)	9.0 (1)	5.1 (8)	-	12.0 (2)	10.1 (9)	8.8 (16)
III	19.0 (2)	13.0 (1)	17.0 (1)	-	7.0 (1)	15.1 (17)	12.9 (15)
IV	4.5 (2)	9.3 (3)	-	8.3 (3)	13.4 (7)	15.5 (33)	15.8 (25)
V	11.0 (1)	10.0 (1)	-	-	5.0 (1)	9.7 (6)	11.7 (12)
VI	-	15.3 (3)			1.0 (1)	8.7 (18)	9.5 (30)
VII	-	-	-	-	8.5 (2)	10.6 (20)	10.4 (9)
Couple							
II	-	-	1.0 (1)	-	.0 (1)	1.0 (3)	.6 (10)
III	-	-	7.6 (7)	-	5.0 (1)	5.1 (11)	6.0 (9)
IV	-	-	9.0 (1)	-	2.3 (3)	3.8 (11)	3.4 (8)
V	-	-	-	5.0 (3)	3.4 (5)	4.6 (42)	4.3 (32)
VI	-	-	-	-	-	1.4 (25)	1.6 (43)
VII	-	-	-	-	2.0 (1)	3.3 (16)	1.0 (7)
Family							
I	-	-	1.7 (7)	-	4.5 (2)	1.2 (5)	1.0 (8)
II	-	-	-	-	-	1.0 (9)	1.2 (9)
III	-	-	-	-	.5 (2)	1.7 (11)	.5 (8)
IV	-	1.7 (3)	-	-	1.0 (3)	1.9 (27)	1.1 (23)
V	-	5.0 (1)	-	-	.0 (3)	.1 (15)	.0 (9)
VI	-	9.5 (2)	-	-	-	1.6 (9)	2.2 (18)
VII	-	7.0 (3)	-	-	3.0 (1)	.8 (16)	1.7 (25)
VIII	-	-	-	-	2.5 (2)	2.8 (16)	.9 (7)

* ( ) indicates number of individuals in the subgroup

number of not applicable responses in Individual Stages
III, V and VI.   Single individuals at Individual Stage IV
marked significantly fewer not applicable responses while
Single Parent and Childless individuals marked moderately
fewer not applicable responses than the currently married
parental individuals.   Therefore, it appears that the
Traditional, Dual-Job and Single individuals had more of
the tasks not fit them.   The question is whether this is
due to the lack of fit or due to their roles being more
narrowly defined.   It will also be important to further
consider the issue of the specific gender-related tasks as
they relate to not applicable responses.

Couple Stages II, V and VI indicated little variation
in scores.   In Couple Stages III and IV, the childbearing
and school children stages, the Delayed Parent individuals
had more not applicable responses.   It is interesting to
note that the retired traditional individuals had the
highest number of not applicable responses for Couple
Stage VII.   Couple Stage IV individuals showed the largest
differences among the family forms.

Family Stage I blended individuals had the highest
lack of fit.   Family Stages II and IV showed little dif-
ferences.   Family Stage III showed the traditional indi-
viduals with more not applicable responses.   Family Stages
V and VI, single parent individuals with teenagers and in
the launching stage had a much higher mean number of not
applicable responses.   The mean number of not applicable

responses across family forms in the retirement stage indicated that dual-job individuals reported better fit than their blended and traditional counterparts.

In summary, there do tend to be differences in the fit of the currently identified developmental tasks; across the family forms. However, the patterns change. The traditional individuals were among the lower number of not applicable scores more often in the couple and family stages and indicated a higher number of not applicable responses in the individual stages. This may be the result of the combined gender-specific developmental tasks within the individual developmental scales. The source of this pattern needs to be addressed in future work.

The tasks and number of items vary within each developmental scale. Therefore, in order to compare scores across the stages within each life cycle and between the three life cycles, all corrected raw scores were converted to T-scores. The individual, couple and family stage group means of the T-scores were then compared using Analysis of Variance and Tukey Honestly Significant Difference (HSD) tests to determine which groups were significantly different.

There were no significant differences found among the T-score means when compared within the individual, couple and family life cycle stages indicating random distribution of the degree of task completion within all of the stages (see Table XXIII). However, when scores were bro-

TABLE XXIII

INDIVIDUAL, COUPLE AND FAMILY T-SCORES
BY INDIVIDUAL, COUPLE OR FAMILY
STAGE AND FAMILY FORM

| | Main Effects | | | | | | Interaction | | | F | p |
| | Stage | | | Family Form | | | Stage x Fam.Form | | | | |
	Mean Square	F	p	Mean Square	F	p	Mean Square	F	p		
Individual T-score	14.5	0.16	ns	275.5	2.96	**	113.2	1.21	ns	1.53	ns
Couple T-score	22.5	0.26	ns	141.7	1.61	ns	109.5	1.24	ns	1.33	ns
Family T-score	13.7	0.16	ns	256.5	2.95	*	211.4	2.43	**	.39	ns

*p < .05; ** p < .01.
ns = no significance.

ken down by Family Form there were some significant differences.

The individual developmental task T-score means were significantly different for single and delayed couple individuals, $t(6) = 0.16$, $p < .01$. Delayed parent and childless individuals had much higher mean completion scores ($\underline{M} = 57.9$, $\underline{M} = 61.3$) for individual developmental tasks than those who were still single ($\underline{M} = 45.2$) (see Table XXIV).

There were no significant differences for couple T-scores across the five family forms that had married couples. Significant differences in family developmental task completion were found between single parents and all of the other groups which consisted of first-time married couples heading up the family unit. The single parent adults rated themselves much lower in their degree of family developmental task progression (Table XXIV). The completion score means for blended families, dual-career and traditional family form individuals were approximately equal. The delayed parent and childless groups had the highest completion means. However, due to the small N, these two groups were not calculated in the Tukey Honestly Significant Difference results. A higher task completion score is to be expected since individuals in these groups, married four or more years, were ask to complete Family Stage I items which are for couples experiencing the first three years of married life.

TABLE XXIV

INDIVIDUAL, COUPLE AND FAMILY MEAN
T-SCORES BY FAMILY FORM

| Score | Family Form | | | | | | | F | p | Tukey HSD |
	Single	Single Parent	Delayed Parent	Childless	Blended	Tradi- tional	Dual- Job			
TIND	45.2 (N=18)	50.9 (N=9)	57.9 (N=9)	61.3 (N=3)	52.5 (N=14)	49.1 (N=105)	50.5 (N=109)	2.83	**	(1,3)
TCPL	—	—	44.0 (N=9)	46.7 (N=3)	53.8 (N=10)	50.0 (N=105)	50.9 (N=101)	1.59	ns	
TFAM	—	40.2 (N=9)	53.7 (N=7)	—	49.8 (N=12)	50.3 (N=102)	50.2 (N=97)	2.61	*	(2,3), (2,6), (2,7)

*p < .05; **p < .01.
ns = no significance
HSD = Honestly Significant Difference
TIND-Individual Developmental Completion T-Scores
TCPL-Couple Developmental Completion T-Scores
TFAM-Family Developmental Completion T-Scores

Comparing the degree of developmental progress among the three developmental cycles, single parents, delayed parent individuals and childless individuals reported much higher individual developmental completion scores as compared to their couple and/or family developmental completion scores. With both the delayed and childless couples, the couple developmental completion scores are much lower. Individuals in blended families indicated a slightly smaller degree of progression on the family life cycle tasks than on the individual or couple tasks with the couple tasks having the highest level of progression. Traditional families showed a slightly lower score on the individual cycle but all three appear balanced. Individuals in dual-career families also showed nearly the exact same level of progression in all three of their life cycle areas and were even more balanced than the traditional group. The progression from high to low T-scores for traditional family form individuals was family, couple and the individual; whereas, the progression for dual-job family form individuals was couple, individual and then family.

A two-way analysis of variance on the family task completion scores by family form and family stage indicated some significant differences (Table XXV). Single parent individuals with pre-school children had much higher family developmental completion scores than single parents with older children. Single parents of school-

TABLE XXV

FAMILY T-SCORES BY FAMILY STAGE
AND FAMILY FORM

| Family Stage | Family Form | | | | | | |
	Single	Single Parent	Delayed Parent	Child-less	Blended	Tradi-tional	Dual-Job
1	—	—	53.7 (N=7)	—	39.0 (N=2)	54.4 (N=5)	46.4 (N=7)
2	—	—	—	—	—	56.4 (N=9)	41.9 (N=8)
3	—	—	—	—	55.0 (N=2)	44.9 (N=11)	55.3 (N=8)
4	—	49.3 (N=3)	—	—	50.3 (N=3)	48.4 (N=27)	52.2 (N=23)
5	—	30.0 (N=1)	—	—	49.0 (N=2)	49.4 (N=14)	51.2 (N=9)
6	—	33.0 (N=2)	—	—	—	53.3 (N=7)	50.8 (N=15)
7	—	39.3 (N=3)	—	—	61.0 (N=1)	53.7 (N=14)	47.7 (N=22)
8	—	—	—	—	50.0 (N=2)	48.7 (N=15)	56.5 (N=6)

aged or older children had the lowest family developmental
completion scores of any group. Remarried individuals
without children also had extremely low family develop-
mental completion scores.

An interesting interplay occurs between the tradi-
tional and dual-job individuals. In the first two family
stages, traditional individuals have higher scores. Dur-
ing Family Stages III and IV, when the oldest child is 3
to 12 years of age, dual-job individuals had much higher
completion scores. Family Stages V and VI completion
scores have smaller differences between the two groups
with dual-job individuals' scores higher in the teen years
and traditional individuals' scores higher during the
launching stage. The traditional individuals had higher
completion scores at stage VII (empty nest) and the dual-
job individuals had higher completion scores during re-
tirement.

Therefore, it appears that in the family stages that
entail major additions or departures such as infancy,
launching and the empty-nest, the traditional role divi-
sion may facilitate developmental task completion. Where-
as, it appears that a working mother increases the devel-
opmental task completion during the stages when children
are reaching outside the family and during retirement when
both individuals would be coming back into the household
together creating less of a territorial issue.

Among the blended family individuals, the newly mar-

ried individuals had the lowest percent completion scores ($\underline{M}$ = 39.0). Traditional individuals had the least amount of variation across the family life cycle stages with the pre-school stage being the lowest ($\underline{M}$ = 44.9) and the infant stage the highest ($\underline{M}$ = 56.4). Dual-job individuals in the infant stage had the lowest scores ($\underline{M}$ = 41.9) with the highest mean score during the retirement stage ($\underline{M}$ = 56.5).

Looking at the differences in family forms at the newlywed stage, remarried individuals had the lowest completion score with delayed parent and traditional individuals the furthest in completion. Infancy stage traditional individuals completed more of the identified developmental tasks than dual-job individuals in family stage two. In the toddler stage, the more non-traditional individuals in blended and dual-job families had experienced or completed more developmental tasks than the traditional individuals. The means for individuals with elementary aged children were the most similar. In the teenaged and launching stages, the single parent individuals group mean was much lower than the other three groups.

The single parent individual mean was also lower than the traditional and dual-job individual mean at the launching stage. The empty nest stage had a lot of variety in mean scores with single parent individuals the lowest and blended family individuals the highest. Retired dual-job

individuals reported the highest mean percent completion score ($\underline{M}$ = 56.5) followed by blended family individuals ($\underline{M}$ = 50.0) and traditional individuals ($\underline{M}$ = 48.7).

In summary, single parents with an oldest child as teenagers or older and newlywed remarried individuals had the lowest percentage of task completion. The four family forms with married couples were most similar in completion scores with children at the elementary stage. Single parents in general had the lowest developmental completion scores. The blended and dual-job individuals tended to fluctuate in the same direction, opposite of the traditional individual through the first four family stages. Blended and traditional individuals tended to pattern more similarly at Family Stages V-VIII. It is important to note that the small numbers and categories with no individuals at all make it difficult to view these results as any more than an indication of possible trends.

Hypothesis IIA

Developmental Adjustment Scores on the Individual (I-VII), Couple (I-VI), and Family (I-VIII) Developmental Scales will differ significantly among the seven identified Family Forms.

The number of responses on the developmental adjustment section varied in number by stage and life cycle for two reasons: 1) there was a different number of items per stage and 2) only items marked 'have experienced' or

'currently experiencing' were responded to regarding the degree of ease/difficulty experienced with the item. Due to the latter restriction, the total possible score for all individuals would vary, even within the same stage. Therefore, an average developmental adjustment score was calculated for comparison purposes. An ANOVA on the average individual, couple and family developmental adjustment scores showed no significant differences among the seven family forms (see Table XXVI).

Secondary analyses using oneway and contrast tests were conducted to tease out differences that seemed likely, but that were not showing up in the original analysis. The single parent and blended family individuals were grouped first in contrast to the traditional individuals and then in contrast to the dual-job individuals (see Table XXVII). Significance was shown for both tests. Therefore, there does appear to be some difference between the higher developmental adjustment scores of the single parent and blended family individuals and the lower developmental adjustment scores of the traditional and dual-job individuals.

When the individual developmental adjustment scores were analyzed for gender differences, there was a significant difference $F(6,7) = 11.33$, p <.001. The mean developmental adjustment score for women ($M = 3.44$) was significantly higher than that of the males ($M = 3.15$). The differences between genders were not significant for the

TABLE XXVI

INDIVIDUAL, COUPLE, AND FAMILY
DEVELOPMENTAL ADJUSTMENT
SCORES BY FAMILY FORM

Single	Single Parent	Delayed Parent	Childless	Blended	Traditional	Dual-Job	F	P
			Average Individual Score					
(N=18)	(N=9)	(N=9)	(N=3)	(N=14)	(N=105)	(N=108)		
3.46	3.65	3.34	2.91	3.65	3.22	3.33	1.53	ns
			Average Couple Score					
		(N=7)	(N=3)	(N=10)	(N=104)	(N=102)		
—	—	3.69	2.94	3.56	3.08	3.16	1.33	ns
			Average Family Score					
	(N=9)	(N=7)		(N=13)	(N=103)	(N=99)		
—	3.19	3.05	—	3.20	3.00	2.96	.39	ns

*p < .05; **p < .01; ***p < .001.
ns = no significance.

TABLE XXVII

ONEWAY AND CONTRAST TESTS FOR DEVELOPMENTAL ADJUSTMENT SCORES BY FAMILY FORM

Single	Single Parent	Delayed Parent	Childless	Blended	Tradi-tional	Dual-Job	Pooled Variance p	Separate Variance p
			Average Individual Score					
	1			1	-2		**	**
	1			1		-2	*	*
			Average Family Score					
	1			1	-2		ns	ns
	1			1		-2	ns	ns

*p <.05 >.01.
**p < .01 > .001.
***p < .001.
ns = no significance.

couple and family developmental adjustment scores (see
Table XXVIII).

In summary, the initial analysis indicated no differ-
ences among the Family Form means. However, contrast
tests did indicate a difference between single parents and
blended family individuals and 1) dual-job individuals and
2) traditional individuals. Further study of this trend
should be made with a larger sample. Women experienced
more difficulty than males completing their own individual
tasks, while the ease/difficulty level of developmental
adjustment on couple and family tasks was similar for men
and women.

Hypothesis IIB

Typologies based on an integration of Individual,
Couple, and Family Developmental Adjustment Scores will
occur in significantly different patterns across the seven
family forms.

Due to the small number of individuals in five of the
seven family forms, identifying patterns with the three
digit typology was not possible. Therefore, categorical
divisions were developed. The three life cycle develop-
mental adjustment scores were categorized into high,
middle and low subgroups. These three scores were concat-
enated together based first on the individual developmen-
tal adjustment high, middle and low subgroupings, followed
by couple and family subgroupings.

TABLE XXVIII

AVERAGE DEVELOPMENTAL ADJUSTMENT
SCORES BY GENDER

Variable	Male	Female	$\underline{F}$	p
TAVGIED	3.15	3.44	11.33	★★★
TAVGCED	3.07	3.22	1.50	ns
TAVGFED	2.96	3.04	.61	ns

  *p < .05.
 **p < .01.
***p < .001.
ns = no significance
TAVGIED = Average Individual Developmental
          Adjustment Score
TAVGCED = Average Couple Developmental
          Adjustment Score
TAVGFED = Average Family Developmental
          Adjustment Score

Using the sample specific based typologies, signifi-
cant differences were found by couple and family stages
across the various family forms (see Table XXIX). There
was also a significant difference for the chi-square anal-
ysis on individual typologies by gender.

There was no difference found in the typology sub-
groupings across any of the life cycle stages. There were
significant differences found among the various family
forms on couple and family developmental adjustment
scores. Initial analysis separated those individuals who
were not in a couple or family relationship. Secondary
analysis should be run including only those family forms
whose individuals have couple and/or family scores to see
if there are significant differences among those groups.

When examining the subgroup divisions by gender, only
the individual categorical groupings had significant dif-
ferences. Women reported higher levels of stress than
men. More work needs to be completed in this area when a
larger data set for each family form has been obtained.

Hypothesis III

Perceived stress and support scores on the ten scales
in the Background Information Form and the Religiosity
scale will differ significantly among the seven identified
family forms.

There were only four scales which differed signifi-
cantly by family form: Religiosity, Work Satisfaction,

TABLE XXIX

PART 2 TYPOLOGY BASED ON INDIVIDUAL, COUPLE AND FAMILY GROUPINGS BY FAMILY FORM, INDIVIDUAL STAGE, COUPLE STAGE, FAMILY STAGE AND GENDER

Variable	Chi-Square	Degrees of Freedom	Significance	Variable	Chi-Square	Degrees of Freedom	Significance
Family Form				Family Stage			
IPT2TYPE	15.2	12	ns	IPT2TYPE	9.3	14	ns
IPT2TYPE*	20.5	18	ns	IPT2TYPE*	13.1	21	ns
CPT2TYPE	172.1	18	***	CPT2TYPE	11.8	21	ns
FPT2TYPE	139.4	18	***	FPT2TYPE	8.2	21	ns
Individual Stage				Gender			
IPT2TYPE	1.3	12	ns	IPT2TYPE	10.2	2	***
IPT2TYPE*	4.5	18	ns	IPT2TYPE*	11.3	3	**
CPT2TYPE	27.8	18	.06	CPT2TYPE	1.0	3	ns
FPT2TYPE	29.6	18	*	FPT2TYPE	5.1	3	ns
Couple Stage							
IPT2TYPE	4.0	10	ns				
IPT2TYPE*	9.2	15	ns				
CPT2TYPE	13.2	15	ns				
FPT2TYPE	6.1	15	ns				

*p < .05; **p < .01; ***p < .001.
ns = no significance
IPT2TYPE - Categorical groupings of H, M, L
  Individual Developmental Adjustment Scores
IPT2TYPE* - Categorical groupings of H, M, L
  Individual Developmental Adjustment Scores
  (includes missing categories)
CPT2TYPE - Categorical groupings of H, M, L
  Couple Developmental Adjustment Scores
FPT2TYPE - Categorical groupings of H, M, L
  Family Developmental Adjustment Scores

Parent/Child Relationship and Extended Kin Relationships
(Table XXX). Single adults ($\underline{M}$ = 8.9), blended family
individuals ($\underline{M}$ = 8.5) and dual-job couples ($\underline{M}$ = 7.93) had
significantly lower reliogisity scores than the tradi-
tional family individuals. There was a significant dif-
ference in the means on Work Satisfaction for the dual-job
individuals ($\underline{M}$ = 17.6) and traditional couple individuals
($\underline{M}$ = 12.6). This lower score may be a reflection of the
lower scores of the non-working women in the traditional
group or the fact that men in traditional family roles
select jobs based on income needs rather than personal
interests. Work Satisfaction mean scores were highest in
the delayed parent ($\underline{M}$ = 19.11) and childless categories
($\underline{M}$ = 21.33). This may best be explained by the lack of
tension between home and career responsibilities faced by
working parents. A significant difference for Parent/
Child Relationships was found between the childless and
parental individuals. No significant differences were
present among the means of the four family form groups
with children.

There was a significant difference among the means
for the Extended Kin Scale across the family forms between
the childless individuals and all the other groups except
the single parents. Childless individuals reported a much
lower degree of involvement with their extended families.

Other analysis on the scales by three traditional
scores, gender and all three life cycles showed some areas

TABLE XXX

SELECTED SUPPORT/STRESS SCALE MEANS
ACROSS FAMILY FORMS

Scale	SGL	SPAR	DPAR	CHDL	BLD	TRD	DLJ	F	p
RELIG	8.9				8.5	6.7	7.9	3.1	**
WORK			19.1	21.3		12.7	17.6	5.5	***
PARCHLD	.0	14.6	.0	.0	12.0	13.1	12.7	44.1	***
EXTKIN	13.4	13.2	14.6	8.7	13.3	12.9	13.7	3.2	**

  *p < .05.   SGL = Single; SPAR = Single Parent; DPAR = Delayed
 **p < .01.   Parent; CHDL = Childless; BLD = Blended;
***p < .001.   TRD = Traditional; DLJ = Dual-job;
                RELIG = Religiosity; WORK = Work;
                PARCHLD = Parent/Child Relationship;
                EXTKIN = Extended Kin.

of significant differences. A summary of these tests and the family forms anovas are provided in Table XXXI. The traditional raw score and the corrected traditional score based on sample-specific divisions both had significant differences on the Religiosity, Work, Social Activities and Parent/Child Relationship Scales (See Table XXXII). Religiosity scores by the traditional raw-score groupings were significantly higher for the highly traditional individuals ($\underline{M}$ = 6.79) than both of the middle and low groups ($\underline{M}$ = 7.78 and $\underline{M}$ = 8.00, respectively). For the sample specific traditional corrected score the low and high groups differed significantly on the Work and Parent/Child Relationship Scales.

For the Work Satisfaction Scale, the highest traditional group had lower scores than the other two groups. When dividing the corrected traditional scores by sample-specific thirds, only the highest and lowest groups were significantly different (p < .03). On the pre-set norm corrected traditional scores, only the middle and high groups were different significantly (F ratio 3.62, $\underline{p}$ < .02). In each case, the greater the traditional score, the lower the Work Satisfaction score.

Social Activities scores differed across the three levels of raw traditional scores and sample specific corrected scores. The higher the traditional score, the higher the Social Activities Scale score. For the unadjusted traditional raw scores, the highest group was sig-

TABLE XXXI

COMPARISON OF SCALE SCORES FOR
SELECTED VARIABLES

Scale	1	2	3	4	5	6	7	8
Religiosity	**	**	ns	**	*	ns	ns	ns
Life Satisfaction	ns	ns	ns	ns	ns	ns	ns	ns
Work	***	**	*	*	**	***	***	***
Social Activities	ns	**	ns	*	ns	*	*	*
Friends	ns	ns	ns	ns	*	ns	ns	ns
Lifestyle	ns	ns	ns	ns	ns	ns	*	ns
Health	ns	ns	ns	ns	ns	ns	ns	ns
Parent/Child Relationship	***	***	*	***	ns	***	***	***
Extended Kin	**	ns	ns	*	ns	ns	ns	ns
Roles and Responsibilities	ns	ns	ns	ns	ns	ns	ns	ns
Resources	ns	ns	ns	ns	**	ns	ns	ns
Roles and Responsibilities (2)	ns	ns	ns	**	ns	ns	ns	ns

ns = no significance.
 *$p < .05$.
 **$p < .01$.
 ***$p < .001$.

1 = Family Form; 2 = Traditional; 3 = Pre-set
Corrected Traditional Score; 4 = Sample Specific
Corrected Traditional Score; 5 = Gender;
6 = Individual Stage; 7 = Couple Stage;
8 = Family Stage

TABLE XXXII

STRESS/SUPPORT SCALE MEANS FOR
VARIOUS TRADITIONAL SCORES

Scale	Score			F-ratio	F prob.
	Lo	Middle	High		
Traditional Raw Score					
Religiosity	8.00	7.78	6.79	4.68	**
Work	16.65	16.33	13.47	5.68	**
Social Activities	15.99	16.32	17.73	5.60	**
Parent/Child	5.81	13.81	13.88	91.36	***
Corrected Traditional Scores (Pre-set Norms)					
Work	15.60	16.45	14.06	3.62	*
Parent/Child Relationship	.00	9.56	12.00	3.26	*
Corrected Traditional Scores (Sample Specific)					
Religiosity	8.16	7.51	6.71	5.73	**
Work	16.34	15.90	13.73	3.44	*
Social Activities	15.97	16.77	17.57	4.05	*
Parent/Child Relationship	9.41	12.33	12.92	10.41	***
Extended Kin	13.66	13.36	12.78	3.05	*

*p <.05.
**p <.01.
***p < .001.

nificantly different than both lower groups. On the sample specific corrected traditional score just the higher and lower groups were significantly different.

On both sets of traditional scores, those lowest in traditional lifestyles were significantly lower on the Parent/Child Relationship Scale. On the Extended Kin Scale, only the highest and lowest groups were significantly different. The greater the traditional score the lower the Extended Kin Scale score.

The Work Satisfaction, Social Activities and Parent/-Child Relationship scales all had significantly different means across each of the three life cycles (Table XXXIII). On the Work Satisfaction Scale, the first four individual stages spanning ages 21-60, and all of the non-retirement couple and family stages were significantly different from the retirement stage. This lower score is most likely due to the number of not applicable responses, not less work satisfaction. Further analysis needs to be done.

Social Activities by couple stage showed a significant difference between Couple Stage IV (pre-school) and Couple Stage V (oldest child 6-20). School and community activities for children in school increases the opportunities for families to increase activities.

Parent/Child Relationship scores were significantly lower in Individual Stages I and II than in the other five stages. This may be a function of the age of the child. The couple stages followed a similar division between the

TABLE XXXIII

SELECTED STRESS/SUPPORT SCALE MEANS BY LIFE CYCLE STAGES

Scale	Individual Stage							F	p
	1	2	3	4	5	6	7		
Work	12.08	15.63	16.33	17.86	16.53	15.37	7.69	8.78	***
Social Activities	15.00	15.81	15.89	17.14	16.68	17.19	18.31	2.28	*
Parent/Child Relationship	3.00	5.34	12.84	13.49	13.65	13.46	12.84	25.79	***

Scale	Couple Stage						F	p
	2	3	4	5	6	7		
Work	17.27	16.30	15.14	17.71			13.06	***
Social Activities	14.73	16.15	14.91	17.55	17.07	17.27	3.01	**
Lifestyle				28.23		24.79	2.71	*
Parent/Child Relationship	.60	8.61	13.30	14.09	13.57	12.21	39.15	***

Scale	Family Stage								F	p
	1	2	3	4	5	6	7	8		
Work	17.27	16.53	14.95	16.69	19.27	16.24	14.43	5.57	9.41	***
Social Activities	15.50	16.35	15.15	17.15	18.50	16.14	17.75	17.57	2.48	*
Parent/Child Relationship	.00	13.39	14.57	14.64	14.50	14.31	13.24	12.32	112.58	***

*p < .05.
**p < .01.
***p < .001.

early and later groups. Among the family stages, the newlyweds and retirees had significantly different scores from the middle stages. The retirees had lower scores than those parents in earlier stages. There was also a significant difference between Family Stage VII (empty-nest) and Family Stage IV (oldest child 6-12 years). The highest satisfaction being with Stage IV.

The Lifestyle Scale means across the couple stages showed a significant difference between Couple Stage V (Oldest child 6-20 years) and Couple Stage VII (Retirement). It is interesting to note that while the retired individuals reported lower levels of task completion difficulty, they were the least satisfied with their current lifestyle. Further clarification of this relationship should be sought.

Gender differences were significant on four scales: Religiosity, Work, Friends, and availability and usage of Resources (Table XXXIV). Women had higher Religiosity, Parent/Child Relationship and Extended Kin scores and lower Work Satisfaction scores than males. The following scales did not show any significant differences across family form, traditional scores or life cycle stages: Life Satisfaction, Health, Roles and Responsibilities, and Marital Satisfaction.

Hypothesis IV

Families at the same stage of the Family Life Cycle

TABLE XXXIV

SELECTED SUPPORT/STRESS SCALE
MEANS BY GENDER

Scale	Male Mean	Female Mean	F	p
Religiosity	8.0	7.1	6.31	**
Work	16.9	14.1	9.59	**
Parent/Child Relationship	11.3	11.7	4.15	*
Extended Kin	13.0	13.4	9.76	**

*p < .05.
**p < .01.
***p < .001.

(I-VIII) will have similar typologies on the Circumplex Model of Marital and Family systems.

As mentioned in Chapter 3, variation in scoring necessitated changes. Therefore, ranges of the four categories on both the Family Adaptatibility and Family Cohesion Scales were adjusted (Table XXXV) to more accurately mirror the breakdown found in Olson's (1985) population norms.

When comparing this sample's family categorical percentages to the norms established by Olson, the structured and flexible categories showed different subgroupings (see Table XXXVI). Parenting styles in higher socio-economic status families have been considered to be less directive. This sample has a high proportion of white collar professions, which may account for the different distribution. The study sample's mean is somewhat higher and has a larger standard deviation. The result of this variation in distribution is reflected in the location of individuals across the four quadrants indicating a much larger percentage of individuals in quadrants II and IV depicting the higher levels of cohesion throughout the family life cycle for this sample (see Table XXXVI). The patterns of these two sets of scores are not similar to the Olson et al. (1988) sample. Olson's study found most people to be in quadrants II and III indicating a strong positive correlation between low and high scores on cohesion and adaptability. Table XXXVII shows the distribution of

TABLE XXXV

COMPARISON OF THIS STUDY'S FAMILY
COHESION AND ADAPTABILITY
SCORES COMPARED TO
NATIONAL NORMS

Variable	Sample		Population Norms	
	Mean	SD	Mean	SD
Cohesion	40.5	5.6	39.8	5.4
Adaptability	29.6	5.9	24.1	4.7
	Range	%	Range	%
Cohesion				
Disengaged	33 - 34	15.3	10 - 34	16.3
Separated	35 - 40	35.1	35 - 40	33.8
Connected	41 - 46	34.7	41 - 45	36.3
Enmeshed	47 - 50	14.9	46 - 50	13.6
Adaptability				
Rigid	11 - 23	14.9	10 - 19	16.5
Structured	24 - 27	15.3	20 - 24	38.3
Flexible	28 - 35	55.9	25 - 28	29.4
Chaotic	36 - 47	13.9	29 - 50	16.0

TABLE XXXVI

PERCENT OF CIRCUMPLEX SCORES ACROSS
FAMILY STAGES BY QUADRANT

		Flexible-Separated									Flexible-Connected						
100	8.3	24.9	26.0	7.2	10.3	0.0	0.0	0.0	25.0	32.3	40.8	39.3	37.8	34.2	41.2

		Structured-Separated									Structured-Connected						
0.0	16.6	19.1	9.3	13.3	13.7	28.9	13.7	0.0	50.0	23.8	24.1	39.3	37.8	36.9	37.8

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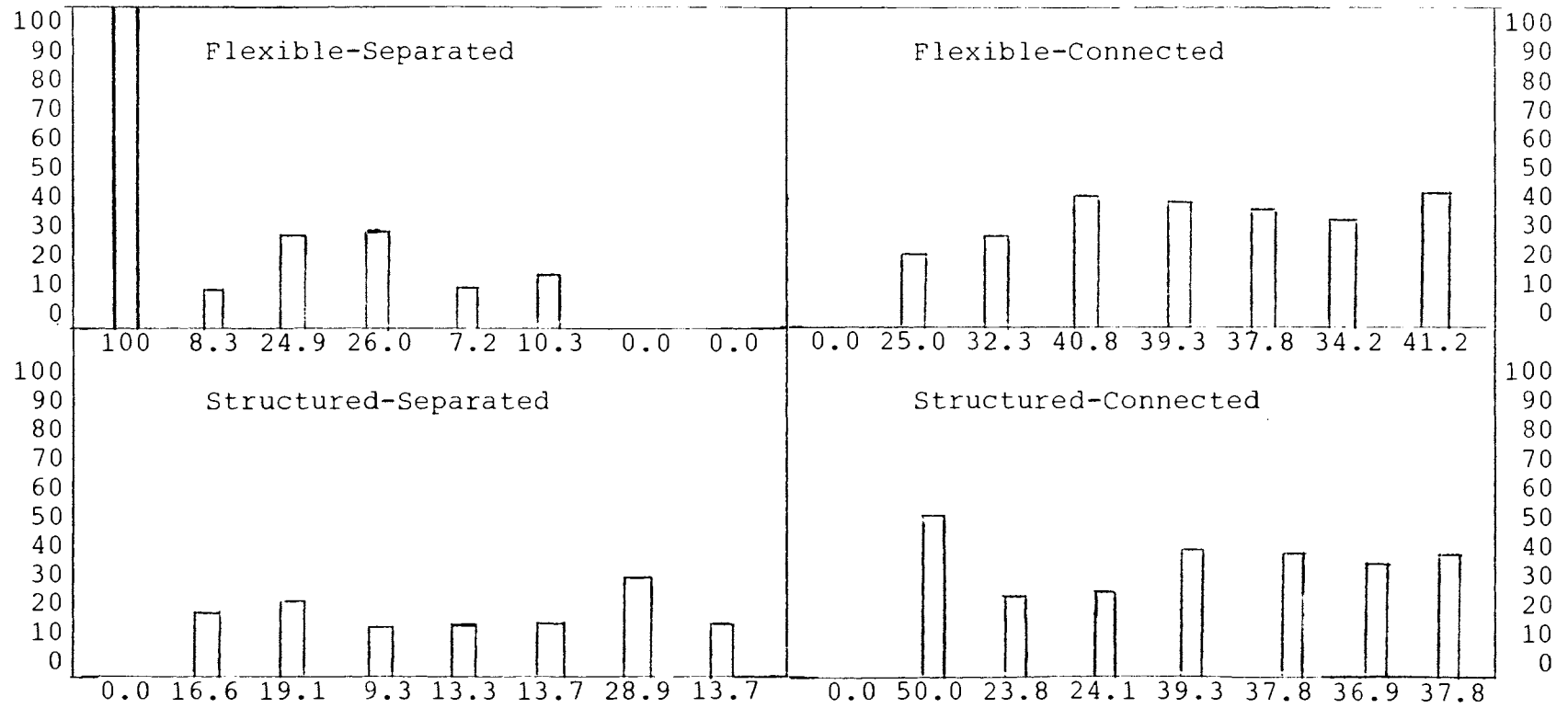
TABLE XXXVII

FACES III FAMILY SCORE DISTRIBUTIONS

Family Circumplex (3)*	Quadrants	% Respondents	% Total
Balanced	6,7,10,11	7.4	5.5
Mid-range	2,3,5,8,9 12,14,15	44.1	32.8
Extreme	1,4,13,16	48.5	36.2
Missing			25.5

Family Circumplex (5)#	Quadrants	% Respondents	% Total
Flexible Separated	1,2,5	10.9	8.1
Flexible Connected	3,4,8	13.4	10.0
Structured Separated	9,13,14	7.4	5.5
Structured Connected	12,15,16	19.8	14.8
Balanced	6,7,10,11	48.5	36.2
Missing			25.5

* Refer to Figure 4 for division of 16 typologies
  into 3 segments.
Refer to Figure 4 for division of 16 typologies
  into 5 segments.

Family Circumplex scores, by Family Circumplex (3) and
Family Circumplex (5). Figure 4 shows how the sixteen
typologies can be grouped into clusters of three, four or
five.

Family Cohesion

Family Cohesion Scale means were not significantly
different across the individual, couple or family stages
(See Table XXXVIII). While the differences in Family
Cohesion scores did not vary significantly there was a
pattern of higher and lower scores established. Family
Stages II (oldest child 0 to 30 months) and VII (empty-
nest) had much lower family cohesion scores than the other
stages. The highest stages were III (oldest child 30
months to 6 years and IV (oldest child 6 to 12 years).

Family Adaptability

The family adaptability patterns indicated signifi-
cant differences across all three life cycles. (Table
XXXVIII). Individuals in Individual Stages II (Females
22-29; Males 23-28) and III (Females 30-34; Males 29-33)
indicated the least amount of Family Adaptability and
those at Individual Stage VII (60+) showed the greatest
amount of adaptability. Individuals in Couple Stage IV
(married 2 1/2 to 6 yrs) had the least amount of adapta-
bility and individuals in Couple Stage VII (retirement)
reported the most. Family Stages II, III, and IV, the

A. Sixteen Family Types
COHESION

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

ADAPTABILITY

B. Balanced, Mid-Range, & Extreme
COHESION

ADAPTABILITY

Balanced
Mid-Range
Extreme

C. Four Quadrants
COHESION

ADAPTABILITY

I

II

III

IV

D. Balanced & Quadrants
COHESION

ADAPTABILITY

I

II

Balanced

III

IV

I   Flexible-Separated

II   Flexible-Connected

III   Structured-Separated

IV   Structured-Connected

Figure 4.   Family System Types

TABLE XXXVIII

VARIOUS CIRCUMPLEX SCORES BY
INDIVIDUAL, COUPLE AND
FAMILY STAGES

Variable Name	Individual Stage							F	p	Tukey HSD
	I	II	III	IV	V	VI	VII			
Family Cohesion	35.7	42.4	41.9	40.6	40.3	39.5	39.9	1.29	ns	
Family Adaptability	31.3	25.8	27.9	30.2	29.8	29.2	33.0	2.91	**	(2,7) (3,7)
Couple Cohesion	21.0	20.3	20.2	19.0	18.8	19.8	22.4	2.91	**	(4,7) (5,7)
Couple Adaptability	15.9	14.3	14.8	14.6	15.3	14.9	16.0	.87	ns	

Variable Name	Couple Stage						F	p	Tukey HSD
	II	III	IV	V	VI	VII			
Family Cohesion	44.0	38.2	41.9	41.4	39.5	39.8	1.65	ns	
Family Adaptability	20.0	28.1	27.4	29.5	29.7	32.9	2.45	*	(4,7)
Couple Cohesion	20.0	19.9	19.7	19.4	20.0	22.1	1.68	ns	
Couple Adaptability	14.4	14.3	14.6	14.5	15.2	15.9	.93	ns	

Variable Name	Family Stage								F	p	Tukey HSD
	I	II	III	IV	V	VI	VII	VIII			
Family Cohesion	44.0	38.2	41.9	42.0	40.4	40.8	38.6	39.8	1.82	.08	
Family Adaptability	20.0	28.1	27.4	28.6	31.1	30.4	29.4	32.9	2.32	*	
Couple Cohesion	20.9	20.0	19.8	19.4	19.4	20.6	19.3	22.1	1.55	ns	
Couple Adaptability	15.3	14.1	14.6	14.3	14.9	14.3	15.3	15.9	.88	ns	

*p < .05; **p < .01.
ns=No significance found.
HSD=Honestly Significant Difference.

stages with children 0 to 12 years, were least adaptable.
Retirement was the most adaptable with the adolescent
stage next highest in Family Adaptability.

Couple Adaptability and Cohesion Scores

Couple adaptability scores did not vary significantly
across any of the three life cycle divisions (Table
XXXVIII). The only significant differences on the mean
couple cohesion scores were found across the individual
stage divisions. The means of the Couple Cohesion Scores
for individuals in Stages IV ($\underline{M}$ = 19.0) and V ($\underline{M}$ = 18.8)
were significantly lower than Stage VII individuals
($\underline{M}$ = 22.4). This is when females ages 35-47 and males
34-45, experience mid-life transition and crisis. The
scores indicate the least amount of couple cohesion (sepa-
rated) reported by individuals in Individual Stages IV and
V and the highest levels of cohesion (connected) during
the retirement stage.

Mean couple cohesion scores did not vary significant-
ly across the couple stages. The range of the mean scores
for Couple Stages II through VI was only .6 of a point
(19.4 to 20.0). The retirement stage mean was 22.1 which
while higher was not significantly higher than the other
five stages.

Couple Circumplex (3)

When the Circumplex couple scores were divided into

the three categories of balanced, mid-ranged and extreme types there was a significant difference between the couple stages (Table XXXIX). The significant differences were between Couple Stages III and VII, and V and VII. Half of the individuals in the retirement stage were in the extreme range, almost two-fifths (38%) in the mid-range type and only 13% in the balanced type. Couple Stages III and V had over 75% in the balanced and midrange types and approximately 20% in the extreme range. Individuals at Couple Stage III (oldest 0-30 months) had 46% in the extreme types and 32% in the mid-range types. Those individuals in Couple Stage IV (30 months to 6 years) had 30% in the extreme categories and 44% in the mid-range type.

The three categorical division of Couple Circumplex scores by couple stage indicates the greatest balance during Couple Stage III (Oldest child 0 to 30 months). Except for the retirement stage where 50 percent of the couples were in the enmeshed-chaotic category (extreme), the majority of scores fell into the mid-range categories. Approximately 30% of the empty-nest couples were also in the extreme ranges.

Family Circumplex (3)

The percentages of individuals in each of the extreme, mid-range and balanced family categories showed almost all of the sample in the mid-range (44%) and bal-

TABLE XXXIX

CIRCUMPLEX COUPLE AND FAMILY SCORES
BY INDIVIDUAL, COUPLE AND FAMILY
STAGES

Variable Name	Variance	F	p	Tukey HSD
Differences across Individual Stages				
Couple Circumplex (3)#	.87	1.51	ns	
Couple Circumplex (5)	4.35	2.64	*	(4,7)
Family Circumplex (3)	1.44	4.00	***	(3,7), (4,6) (4,7), (5,7)
Family Circumplex (5)	2.67	1.34	ns	
Differences across Couple Stages				
Couple Circumplex (3)	1.97	3.59	**	(3,7), (5,7)
Couple Circumplex (5)	10.04	6.55	***	(2,3), (2,5) (3,6), (3,7) (5,7)
Family Circumplex (3)	1.62	4.51	***	(5,6), (5,7)
Family Circumplex (5)	4.77	2.43	*	
Differences across Family Stages				
Couple Circumplex (3)	1.01	1.77	.09	
Couple Circumplex (5)	5.61	3.47	**	(2,8), (4,8) (5,8),
Family Circumplex (3)	1.26	4.46	**	(4,7), (4,8)
Family Circumplex (5)	3.17	1.60	ns	

*p < .05; **p < .01; ***p < .001.
ns=No significance found
HSD=Honestly Significantly Difference
# - See figure 4 for diagrams of Couple Circumplex (3), Couple
    Circumplex (5), Family Circumplex (3) and Family
    Circumplex (5).

anced (48.4%) categories with 7.5% in the extreme cate-
gories. The percentage breakdowns across family stages
varied from 0% to 18% for extreme types, from 24 % to 57%
for mid-range types and from 26% to 70% for the balanced
types.

An analysis of variance of the Family Circumplex (3)
categories across the individual, couple and family stages
showed significance in variation (Table XXXIX). Family
Stage IV had 70% of its individuals in the balanced range
and 24% in the midrange type. In Family Stages VII and
VIII over half of the families were in the mid-range
types, about one-fourth were balanced and approximately
15% were extreme types. Family Stages II, III, V and VI
all had 7% or less in the extreme categories with the
other two categories approximately evenly divided.

Theoretical Typology Placement

Olson et al. (1983) theorized that while there will
be a variety of family types at any stage of the family
life cycle, there will be certain modal points bearing out
the literature regarding relationship issues. For ex-
ample, families with adolescents will report less cohesion
than newlyweds or those with very young children.

In their Circumplex VI article, (Table II, p. 76),
Olson et al., proposed a table predicting the modal levels
of cohesion, adaptability, and the most likely quadrant(s)
for families to be located in based on their family life

cycle stage.   In Table XL, the heavily outlined quad-
rant(s) for each family stage indicates those predicted
modal area(s).   A summary of the total percentages of this
sample that fit the modal predictions is provided in Table
XLI.   Family Stage I did not match the prediction but has
only one case to be considered.   Family Stages II through
VI all matched the predicted modal points.   Family Stage
VII had an almost even division among 4 of the 5 sections
and Family Stage VIII had an even division among three of
the five quadrant divisions.   However, both Family Stages
VII and VIII include the predicted category as one of the
high scoring quadrants.   A set of tables for various
Couple Circumplex typologies by couple stages is provided
in Appendix O.

<u>Hypothesis V</u>

Individuals with Traditional Scores reflecting tra-
ditional characteristics will have lower Developmental
Adjustment Scores than those individuals with non-tradi-
tional characteristics.

This is based on the assumption that the developmen-
tal tasks are traditional in orientation; therefore, tra-
ditional persons would adjust better.   On all four of the
individual and couple scores, individuals with non-tradi-
tional scores had higher difficulty scores (See Table
XLII).   None of the family developmental adjustment scores
showed any significant differences across levels of tradi-

TABLE XL

PERCENT OF INDIVIDUALS IN EACH FAMILY
CIRCUMPLEX TYPOLOGY BY FAMILY STAGE

FAMILY STAGE I (N = 1)

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	0.0	0.0	0.0
Flexible	100.0	0.0	0.0	0.0
Structured	0.0	0.0	0.0	0.0
Rigid	0.0	0.0	0.0	0.0

Circumplex (5)   Circumplex (3)

Flexible Separated	0.0
Flexible Connected	0.0
Structured Separated	100.0
Structured Connected	0.0
Balanced	0.0

Extreme	0.0
Mid-range	100.0
Balanced	0.0

FAMILY STAGE II (N = 12)

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	0.0	8.3	0.0
Flexible	8.3	0.0	16.7	0.0
Structured	8.3	8.3	33.3	0.0
Rigid	0.0	0.0	16.7	0.0

Circumplex (5)   Circumplex (3)

Flexible Separated	8.3
Flexible Connected	8.3
Structured Separated	8.3
Structured Connected	16.7
Balanced	58.3

Extreme	0.0
Mid-range	41.7
Balanced	58.3

TABLE XL (Continued)

FAMILY STAGE III (N = 21)

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	4.8	19.0	0.0
Flexible	14.3	4.8	9.5	4.8
Structured	4.8	14.3	14.3	0.0
Rigid	0.0	0.0	9.5	0.0

Circumplex (5)

Flexible Separated	19.0
Flexible Connected	23.8
Structured Separated	4.8
Structured Connected	9.5
Balanced	42.9

Circumplex (3)

Extreme	0.0
Mid-range	57.1
Balanced	42.9

FAMILY STAGE IV (N = 54)

	Disengaged	Separated	Connected	Enmeshed
Chaotic	1.9	3.7	3.7	1.9
Flexible	5.6	14.8	29.6	5.6
Structured	3.7	3.7	22.2	0.0
Rigid	1.9	0.0	1.9	0.0

Circumplex (5)

Flexible Separated	11.1
Flexible Connected	11.1
Structured Separated	5.6
Structured Connected	1.9
Balanced	70.4

Circumplex (3)

Extreme	5.6
Mid-range	24.1
Balanced	70.4

TABLE XL (Continued)

FAMILY STAGE V (N = 28)

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	0.0	10.7	3.6
Flexible	3.6	3.6	17.9	7.1
Structured	3.6	7.1	25.0	3.6
Rigid	0.0	3.6	10.7	0.0

Circumplex (5)

Flexible Separated	3.6
Flexible Connected	21.4
Structured Separated	7.1
Structured Connected	14.3
Balanced	53.6

Circumplex (3)

Extreme	3.6
Mid-range	42.9
Balanced	53.6

FAMILY STAGE VI (N = 29)

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	0.0	10.3	3.4
Flexible	6.9	3.4	10.3	13.8
Structured	6.9	3.4	31.0	3.4
Rigid	3.4	0.0	3.4	0.0

Circumplex (5)

Flexible Separated	6.9
Flexible Connected	27.6
Structured Separated	10.3
Structured Connected	6.9
Balanced	48.3

Circumplex (3)

Extreme	6.9
Mid-range	44.8
Balanced	48.3

TABLE XL (Continued)

FAMILY STAGE VII (N = 38)

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	0.0	10.5	5.3
Flexible	0.0	0.0	10.5	7.9
Structured	10.5	5.3	10.5	5.3
Rigid	10.5	2.6	21.1	0.0

Circumplex (5)

		Circumplex (3)	
Flexible Separated	0.0	Extreme	15.8
Flexible Connected	23.7	Mid-range	57.9
Structured Separated	23.7	Balanced	26.3
Structured Connected	26.3		
Balanced	26.3		

FAMILY STAGE VIII (N = 17)

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	0.0	5.9	17.6
Flexible	0.0	0.0	11.8	5.9
Structured	5.9	11.8	5.9	5.9
Rigid	0.0	5.9	23.5	0.0

Circumplex (5)

		Circumplex (3)	
Flexible Separated	0.0	Extreme	17.6
Flexible Connected	29.4	Mid-range	52.9
Structured Separated	11.8	Balanced	29.4
Structured Connected	29.4		
Balanced	29.4		

TABLE XLI

FAMILY STAGE MODAL PREDICTIONS

Family Stage	% Matching Predicted Typologies
I	0
II	75
III	43
IV	70
V	54
VI	48
VII	26
VIII	29

TABLE XLII

DEVELOPMENTAL ADJUSTMENT SCORES BY
SELECTED TRADITIONAL SCORES

Variable	Means			Oneway		Tukey HSD
	1	2	3	F	p	

Traditional Raw Score

TAVGIED	3.47	3.42	3.12	7.35	***	(1,3), (2,3)
TAVGCED	3.49	3.28	2.90	8.50	***	(1,3), (2,3)
TAVGFED	2.59	2.42	2.31	.46	ns	

Corrected Traditional Score (Sample-Specific)

TAVGIED	3.47	3.27	3.20	3.53	*	(1,3)
TAVGCED	3.44	3.02	3.03	5.25	**	(1,2), (1,3)
TAVGFED	2.50	2.30	2.40	.24	ns	

$*p < .05$; $**p < .01$; $***p < .001$.
ns = no significance
HSD = Honestly Significant Difference
TAVGIED = Average Individual Developmental Adjustment Score
TAVGCED = Average Couple Developmental Adjustment Score
TAVGFED = Average Family Developmental Adjustment Score

tional lifestyle categories.

There is a positive relationship between individual and couple percent completion scores and the degree of ease/difficulty reported with the developmental tasks. Individuals with higher completion scores reported significantly higher difficulty scores (see Table XLIII). Whereas, for the family developmental tasks, the greater the developmental completion score the lower the developmental adjustment score. It may be that smaller subsystem developmental tasks are conflictual to the goals and needs of the larger family system.

The traditional raw scores showed no differences across the individual and couple developmental completion subgroups. However, the traditional raw score across the family developmental completion scores showed an increase in traditional scores as the percent completed increased. The individual corrected traditional scores showed a decrease in traditional scores as the percent completed increased. The high and low groups were significantly different. There was no difference in the traditional score means across the couple or family developmental completion categories.

The corrected traditional scores by individual stage indicated that the stages with children had the least traditional scores while the groups pre and post children had higher traditional scores (Table XLIV). There did not appear to be a consistent pattern between the Developmen-

TABLE XLIII

AVERAGE DEVELOPMENTAL ADJUSTMENT AND
SELECTED TRADITIONAL SCORES BY
INDIVIDUAL DEVELOPMENTAL
COMPLETION TYPOLOGIES
BASED ON SAMPLE-
SPECIFIC
DIVISION

Variable	Lo	Middle	High	F	p	Tukey HSD
Individual Completion Typology						
TAVGIED	3.14	3.27	3.50	5.89	**	(1,3)
TRAD	16.25	16.38	16.21	.03	ns	
CORTRAD	22.40	21.43	20.79	6.09	**	(1,3)
Couple Completion Typology						
TAVGCED	2.90	3.09	3.43	6.92	**	(1,3),(2,3)
TRAD	17.06	17.54	17.51	.41	ns	
CORTRAD	21.40	21.63	21.49	.15	ns	
Family Completion Typology						
TAVGFED	3.21	2.97	2.93	2.29	.10	
TRAD	16.43	17.53	17.90	3.24	*	(1,3)
CORTRAD	20.89	21.72	21.78	2.38	.09	

*p < .05; **p < .01; ***p < .001.
ns = no significance
HSD = Honestly Significant Difference
TAVGIED = Average Individual Developmental Adjustment Score
TAVGCED = Average Couple Developmental Adjustment Score
TAVGFED = Average Family Developmental Adjustment Score
TRAD = Traditional Raw Score; CORTRAD = Corrected Traditional
  Score

TABLE XLIV

AVERAGE DEVELOPMENTAL ADJUSTMENT AND
SELECTED TRADITIONAL SCORES BY
INDIVIDUAL, COUPLE AND
FAMILY STAGES

Variable	Individual Stage							F	p	Tukey HSD
	1	2	3	4	5	6	7			
TAVGIED	3.47	3.28	3.48	3.49	3.35	3.12	3.03	2.82	*	(4,7)
TRAD	9.42	12.09	15.32	16.11	15.71	19.88	20.77	26.89	***	(1,3),(1,4),(1,5) (1,6),(1,7),(2,3) (2,4),(2,5),(2,6) (2,7),(3,6),(3,7) (4,6),(4,7),(5,6) (5,7)
CORTRAD	22.46	20.83	20.86	21.00	20.52	22.93	22.09	3.79	**	(2,6),(3,6) (4,6),(5,6)

Variable	Couple Stage						F	p	Tukey HSD
	2	3	4	5	6	7			
TAVGCED	3.00	3.77	3.77	3.19	2.86	2.63	8.25	***	(3,5),(3,6),(3,7) (4,6),(4,7)
TRAD	13.20	14.29	16.00	16.57	19.75	20.88	31.89	***	(2,4),(2,5),(2,6) (2,7),(3,5),(3,6) (3,7),(4,6),(4,7) (5,6),(5,7)
CORTRAD	19.40	19.93	20.90	21.53	22.64	21.96	7.28	***	(2,5),(2,6),(2,7) (3,6)

Variable	Family Stage								F	p	Tukey HSD
	1	2	3	4	5	6	7	8			
TAVGFED	3.12	3.02	3.36	3.04	2.79	2.88	3.24	2.44	3.51	**	(3,8),(4,8),(7,8)
TRAD	12.86	14.94	16.52	16.54	16.57	18.86	19.80	20.88	22.39	***	(1,3),(1,4),(1,5) (1,6),(1,7),(1,8) (2,6),(2,7),(2,8) (3,7),(3,8),(4,6) (4,7),(4,8),(5,7) (5,8)
CORTRAD	19.46	19.88	21.39	21.73	21.07	22.16	22.72	21.92	5.13	***	(1,4),(1,6),(1,7) (1,8),(2,7)

*p < .05; **p < .01; ***p < .001.
HSD = Honestly Significant Difference
TAVIED = Average Individual Developmental Adjustment Score; TAVGCED = Average Couple
 Developmental Adjustment Score; TAVGFED = Average Family Developmental Adjustment
 Score; TRAD = Traditional Raw Score; CORTRAD = Corrected Traditional Score.

tal Adjustment Scores and Traditional Scores by Individual Stage.

In general, the longer the individual was married, the higher their traditional score across the couple developmental stages. The pattern of the higher the corrected traditional score the lower the ease/difficulty level is confirmed for the couple life cycle.

The Corrected Traditional Scores across the Family Developmental Stages indicated a general trend of lower traditional scores in the earlier stages and higher scores in the latter stages. There is a moderate negative relationship between Family Developmental Adjustment scores and Corrected Traditional Scores. In summary, the latter stages of all three life cycles indicate a more traditional lifestyle and lower levels of difficulty with the developmental tasks, while the lower life cycle stages tended to be less traditional and experience more difficulty with the life cycle tasks.

CHAPTER V

SUMMARY AND CONCLUSIONS

Background, Purpose and Objectives

The currently identified individual, couple and family developmental tasks have not been empirically validated, and are based on traditional roles and a traditional nuclear family model. Developmental tasks have been identified for individuals, couples and families. Developmentally based theories include the specific types of tasks, the timing of the developmental changes and the cyclical nature of development. There is an underlying assumption that the tasks are experienced by nearly all individuals at those stages, and that each task must be dealt with before one can successfully move on to future tasks.

The composition of our society's families has changed dramatically in the past two decades. In addition, the traditional gender related roles regarding division of work, both at home and in the labor force, and the expectations of marriage and family responsibilities have shifted away from the theoretical basis of the traditional family.

Currently, the three life cycles tend to be studied

as separate entities and the product of their various
combinations and interactions has not been fully explored.
Individual, Couple and Famiy Developmental Scales were
developed based on an extensive review of individual,
couple and family developmental literature. The instru-
ments were designed to 1) identify the appropriateness of
currently identified tasks for each developmental stage
and life cycle; 2) to determine the degree of task comple-
tion for each individual and 3) to determine the amount of
ease or difficulty experienced with each task.

The purpose of this research was initial validation
of the Individual, Couple and Family Developmental Scales.
Specific questions to be answered were as follows:

1) Can a reliable and valid set of scales be devel-
oped to assess developmental task completion in assessing
individual, couple, and family development across a vari-
ety of stages?

2) Do the identified individual, couple and family
tasks accurately describe the life circumstances of people
today?

3) How well do the originally developed individual,
couple and family developmental tasks fit when applied to
current family forms?

4) Do the individual, couple and family tasks still
accurately describe the progression of individuals in
current family forms throughout the life cycle?

5) Are the individual tasks more blended and less

polarized for males and females?

6) Are there differences in the amount of ease or difficulty experienced with the developmental tasks among selected family forms?

7) Are there differences in the amount of ease or difficulty experienced with the developmental tasks by gender?

8) What differences/similarities are there between current family forms in terms of perceived stressors and support systems?

9) What are the various developmental typology patterns found when combining the developmental completion scores of the individual (male/female), couple and family tasks?

10) Is there a pattern of one level of the developmental tasks taking priority over others?

11) What are the various typology patterns found when combining the developmental adjustment scores on the individual, couple, and family tasks?

12) What differences/similarities are there between the typologies in terms of perceived stressors and support systems?

Brief Overview of Relevant Literature

The literature available on the issue of developmental tasks varies among the individual, couple and family life cycles. The family developmental tasks began in the

1950s with the work of Duvall and Hill. Family develop-
ment theory is almost eclectic with its broad base con-
cepts (Mattesich & Hill, 1987). Major issues and concerns
involve the use of the relationship of the family life
cycle as a variable, the relationship of stages and tran-
sitions, how to deal with individuals in non-traditional
families, the ability of the family life cycle to repre-
sent individual and couple level issues and how social
change effects the family life cycle. Duvall's widely
recognized eight stage family life cycle is the basis for
the family tasks.

Literature on the couple life cycle was very limited.
The review indicated that marital satisfaction is the most
common variable used to study the couple unit. In rela-
tionship to developmental task issues, the couple subsys-
tem is viewed as part of the family unit's progress
and/or the two individual's development. The couple de-
velopmental task items are based on Erikson's description
of couple development over the life cycle.

It is now widely accepted that individual development
continues beyond age 18. Most individual development
theories agree that there are two key general developmen-
tal changes which occur across the board, a shifting from
an external to a internal focus around age 35 to 40 and a
changing from an active to a passive mode of mastery.

Levinson's group has taken the results of his study
dividing adult development into three major time periods,

identifying within each a series of stages and transitions. Sales' chapter takes the research completed on males and compares and contrasts the results with the current research on women from a wide variety of studies.

While many theorists and researchers continue to note the need for understanding the interrelationships and influence of other subsystems on the life cycle they are researching, there is no empirical research found integrating more than two life cycles at any one time.

Summary of Methodology and Findings

The primary purpose of this dissertation is the initial validation of the Individual, Couple and Family Developmental Scales. To test these scales, 271 recruited individuals completed a battery of instruments including an Individual Background Form, Family Background Form, and the appropriate stage(s) of the Individual, Couple and Family Developmental Scales. The Individual Background and Family Background Forms obtained a wealth of demographic data, and the FACES III, Religiosity, Stress/Support and Marital Satisfaction Scales. The Individual, Couple and Family Developmental Scales contained the developmental scales that were to be validated. Data collected were coded, cleaned and analyzed during the 1988-89 academic year.

The individuals in this sample were fairly evenly divided by gender with 42% males and 58% females, covered

a wide range of adult ages, 19 to 84, with a mean age of 42.0 years, were mostly in their first marriage (83%) and had a mean of 2.1 children. Only six percent had not completed high school whereas over 81% had received some training or education beyond high school and half had completed a four year college degree or more. Occupational groupings indicated half of the individuals were in professional, technical or managerial positions with another 25 percent in the clerical or sales category, only four percent were full-time home-makers. Forty percent currently lived in towns of 10,000 or more population and 62 percent lived in towns with 2500 or more population. The majority of the respondents come from the state of Kansas. When compared to a set of nationalized norms, this sample waited longer to marry, had fewer children, were more highly educated and held white collar jobs. These background characteristics tend to reflect the higher educational and socio-economic status of the sample. Therefore, the results of this study may not accurately reflect the larger population.

There were two different sets of scores calculated for the Developmental Scales. The first score was a developmental completion score which indicated the degree to which an individual had experienced the developmental tasks currently identified for their specific individual, couple or family stage(s). A high score on the Developmental Completion Scale indicated completion or current

experience with most of the identified tasks. The second
score, Developmental Adjustment, was the average degree of
ease/difficulty the individual reported with tasks they
had experienced. A high score indicated a lot of diffi-
culty with developmental tasks; whereas a low score indi-
cated very little stress with the tasks.

Developmental stages that indicated the highest de-
grees of developmental completion include Individual De-
velopmental Scales IA and VI, Couple Developmental Scales
II and V, and all of the Family Developmental Scales.
This may be an indication that the larger group develop-
mental tasks take priority over the smaller group tasks.
Individuals without children generally tended to have
higher percent completion scores on individual tasks than
those individuals with parental responsibilities. It may
also reflect the ability of the individual developmental
task instruments to differentiate between gender-related
developmental issues reflected by individual stage "not
applicable" responses.

The two couple stages, newborns and school-age/teens,
may have higher scores as the content of these two stages
are highly related to major family adjustment issues.
Another reason may be that key career development and
financial shifts are also taking place. Traditionally,
both are stages that are likely to involve changes in the
female's work force status; quitting her job due to the
infant or returning to the workforce once the child(ren)

enters in school.

The two highest mean completion scores among the individual stages are early adulthood and post mid-life crisis. Both of these time periods are potentially times of limited family and marital responsibilities which could allow for more intra-personal reflection and personal development.

The developmental stages which indicated the highest levels of difficulty with the identified developmental tasks were Couple Developmental Stages III and IV. In contrast, the two easiest stages were the retirement years, Couple Stage VII and Family Stage VIII. This tends to support the concept that the stages with small children place higher levels of stress on the marital relationship; whereas, the retirement years without parental responsibilities allow for easier adjustment. It may also reflect the positive financial position of most of the retirees in this sample which has allowed them more freedom of choice at retirement.

None of the Stress/Support Scales scores indicated extremely stressful or supportive scores. The mean scale scores were slightly above the theoretical mean.

The normative structure for the Developmental Scales for both sets of scores are summarized in Tables VIII through XIII (pp. 129-143). The subsample effects for both the Developmental Completion and Developmental Adjustment scores were minimal. The least amount of signif-

icant variation was with the Couple and Family Developmental Tasks. The Individual Stage subsample results need to be reviewed with larger group sizes before making general conclusions. The findings support the use of all three sets of the developmental scales for a broad range of individuals.

The reliabilities for the developmental scales indicated a solid basis for future studies. Eighteen of the 22 developmental scales have respectable alpha reliability coefficients of .70 or better as reported in Table XIV (p. 147). Couple Stage I had no individuals and cannot be analyzed. Two of the remaining scales need major revision and the third will attain an alpha coefficient over .70 with the deletion of one item. The most reliable developmental scales are Family Stage V (.94), Family Stage VIII (.93), Individual Stage IV (.91) and Individual Stage VI (.90). The least reliable scales were Individual Stage IA (.56), Couple Stage IV (.56), and Family Stage II (.64). In current form, all of the developmental scales are reliable enough to identify behavioral and attitudinal trends and with revisions have potential for higher reliabilities and more sensitive assessment purposes.

Scale item analysis was completed on all items in the Individual, Couple and Family Developmental Scales and the Stress/Support Scales. Item means, standard deviations, average correlation with other scale items, the correlation of each item with the scale, Alpha reliability coef-

ficient for the scale excluding the item, a factor loading on the unrotated first factor of a principle components factor analysis run for each full scale and the percent of not applicable responses were provided for each item. A subjective rank based on the item statistics was given to the items within each scale. This process identified the weakest and strongest items in each scale. The analyses supported the potential of these scales.

Factor analysis of each developmental scale was performed to identify the interrelatedness of the items, and the factors and constructs within each scale. For all 22 scales, there were specific identifiable groups of related tasks within each scale that were comparable to the key developmental changes identified for that stage (see Tables XVI, XVII, XVIII, pp. 154, 160, and 164 respectively). Within each scale, the communalities were high.

Factor analysis for the Stress/Support Scales was performed to determine if each scale was measuring a singular concept. All of the Stress/Support Scales generally supported a one-factor solution. Four scales, Social Activities, Lifestyle, Health, and Resources, had a first factor that accounted for less than 50% of the total variance. The Lifestyle and Resources scales will need the most work. In summary, nine of the eleven scales identified a one factor solution, the remaining two scales will need serious revisions.

The Developmental Scale corrected completion scores

were correlated with 22 criterion measures of singular key
variables, the Stress/Support Scales, Circumplex Scores,
Religiosity and the Marital Satisfaction Scale (Table XX,
p. 171). None of the variables or scales had a large
number of significant correlations; however, all but four
had some significant correlations. The correlations ap-
peared to reflect explainable relationships between the
developmental stages and the related variables and scales.

Hypotheses

Several hypotheses were generated to explore the
interrelationships between the individual, couple and
family developmental tasks and family functioning. Since
the data were not always sufficient to generalize to
larger populations, the findings will be summarized but
general conclusions would be premature at this stage in
the research process. In addition, methodological con-
cerns about the degree to which the "not applicable"
responses and gender-related issues on the individual
developmental scales have influenced the results need to
be more fully clarified. The reader is encouraged to
review Chapter IV as some cautious explanations and ra-
tionale regarding the results of the data analyses have
been included there where less emphasis on generalizabil-
ity is likely to occur.

Hypothesis I results indicated that in general the
individuals in each stage indicated random distribution of

completion scores across all of the life cycle stages.
Those individuals who were married over three years and
childless reported significantly higher individual comple-
tion scores. There were no differences among the couple
stages across family forms. The family developmental
completion scores indicated significantly lower completion
scores for single parents than any other group.

Comparing T-scores across the three life cycles,
childless and delayed parent individuals had higher indi-
vidual completion scores, blended family individuals had
lower family completion scores, and traditional and dual-
job family individuals' completion scores appeared bal-
anced across the three life cycles. Analysis of develop-
mental completion scores by Family Form and Family Stage
indicated that single parents in general had lower scores
than their married counterparts, blended and dual-job
individuals completion scores tended to fluctuate together
in the first four family stages; whereas, the scores for
blended and traditional individuals were more similar in
the last four stages, and that with the exception of
individuals with elementary aged children, individuals in
the dual-job and traditional family forms showed opposite
patterns of developmental completion scores. It will be
important to verify these findings with a larger popula-
tion sample. This is also a key area to review the pos-
sible effects of the "not applicable" response.

Hypothesis IIA results indicated no significant de-

velopmental adjustment differences across the individual,
couple and family life cycle stages. Secondary analysis
using one-way and contrast tests showed some differences
between the grouped single parent and blended family indi-
viduals when compared first to dual-job and then to tradi-
tional individuals. Further analysis with larger groups
of single parent and blended family individuals should be
conducted. Testing alsoindicated that males showed sig-
nificantly lower levels of difficulty with the individual
developmental tasks than the females. This trend follows
the literature which indicates that females function out a
a multiple set of pivotal roles while males are more
singular minded in task performance and expectations.

The typology analysis planned for Hypothesis IIB was
not possible due to the large number of cells with missing
data or very small numbers. Collapsing the scores into
high, middle, and low categories showed differences among
individuals by family form groupings. Follow-up analysis
should be completed to determine if the differences are
based on presence or absence of a spouse and children or
for some other reason. There was a significant difference
between males and females across the individual level
categorized groups with females reporting more difficulty
in completing individual tasks. No gender differences in
developmental adjustment scores were found for the couple
and family levels of categorical scores. It is recom-
mended that a typology based on stage membership rather

than developmental completion or developmental adjustment scores be considered in future analysis.

Hypothesis III analyses focused on the Stress/Support Scales and the Religiosity Scale. Only four scales indicated significant differences across family forms: Religiosity, Work Statisfaction, Parent/Child Relationship and Extended Kin Relationships. Traditional family individuals reported the highest levels of Religiosity and the lowest levels of Work Satisfaction. It may be that the Work Satisfaction score is lower due to more "not applicable" responses by females in the category or that males with sole bread-winner responsibilities take jobs based on financial need as opposed to personal satisfaction. The Parent/Child Relationship Scale was able to differentiate between childless and parental individuals. Childless individuals had the highest Work Satisfaction scores and the lowest Extended Kin Relationships scores. Many individuals who are childless by choice tend to be more career-oriented allowing themselves more freedom to focus on their career development without the conflict between work and family responsibilities. The literature supports the increase in extended kin relationships when children are present in the home.

Analysis of the Stress/Support and Religiosity Scales by the corrected sample-specific traditional scores found differences on the same four scales and Social Activities. For the Religiosity, Social Activities and Parent/Child

Relationship Scales, the higher the traditional score the more the area was seen as positive. In contrast, a higher traditional score corresponded to less supportive scores for the Extended Kin and Work Scales.

Four scales indicated differences across the three life cycle stages. Work scale scores were significantly lower at the retirement stages, Social Activities scores were much higher with school-aged children, Parent/Child Relationship differentiated between individuals that were pre and post-children in the home or with very small children indicating more regular interaction between parents and their children when they are living together. The Lifestyle Scales indicated that retirement couples reported more stressful levels than couples at the launching stage. The relationship between the lower scores reported regarding task adjustment during retirement and lower lifestyle satisfaction scores needs more exploration. Female mean scores were significantly higher than the male mean scores on Religiosity, Parent/Child Relationship and Extended Kin Relationship Scales and lower on the Work Satisfaction Scale.

Hypothesis IV results showed no significant differences in Family Cohesion scores across the three life cycles. Family Adaptability scores were highest for those individuals in the retirement stages, lowest for couple and family stages with various ages of children and individuals from the early twenties to mid-thirties. The only

significant difference among the Couple Cohesion mean
scores was across the individual life cycle stages when
the Couple Cohesion scores went to a low during the mid-
thirties to mid-forties, the point of individual mid-life
crisis, and higher levels during retirement.

Comparing the percentages of individuals in each of
the four quadrants to Olson's findings showed scores con-
sistently high in cohesion, Quadrants II and IV, instead
of a positive correlation between the level of cohesion
and adaptability, Quadrants II and III. Comparison of the
predicted modal placements to this sample's modal scores
showed that five of the eight stages fit the predicted
quadrants. Of the remaining three stages, Family Stage I
had only one couple, and Family Stages VII and VIII had a
broad diversity of modal points, which did include the
predicted modal quadrant.

Hypothesis V results supported the hypothesis that
individuals with higher traditional scores have lower
developmental adjustment scores for the individual and
couple stages, while no differences were found across the
family stages. Individuals with higher individual and
couple percentage completion scores reported the highest
degrees of difficulty. Only the traditional raw scores
showed a difference across the family developmental com-
pletion categories, the traditional mean score increased
as the percent completion score increased. Individuals
with lower corrected traditional scores showed higher

individual percent completion scores and reported higher levels of difficulty regarding task completion. There was no difference among the traditional scores across the couple or family percent completion categories.

Individuals in the latter life cycle stages indicated a more traditional lifestyle and lower levels of difficulty experienced with the developmental tasks while individuals in the earlier life cycle stages showed less traditional scores and reported higher levels of difficulty experienced with completion of the life cycle tasks.

In summary, further study seems warranted to determine whether these differences are due to interrelationships among the three life cycles, changes in family structure, societal change, the lack of fit with currently identified developmental tasks or some combination of these and/or some other factors.

Recommendations

This initial validation study of the Individual, Couple and Family Developmental Scales is promising. It has served to help identify strengths and weaknesses that can be addressed for future studies. As a result of this study, the following observations and recommendations are made:

1. Further validation of these instruments should be completed through the processes of replication, larger numbers of respondents, and targeted populations. In

addition, testing of stage progression by using additional items from both the pre and post stages of the cycles will be necessary.

2. The literature review has shown the lack of instruments to empirically document the developmental tasks. Further studies are needed to develop a fuller understanding of the relationship between currently identified development tasks and modern family forms and to determine if there are newly emerging tasks that need to be integrated into the existing frameworks.

3. More attention needs to be given to the development and analysis of the integrated typologies model. Larger sample sizes in five of the non-traditional family forms are necessary. In addition, more information about the spouse's work history is needed to determine the long-term pattern of family forms.

4. Reliability analysis results indicated that there is a need to revise some items' wording and three developmental scales need serious revision.

5. Factor analysis revealed that of the ten Stress/Support scales, two scales need major revision and two others could use minor revision.

6. All forms should be printed on one side or stapled in booklet form where both sides are more likely to be noticed. Several sets of data were unusable due to omissions of data on the back of a sheet.

7. Specific recommendations for the Individual Back-

ground Form are:

    a.   include space for a brief job history of the spouse to help clarify the current and past family forms;

    b.   clean up wording on the income scale questions;

    c.   complete the analysis of the weekly number of hours per activities, key life events and family-of-origin information sections regarding possible relationships to the developmental percent completion and developmental adjustment scores;

    d.   complete a factor analysis on all 55 stress/ support items to determine if the hypothesized scale constructs are identifiable and to see if the currently splintered scale items would factor more heavily on a different construct;

    e.   correct the response format on the family version of the FACES III Scale; and

    f.   review the format of the key life events section to reduce confusion and length. (This section had a wide variety of response formats among the respondents, many skipped it.)

    8. Specific recommendations for the Family Background Form are:

    a.   ask for birthdate of child not age;

    b.   separate the birthdate and death information;

    c.   add a question to identify half-sibling

relationships;

d. generalize household member categories and provide a code to identify the type of relationship;

e. separate income level $0 - 4,999 to $0, and $1 - 4,999;

f. move the income question above the household member information as respondents tended to not see it;

g. use the term 'male' in place of 'husband' and 'female' in place of 'wife' on the income categories; and

h. develop a series of questions in checklist form to easily assess current family format based on the computer scoring system developed for this study.

9. Specific recommendations for the Individual, Couple and Family Developmental Scales forms are:

a. review the developmental task item analysis for negative wording issues;

b. identify non-contributing items which may be dropped from the scale; and

c. identify items with high percentages of not applicable responses to determine the cause, i.e. need for revision, lack of appropriate-ness or gender-based issues. In particular, continue to refine the couple developmental

scales as they have the highest percent of not applicable responses.

10. Further analysis on the items which are gender-related is needed to determine if these items are responded to in a clearly gender differentiating pattern. Only a small number of items were identified as significantly different by gender in this study-more were present in the scales.

11. Specific recommendations for the sign-up sheet are:

    a. request the oldest child's birth date instead of age to aid in division of the 30 months division point;

    b. add spaces to indicate if 1) any child(ren) have left home and 2) if all children have left the home; and

    c. separate age and gender columns. (Some answered on both lines and for some ages it is important to know the gender of the respondent.)

12. Review the scoring systems for the traditional scores. While caution was taken to base most of the scoring on the developmental research literature, there is still room for more verification. There is a need to develop a way to assess the level of traditionalism longitudinally.

13. Incorporation of individual, couple, and family

developmental tasks identified for individuals experiencing divorce and remarriage or other non-traditional lifestyle events should be explored.

14. There were 72 couples in this study. Analysis by couple should be completed to identify trends of similiarities and differences between marriage partners.

The overall results of this validation study and the hypotheses tested are positive. The reliability coefficients indicate that the scales are all at least minimally acceptable for research purposes. Factor analysis results indicate which items and scales need rewording and/or general revision. The constructs are more difficult to verify since existing scales for comparison do not exist.

Life cycle issues and their interactive effects can provide important pieces of the puzzle as educators, therapists and other family-oriented professionals attempt to use systemic principles as a guide for understanding and working with families. Conversations with some of the respondents and with numerous professionals who have listened to this study's concepts support the need for this type of information, especially in regard to non-traditional family forms, gender issues and the interactive effects of all three life cycles. It is this researcher's goal to continue to build on this research so that highly accurate instruments can help increase awareness of one's own life cycle(s) issues both present, past and future as these issues relate to their family format,

gender and support systems; and for purposes of education

and prevention.

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APPENDIX A

INDIVIDUAL BACKGROUND FORM

ID#_____

INDIVIDUAL BACKGROUND FORM

1. Gender _____Male _____Female

2. Date of Birth _____
   (Month/Day/Year)

3. Ethnic Background _____ Afro-American (Black)
   _____ Asian-American
   _____ Caucasian (White)
   _____ American Indian
   _____ Spanish Descent
   _____ Other_____

4. My overall physical health is best described as: (circle one)

   Excellent   Good   Fair   Poor

EDUCATIONAL BACKGROUND

5. Please mark the highest level of education completed for each of the persons indicated:

Self	Mother	Father		Year You Started	Year You Finished
____	____	____	Graduate/Prof School_____	_____	
____	____	____	Four Year College _____	_____	
____	____	____	Some College _____	_____	
____	____	____	Vocational/Technical _____	_____	
____	____	____	Finished High School	_____	
____	____	____	Some High School	_____	
____	____	____	Finished Elementary	_____	
____	____	____	Some Elementary	_____	

OCCUPATIONAL BACKGROUND

6. Please provide the following information about jobs you have held starting with your current position.

Job Title	Dates (Years) From To	Hours/ Week	Reason Left Job	Job Satis- faction*
_____	____ ____	_____	_____	____
_____	____ ____	_____	_____	____
_____	____ ____	_____	_____	____
_____	____ ____	_____	_____	____
_____	____ ____	_____	_____	____
_____	____ ____	_____	_____	____

* Please indicate one of the following numbers for this answer:
1-Extremely Satisfied   2-Very Satisfied   3-Satisfied
4-Somewhat Dissatisfied   5-Dissatisfied

Please use the following scale for questions 7 through 11:

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

(Circle one response for each statement.)

7. My income has remained steady or increased throughout our marriage.   1   2   3   4   5

8. My personal income has been adequate to meet our basic family needs.   1   2   3   4   5

9. My personal income has been adequate for our basic family needs and most of our wants.   1   2   3   4   5

10. Our combined incomes have been adequate for our basic family needs.   1   2   3   4   5

11. Our combined incomes have been adequate for our basic family needs and most of our wants.   1   2   3   4   5

12. If currently retired, please give the year of retirement:_____

13. If retirement date is planned, please give predicted year:_____

GEOGRAPHIC BACKGROUND INFORMATION

14. Please check one answer for each column:

Where I grew up	Where I currently live	
_____	_____	Farm
_____	_____	Rural but not farm
_____	_____	Town, 2500 people or less
_____	_____	Town, 2500 to 10,000
_____	_____	Town, 10,000 to 25,000
_____	_____	Small city 25,000 to 100,000
_____	_____	Large city, over 100,000

RELIGIOUS INFORMATION

Please use the following scale for questions 15 through 18:

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

(Circle one response for each statement.)

15. I practice my religion through actions and deeds.   1   2   3   4   5

16. My religion is based on a personal inner faith.   1   2   3   4   5

17. I attend organized services one or more times weekly.   1   2   3   4   5

18. My faith is very important to me during difficult periods.   1   2   3   4   5

19. My religious preference is: (check one)

_____	Assembly of God	_____	Jewish
_____	Baptist	_____	Lutheran
_____	Catholic	_____	Methodist
_____	Christian	_____	Other Protestant
_____	Episcopal	_____	Other_____

ACTIVITIES

23. Please approximate the number of hours spent weekly in each of the listed activities:

_____ Household or maintenance chores around the home
_____ Work at job away from the home
_____ Work at job while at home
_____ Volunteer work
_____ Activities with children-leadership responsibilities
_____ Activities with children-participate or observe
_____ Community activities
_____ Church related activities
_____ Hobbies, personal interests
_____ Personal fitness activities
_____ Entertainment/Recreation at home
_____ Entertainment/Recreation away from home
_____ Other_____

KEY LIFE EVENTS

Each person's life is made unique by the events that they experience. We are also affected when we share experiences with those close to us.

24. Please note how many times you have personally experienced or have been personally effected when the persons listed below experienced the following events. If you are not sure about the number of times, give an estimate.

(Write the number of times on the line provided.) Your Experiences		Your Spouse	Your Children	Your Parents/ Sisters/ Brothers	Close Personal Friends/ Other Relatives
____	Death of parent	____	____	____	____
____	Death of a spouse	____	____	____	____
____	Death of child	____	____	____	____
____	Death of brother/sister	____	____	____	____
____	Marital separation	____	____	____	____
____	Divorce	____	____	____	____
____	Remarriage	____	____	____	____
____	Serious illness*	____	____	____	____
____	Serious accident*	____	____	____	____
____	Loss of a job	____	____	____	____
____	Bankruptcy/Lost business	____	____	____	____
____	Mental Illness	____	____	____	____
____	Prison Term	____	____	____	____
____	Permanent placement of family member outside of the home	____	____	____	____
____	Temporary placement of family member outside of the home	____	____	____	____
____	Other major event	____	____	____	____

Please specify_____

* required hospitalization, was a life/death situation or required major lifestyle changes

MARITAL HISTORY

25. Date of current marriage: _____
                                 (month/day/year)

26. Length of time known partner before marriage: _____

Please use the following scale for questions 27 and 28:

1	2	3	4	5
Very Satisfied	Satisfied	Undecided	Unsatisfied	Very Unsatisfied

(Circle one response for each statement.)

27. How satisfied are you with your current marriage? 1 2 3 4 5

28. How satisfied do you think your partner is with
this marriage?   1 2 3 4 5

29. Have you ever seriously considered separation in this marriage?

        Yes   No

30. Have you ever seriously considered divorce in this marriage?

        Yes   No

31. If previously married, please complete the following:

Dates of Marriage (Month/Year) From To	Reason Ended	# of Children
_____ _____	_____	_____
_____ _____	_____	_____
_____ _____	_____	_____
_____ _____	_____	_____

FAMILY OF ORIGIN BACKGROUND

32. Please check YOUR PARENT(S)' current life situation:

_____ Never married
_____ Married and living together
_____ Separated
_____ Divorced and single, both
_____ Divorced and remarried, both
_____ Divorced, one single, one remarried
_____ Divorced, one remarried, one deceased
_____ Divorced, one single, one deceased
_____ Divorced, one or both in live-in relationship
_____ Widow/Widower, living alone
_____ Widow/Widower in live-in relationship
_____ Widow/Widower, remarried
_____ Both parents deceased
_____ Other _____

33. Please provide the requested information about YOUR BROTHERS AND SISTERS. List them in order from oldest (1st) to youngest including yourself at the appropriate spot.

	1st	2nd	3rd	4th	5th	6th	7th	8th#
Age (years old) (See note if deceased)*								
Sex M=Male F=Female	M F	M F	M F	M F	MF	M F	M F	M F
Current marital status (See Below)+								
Number of children								
Number of miles from parental home								
Number of miles from your home								

If there are more than 8 children, please ask the coordinator for the
Individual Background Form/Additional Children Page.

* If no longer living, please give age and month/year of death

+ Use the following for marital status:
    1-Married, first marriage   5-Single, never married
    2-Married, previously married   6-Single, previously married
    3-Married, separated   7-Remarried
    4-Single, widowed   8-Living together

34. Please indicate whether any of the above siblings were step-brothers or sisters to you:
        (circle number of the child)

    Child #   1   2   3   4   5   6   7   8

35. Please indicate whether any of the above siblings were adopted by your parents:
        (circle number of the child)

    Child #   1   2   3   4   5   6   7   8

36. Did YOUR MOTHER have any pregnancies which did not reach full term? If so, provide year(s).
    (If this information is unknown, please indicate that you do not know.)

_____

THANK YOU

Please answer the following questions in terms of how well you feel it describes your situation using the response scale provided below.

1	2	3	4	5
NOT AT ALL	MINIMALLY	MODERATELY	VERY WELL	DOES NOT APPLY TO MY SITUATION

(Circle one response for each statement.)

1. I am satisfied with my current lifestyle and activities.   1 2 3 4 5

2. My current lifestyle provides the opportunities to develop myself as a person.   1 2 3 4 5

3. I feel that life is exciting and has a lot to offer.   1 2 3 4 5

4. Currently I am less satisfied with my life than I have been in the past.   1 2 3 4 5

5. I believe that the place where I work supports me as an individual.   1 2 3 4 5

6. I would like to be in a different field of work.   1 2 3 4 5

7. My work schedule creates problems for me.   1 2 3 4 5

8. My supervisor is supportive of me and my work.   1 2 3 4 5

9. My co-workers are supportive of me at work.   1 2 3 4 5

10. My spouse is supportive of my work and the time spent with it.   1 2 3 4 5

11. I am involved in activities designed for persons in my current situation. (special interest or support groups)   1 2 3 4 5

12. I am active in the local community.   1 2 3 4 5

13. I participate in club work (church, PTA, etc.)   1 2 3 4 5

14. I have reduced the amount of outside activities in which I am involved.   1 2 3 4 5

15. Members of my family are known to be good citizens and neighbors.   1 2 3 4 5

16. I encourage my family to be involved in outside activities.   1 2 3 4 5

17. I have built close relationships with non-family members.   1 2 3 4 5

18. Most of my close friends have a similiar lifestyle.   1 2 3 4 5

19. I participate in social activities with my friends.   1 2 3 4 5

20. I am currently engaged in relationships and friendships that are satisfying to me.   1 2 3 4 5

21. Sometimes I feel I don't have enough control over the direction my life is taking.   1 2 3 4 5

1	2	3	4	5
NOT AT ALL	MINIMALLY	MODERATELY	VERY WELL	DOES NOT APPLY TO MY SITUATION

(Circle one response for each statement.)

22. I believe that in time my lifestyle will be easier.   1   2   3   4   5

23. My current lifestyle allows me all of the flexibility that I need to develop myself into the person I want to be.   1   2   3   4   5

24. I believe that my current lifestyle is the one best suited for me and that I should enjoy it.   1   2   3   4   5

25. I would like to establish a new life-new friends, new activities, etc.   1   2   3   4   5

26. I believe that overall, there are more advantages than disadvantages to my lifestyle.   1   2   3   4   5

27. I feel I am as happy or happier than most people I know.   1   2   3   4   5

28. It is hard for me to overlook my difficulties and focus on the positive aspects of my life.   1   2   3   4   5

29. I work at maintaining my health by eating well, exercising, and taking care of myself in general.   1   2   3   4   5

30. I keep myself in shape and well-groomed.   1   2   3   4   5

31. My overall physical condition has deteriorated in the past five years.   1   2   3   4   5

32. I am concerned about the quality of my physical condition.   1   2   3   4   5

33. My children seek encouragement, guidance and support from me.   1   2   3   4   5

34. The general level of closeness and affection between me and my children has decreased in the past two years.   1   2   3   4   5

35. I find parenting a challenging, but managable responsibility.   1   2   3   4   5

36. Overall, I feel my children are supportive of me.   1   2   3   4   5

37. I can always count on my relatives to help me out.   1   2   3   4   5

38. I participate in gatherings or events with relatives.   1   2   3   4   5

39. I feel that my relatives take from me, but give little in return.   1   2   3   4   5

40. I try to keep in touch with my relatives as much as possible.   1   2   3   4   5

41. I feel that my relatives take from me, but give little in return.   1   2   3   4   5

42. I ignore criticisms of how I or my family "should" behave as males and females.   1   2   3   4   5

1	2	3	4	5
NOT AT ALL	MINIMALLY	MODERATELY	VERY WELL	DOES NOT APPLY TO MY SITUATION

(Circle one response for each statement.)

43. I am comfortable with the roles and responsibilities that I currently have.   1   2   3   4   5

44. I feel overwhelmed with the responsibilities I am given.   1   2   3   4   5

45. I feel restricted by the roles and responsibilities I currently have.   1   2   3   4   5

46. I take advantage of local programs and resources aimed at helping those in my situation.   1   2   3   4   5

47. I would seek professional counseling if I or a family member could not handle our problems.   1   2   3   4   5

48. I have people with whom I can discuss my concerns.   1   2   3   4   5

49. I tend to rely on myself to solve problems.   1   2   3   4   5

50. I have friends that I can seek out who understand how difficult it is for me at times.   1   2   3   4   5

51. I plan time for myself to relieve tensions (jogging, exercise, meditation, etc.)   1   2   3   4   5

52. My schedule has enough flexibility to allow me to keep up with my responsibilities.   1   2   3   4   5

53. My current financial situation allows me to purchase outside help or modern conveniences when necessary.   1   2   3   4   5

54. I have good management skills that help me reach my goals and control my life.   1   2   3   4   5

55. My current living quarters provide enough room to do the things I like.   1   2   3   4   5

If CURRENTLY MARRIED, PLEASE CONTINUE on to the next page.

N/A

(You are now finished with this section.)

Please answer the following questions in terms of how you perceive YOUR MARRIAGE.

Please use the following response scale for the next ten questions.

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

(Circle one response for each statement.)

1. We ask each other for help.   1 2 3 4 5

2. We each act as leaders in our marriage.   1 2 3 4 5

3. We like to spend time with each other.   1 2 3 4 5

4. We change our ways of handling tasks.   1 2 3 4 5

5. We feel very close to each other.   1 2 3 4 5

6. Rules change in our marriage.   1 2 3 4 5

7. We consult each other on our decisions.   1 2 3 4 5

8. We shift household responsibilitites from person to person.   1 2 3 4 5

9. Togetherness is a top priority.   1 2 3 4 5

10. It is hard to identify the leader in our marriage.   1 2 3 4 5

Please use the following response scale for the second ten questions.

1 STRONGLY AGREE	2 MODERATELY AGREE	3 NEITHER AGREE NOR DISAGREE	4 MODERATELY DISAGREE	5 STRONGLY DISAGREE

(Circle one response for each statement.)

1. I am not pleased with the personality characteristics and personal habits of my partner.   1 2 3 4 5

2. I am very happy with how we handle role responsibilities in our marriage.   1 2 3 4 5

3. I am not happy about our communication and feel my partner does not understand me.   1 2 3 4 5

4. I am very happy about how we make decisions and resolve conflicts.   1 2 3 4 5

5. I am unhappy about our financial position and the way we make financial decisions.   1 2 3 4 5

6. I am very happy with how we manage our leisure activities and the time we spend together.   1 2 3 4 5

7. I am very pleased about how we express affection and relate sexually.   1 2 3 4 5

8. I am not satisfied with the way we each handle our responsibilitites as parents.   1 2 3 4 5

9. I am dissatisfied about our relationship with my parents, in-laws, and/or friends.   1 2 3 4 5

10. I feel very good about how we each practice our religious beliefs and values.   1 2 3 4 5

COMPLETE THIS SECTION ONLY IF YOU HAVE CHILDREN

Please use the following response scale for the next set of questions.

1 STRONGLY AGREE	2 MODERATELY AGREE	3 NEITHER AGREE NOR DISAGREE	4 MODERATELY DISAGREE	5 STRONGLY DISAGREE

(Circle one response for each statement.)

1. Family members ask each other for help. 1 2 3 4 5

2. In solving problems, the children's suggestions are followed. 1 2 3 4 5

3. We approve of each other's friends. 1 2 3 4 5

4. Children have a say in their discipline. 1 2 3 4 5

5. We like to do things with just our immediate family. 1 2 3 4 5

6. Different persons act as leaders in our family. 1 2 3 4 5

7. Family members feel closer to other family members than to people outside the family. 1 2 3 4 5

8. Our family changes its way of handling tasks. 1 2 3 4 5

9. Family members like to spend free time with each other. 1 2 3 4 5

10. Parent(s) and children discuss punishment together. 1 2 3 4 5

11. Family members feel very close to each other. 1 2 3 4 5

12. The children make the decisions in our family. 1 2 3 4 5

13. When our family gets together for activities, everybody is present. 1 2 3 4 5

14. Rules change in our family. 1 2 3 4 5

15. We can easily think of things to do together as a family. 1 2 3 4 5

16. We shift household responsibilities from person to person. 1 2 3 4 5

17. Family members consult other family members on their decisions. 1 2 3 4 5

18. It is hard to identify the leader(s) in our family. 1 2 3 4 5

19. Family togetherness is very important. 1 2 3 4 5

20. It is hard to tell who does which household chores. 1 2 3 4 5

THANK YOU

COMPLETE THIS SECTION ONLY IF YOU HAVE CHILDREN

Please use the following response scale for the next set of questions.

1 STRONGLY AGREE	2 MODERATELY AGREE	3 NEITHER AGREE NOR DISAGREE	4 MODERATELY DISAGREE	5 STRONGLY DISAGREE

(Circle one response for each statement.)

1. Family members ask each other for help.   1 2 3 4 5

2. In solving problems, the children's suggestions are followed.   1 2 3 4 5

3. We approve of each other's friends.   1 2 3 4 5

4. Children have a say in their discipline.   1 2 3 4 5

5. We like to do things with just our immediate family.   1 2 3 4 5

6. Different persons act as leaders in our family.   1 2 3 4 5

7. Family members feel closer to other family members than to people outside the family.   1 2 3 4 5

8. Our family changes its way of handling tasks.   1 2 3 4 5

9. Family members like to spend free time with each other.   1 2 3 4 5

10. Parent(s) and children discuss punishment together.   1 2 3 4 5

11. Family members feel very close to each other.   1 2 3 4 5

12. The children make the decisions in our family.   1 2 3 4 5

13. When our family gets together for activities, everybody is present.   1 2 3 4 5

14. Rules change in our family.   1 2 3 4 5

15. We can easily think of things to do together as a family.   1 2 3 4 5

16. We shift household responsibilities from person to person.   1 2 3 4 5

17. Family members consult other family members on their decisions.   1 2 3 4 5

18. It is hard to identify the leader(s) in our family.   1 2 3 4. 5

19. Family togetherness is very important.   1 2 3 4 5

20. It is hard to tell who does which household chores.   1 2 3 4 5

THANK YOU

APPENDIX B

FAMILY BACKGROUND FORM

FAMILY BACKGROUND FORM

ID#_____

1. Please provide the following information about all of YOUR CHILDREN:

	1st	2nd	3rd	4th	5th	6th	7th	8th#
Age (years old) (See note if deceased)*								
Sex M=Male F=Female	M F	M F	M F	M F	M F	M F	M F	M F
Currently at home Y=Yes N=No	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
If gone, age left home								
Reason left home+								

If you have more than eight children, please ask the coordinator for the Family Background Form/Additional Children Page.

* If no longer living, please give age and month/year of death.

+ Please use the following numbers for reasons:
1-Reached adulthood
2-Going to college/Other training
3-Living with other parent
4-Living with other relatives
5-Ran away
6-Court placement/other institutionalization
7-Adopted out
8-Other (please explain briefly)

2. Please indicate whether any of the above children were step-children:
(circle number of the child)

Child #   1   2   3   4   5   6   7   8

3. Please indicate whether any of the above children were adopted:
(circle number of the child)

Child #   1   2   3   4   5   6   7   8

4. Were there any pregnancies which did not reach full-term? If so, provide year(s):

_____

5. Is/are there any child(ren) that is not expected to move out of the home upon reaching adulthood? If so, please indicate number of the child and the reason:

_____
(handicap, accident, caretaker of elderly parent, other)

6. If all children are on their own, what was the date of the last child's departure?
_____
(month/year)

7. Have any previously established adult children returned to live with you?
If so, please give:

Age of child   Dates (mo/yr)   Reason
(when returned)   from   to

_____   _____   _____   _____
_____   _____   _____   _____

OTHER HOUSEHOLD MEMBERS

8. Are there currently or have there been others living in your household besides husband, wife, and your children since leaving your parents' home?

YES   NO

If YES, please continue. If NO, skip to item 9.

			1	2	3	4	5
Nieces or nephews?	Yes No	Age (when came) Sex Yr/Month came Yr/Month left					
Brothers/Sisters?	Yes/No	Age (when came) Sex Yr/Month came Yr/Month left					
Grandchildren?	Yes No	Age (when came) Sex Yr/Month came Yr/Month left					
Parents?	Yes No	Age (when came) Sex Yr/Month came Yr/Month left					
Others: such as other relatives, friends or boarders. (Please specify relationship on lines provided below)	Yes No	Age (when came) Sex Yr/Month came Yr/Month left					

1_____ 2_____ 3_____

4_____ 5_____

9. Please indicate the amount of yearly income your family currently has available from the following sources:

Husband:	Wife:	Other Sources: (Investments, Other family members, etc.)
_____ $0 to 4,999	_____ $0 to 4,999	_____ $0 to 4,999
_____ $5,000 to 9,999	_____ $5,000 to 9,999	_____ $5,000 to 9,999
_____ $10,000 to 14,999	_____ $10,000 to 14,999	_____ $10,000 to 14,999
_____ $15,000 to 24,999	_____ $15,000 to 24,999	_____ $15,000 to 24,999
_____ $25,000 to 39,999	_____ $25,000 to 39,999	_____ $25,000 to 39,999
_____ $40,000+	_____ $40,000+	_____ $40,000+

THANK YOU

ID#_____

FAMILY BACKGROUND FORM

ADDITIONAL CHILDREN PAGE

Please continue providing the requested information about YOUR CHILDREN.

	9th	10th	11th	12th	13th	14th	15th	16th
Age (years old) (See note if deceased)*								
Sex M=Male F=Female	M F	M F	M F	M F	M F	M F	M F	M F
Currently Y=Yes at home N=No	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
If gone, age left home								
Reason left home+								

* If no longer living, please give age and month/year of death

+ Please use the following numbers for reasons:

     1-Reached adulthood   5-Ran away
     2-Living with other parent   6-Court placement or other
     3-Living with other relatives   institutionalization
     4-Adopted out   7-Other (please explain briefly)

APPENDIX C

INDIVIDUAL DEVELOPMENTAL SCALES

Listed below are activities, feelings and experiences that commonly occur for INDIVIDUALS at your age.

For each statement, please indicate:

PART 1) Your personal experience(s) during the ages of FEMALES 18-21/MALES 17-22

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–have experienced this issue, do not expect to happen again during this stage.	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	INDIVIDUAL - FEMALES 18-21/MALES 17-22
NA OVER NOW LATER	6 5 4 3 2 1	1. Developing a sense of how I can contribute as an adult in the community.
NA OVER NOW LATER	6 5 4 3 2 1	2. Planning for a family.
NA OVER NOW LATER	6 5 4 3 2 1	3. Looking for a serious relationship with a person of the opposite sex.
NA OVER NOW LATER	6 5 4 3 2 1	4. Gaining family's respect as an individual who is growing up and independent.
NA OVER NOW LATER	6 5 4 3 2 1	5. Identifying more as an adult than as a young person.
NA OVER NOW LATER	6 5 4 3 2 1	6. Developing relationships with older adults who encourage and support my skills and abilities.
NA OVER NOW LATER	6 5 4 3 2 1	7. Collecting own possessions instead of borrowing and using family's.

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
     Experiencing
LATER –Expect to
     Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	INDIVIDUAL - FEMALES 18-21/MALES 17-22
NA OVER NOW LATER	6 5 4 3 2 1	8. Beginning to identify and develop skills in activities and interests that I want to participate in over my lifetime.
NA OVER NOW LATER	6 5 4 3 2 1	9. Developing close relationships with people outside of my family.
NA OVER NOW LATER	6 5 4 3 2 1	10. Decreasing reliance on parents for emotional/psychological support.
NA OVER NOW LATER	6 5 4 3 2 1	11. Being economically independent from parents.
NA OVER NOW LATER	6 5 4 3 2 1	12. Taking responsibility for the results of my actions.
NA OVER NOW LATER	6 5 4 3 2 1	13. Identifying work and career goals that fit with personal interests and abilities.
NA OVER NOW LATER	6 5 4 3 2 1	14. Developing a personal identity and a clearer sense of who I am.
NA OVER NOW LATER	6 5 4 3 2 1	15. Developing an increased awareness and interest in the needs of other people.
NA OVER NOW LATER	6 5 4 3 2 1	16. Viewing my current work as temporary and not regarding it as a permanent life long vocation.
NA OVER NOW LATER	6 5 4 3 2 1	17. Feeling overly dependent on others for support, approval, and direction.
NA OVER NOW LATER	6 5 4 3 2 1	18. Becoming comfortable with my adult identity and new level of independence.
NA OVER NOW LATER	6 5 4 3 2 1	19. Feeling concerned that defining personal life goals and interests will make it difficult to find a suitable mate.
NA OVER NOW LATER	6 5 4 3 2 1	20. Being criticized by family/freinds for career choice or amount of attention given to it.

Listed below are activities, feelings and experiences that commonly occur for INDIVIDUALS at your age.

For each statement, please indicate:

PART 1) Your personal experience(s) during the ages of FEMALES 22-29/MALES 23-28.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–have experienced this issue, do not expect to happen again during this stage.	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	INDIVIDUAL – FEMALES 22-29/MALES 23-28
NA OVER NOW LATER	6 5 4 3 2 1	1. Allowing the goals of other people that are close to me to become more important than my own.
NA OVER NOW LATER	6 5 4 3 2 1	2. Difficulty in balancing responsibilities of both a family and a career.
NA OVER NOW LATER	6 5 4 3 2 1	3. Placing more emphasis on career goals than on the family.
NA OVER NOW LATER	6 5 4 3 2 1	4. Discontinuing many of the roles and friendships developed in high school.
NA OVER NOW LATER	6 5 4 3 2 1	5. Feelings of frustration in defining roles and balancing responsibilities of both a family and a career.
NA OVER NOW LATER	6 5 4 3 2 1	6. Establishing living arrangements apart from the family unit I grew up with.

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
    Experiencing
LATER –Expect to
    Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	INDIVIDUAL – FEMALES 22-29/MALES 23-28
NA OVER NOW LATER	6 5 4 3 2 1	7. Participating in as many different opportunities/situations as possible.
NA OVER NOW LATER	6 5 4 3 2 1	8. Placing more emphasis on family than a career.
NA OVER NOW LATER	6 5 4 3 2 1	9. Developing and maintaining close emotional relationships with others.
NA OVER NOW LATER	6 5 4 3 2 1	10. Having a decreased level of personal stress since marriage.
NA OVER NOW LATER	6 5 4 3 2 1	11. If married, feeling more settled regarding the future.
NA OVER NOW LATER	6 5 4 3 2 1	12. Becoming a full-fledged part of the adult world.
NA OVER NOW LATER	6 5 4 3 2 1	13. Dealing with indifference or resistance from others because of my efforts to establish a professional status.
NA OVER NOW LATER	6 5 4 3 2 1	14. If single, being pressured or receiving expressions of concern from parents and friends about marriage.
NA OVER NOW LATER	6 5 4 3 2 1	15. Quitting job after child was born.
NA OVER NOW LATER	6 5 4 3 2 1	16. Reducing job time after child was born.
NA OVER NOW LATER	6 5 4 3 2 1	17. Feeling a sense of confinement due to marital and family roles.
NA OVER NOW LATER	6 5 4 3 2 1	18. Overload due to numerous responsibilities.
NA OVER NOW LATER	6 5 4 3 2 1	19. Emotional satisfaction from having a child(ren).
NA OVER NOW LATER	6 5 4 3 2 1	20. Making decisions that will serve as a framework for the rest my life. (career, childbearing, or delaying parenting)
NA OVER NOW LATER	6 5 4 3 2 1	21. Working to attain personal fulfillment–not forced to work due to financial need.

PART 1	PART 2
NA –Not Applicable OVER–Have Experienced NOW–Currently Experiencing LATER –Expect to Experience	6 –Very Difficult 5 –Difficult 4 –Somewhat Difficult 3 –Somewhat Easy 2 –Easy 1 –Very Easy

PART 1	PART 2	INDIVIDUAL - FEMALES 22-29/MALES 23-28
NA OVER NOW LATER	6 5 4 3 2 1	22. Feeling satisfied with child care arrangements.
NA OVER NOW LATER	6 5 4 3 2 1	23. Receiving adequate cooperation and support from spouse.
NA OVER NOW LATER	6 5 4 3 2 1	24. Maintaining close involvement with mate.
NA OVER NOW LATER	6 5 4 3 2 1	25. If childless, feeling increased social pressure to have a child.
NA OVER NOW LATER	6 5 4 3 2 1	26. Increasing internal pressure to have a child if it is part of personal goals.
NA OVER NOW LATER	6 5 4 3 2 1	27. Feeling pulled in many directions due to the variety of demands that need to be met.
NA OVER NOW LATER	6 5 4 3 2 1	28. Completion of major life choices regarding work.
NA OVER NOW LATER	6 5 4 3 2 1	29. Completion of major life choices regarding marriage.

Listed below are activities, feelings and experiences that commonly occur for INDIVIDUALS at your age.

For each statement, please indicate:

PART 1) Your personal experience(s) during the ages of FEMALES 30-34/MALES 29-33.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA -Not Applicable	6 -Very Difficult
OVER-have experienced this issue, do not expect to happen again during this stage.	5 -Difficult
	4 -Somewhat Difficult
	3 -Somewhat Easy
NOW-Currently experiencing; OR have experienced and expect to happen again.	2 -Easy
	1 -Very Easy
LATER-Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	INDIVIDUAL - FEMALES 30-34/MALES 29-33
NA OVER NOW LATER	6 5 4 3 2 1	1. Focusing less on family and more on interests and work.
NA OVER NOW LATER	6 5 4 3 2 1	2. Feeling confined by current lifestyle.
NA OVER NOW LATER	6 5 4 3 2 1	3. Beginning to review and question activities and purpose in my life.
NA OVER NOW LATER	6 5 4 3 2 1	4. Becoming more committed to the activities in which I am currently involved.
NA OVER NOW LATER	6 5 4 3 2 1	5. Identifying personal and lifestyle patterns for the next few years.
NA OVER NOW LATER	6 5 4 3 2 1	6. Identifying career goals for the next few years.
NA OVER NOW LATER	6 5 4 3 2 1	7. Feeling an increased need to have a/another child.

PART 1	PART 2
NA –Not Applicable OVER–Have Experienced NOW–Currently Experiencing LATER –Expect to Experience	6 –Very Difficult 5 –Difficult 4 –Somewhat Difficult 3 –Somewhat Easy 2 –Easy 1 –Very Easy

PART 1	PART 2	INDIVIDUAL - FEMALES 30-34/MALES 29-33
NA OVER NOW LATER	6 5 4 3 2 1	8. Viewing life as providing fewer rewards and somewhat higher demands than anticipated.
NA OVER NOW LATER	6 5 4 3 2 1	9. Spending more time with the family and less time time on work.
NA OVER NOW LATER	6 5 4 3 2 1	10. Developing increased independence/identity from parents, spouse, and children.
NA OVER NOW LATER	6 5 4 3 2 1	11. Feelings of not being needed as children begin school.
NA OVER NOW LATER	6 5 4 3 2 1	12. Beginning to seek new sources of satisfaction and personal fulfillment.
NA OVER NOW LATER	6 5 4 3 2 1	13. Increasing amount of resistance or resentment from my family towards my independent decisions and development of personal interests.
NA OVER NOW LATER	6 5 4 3 2 1	14. Attempting to define myself clearly.
NA OVER NOW LATER	6 5 4 3 2 1	15. Becoming more action oriented or assertive instead of being passive or compliant.
NA OVER NOW LATER	6 5 4 3 2 1	16. Decreasing conformity to traditional sex-role traits.
NA OVER NOW LATER	6 5 4 3 2 1	17. Feelings of guilt for "neglecting" child(ren).
NA OVER NOW LATER	6 5 4 3 2 1	18. Returning to work or increasing my hours at work outside of the home.
NA OVER NOW LATER	6 5 4 3 2 1	19. Feeling that family commitments have slowed down career progress.
NA OVER NOW LATER	6 5 4 3 2 1	20. Personal commitment to my family has resulted in others questioning the seriousness of my commitment to my work.
NA OVER NOW LATER	6 5 4 3 2 1	21. Returning to school to complete education terminated earlier.

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
     Experiencing
LATER –Expect to
     Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	INDIVIDUAL - FEMALES 30-34/MALES 29-33
NA OVER NOW LATER	6 5 4 3 2 1	22. Tending to be more serious and restrictive about my approach to life.
NA OVER NOW LATER	6 5 4 3 2 1	23. Reviewing my life and making changes, modifications, exclusions, and additions.
NA OVER NOW LATER	6 5 4 3 2 1	24. Beginning to modify and enrich certain aspects of my lifestyle.
NA OVER NOW LATER	6 5 4 3 2 1	25. Feeling overwhelmed or incapable of making my situation better.
NA OVER NOW LATER	6 5 4 3· 2 1	26. Increase in marital problems.
NA OVER NOW LATER	6 5 4 3 2 1	27. Divorce.
NA OVER NOW LATER	6 5 4 3 2 1	28. Occupational changes such as shift in kind of work; settling down into one area; newness from promotion or advancement; change in my definition of the meaning and goals of work.
NA OVER NOW LATER	6 5 4 3 2 1	29. Entering into counseling.
NA OVER NOW LATER	6 5 4 3 2 1	30. Feelings of excitement, growth and personal rediscovery with increase in free time.
NA OVER NOW LATER	6 5 4 3 2 1	31. Sensing that choices being made by me are crucial for the time period ahead.
NA OVER NOW LATER	6 5 4 3 2 1	32. Feelings of guilt for "neglecting" spouse.
NA OVER NOW LATER	6 5 4 3 2 1	33. Feeling that my current life is highly stressful.

Listed below are activities, feelings and experiences that commonly occur for INDIVIDUALS at your age.

For each statement, please indicate:

PART 1) Your personal experience(s) during the ages of FEMALES 35-43/MALES 34-40.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
– – – – – – –	
OVER–have experienced this issue, do not expect to happen again <u>during this stage.</u>	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
– – – – – – –	
LATER–Have not experienced, but expect to happen <u>during this stage.</u>	

PART 1	PART 2	INDIVIDUAL – FEMALES 35-43/MALES 34-40
NA OVER NOW LATER	6 5 4 3 2 1	1. Reentering the work force or making a major job/career change.
NA OVER NOW LATER	6 5 4 3 2 1	2. Feeling a temptation to run-away from home and responsibilities.
NA OVER NOW LATER	6 5 4 3 2 1	3. Making radical changes in my life.
NA OVER NOW LATER	6 5 4 3 2 1	4. Divorce.
NA OVER NOW LATER	6 5 4 3 2 1	5. Moving to a different home or residence.
NA OVER NOW LATER	6 5 4 3 2 1	6. Clarifying my personal goals and future life direction.
NA OVER NOW LATER	6 5 4 3 2 1	7. Increasing openness to marital infidelity.
NA OVER NOW LATER	6 5 4 3 2 1	8. Becoming more committed to people and activities that you value.
NA OVER NOW LATER	6 5 4 3 2 1	9. Becoming a grandparent for the first time.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–Have Experienced	5 –Difficult
NOW–Currently	4 –Somewhat Difficult
Experiencing	3 –Somewhat Easy
LATER –Expect to	2 –Easy
Experience	1 –Very Easy

PART 1	PART 2	INDIVIDUAL - FEMALES 35-43/MALES 34-40
NA OVER NOW LATER	6 5 4 3 2 1	10. Being conscious of reaching life's half-way point.
NA OVER NOW LATER	6 5 4 3 2 1	11. Increasing concerns about my health.
NA OVER NOW LATER	6 5 4 3 2 1	12. Finding role choices restricted by economic situation.
NA OVER NOW LATER	6 5 4 3 2 1	13. Growing and changing as a person and having positive feelings about myself.
NA OVER NOW LATER	6 5 4 3 2 1	14. Feeling of being in my prime.
NA OVER NOW LATER	6 5 4 3 2 1	15. Decreasing amount of dependency on my spouse.
NA OVER NOW LATER	6 5 4 3 2 1	16. Attaining a desired level of competence in job.
NA OVER NOW LATER	6 5 4 3 2 1	17. Completing a timetable for the advancement of my personal goals.
NA OVER NOW LATER	6 5 4 3 2 1	18. Feelings of being a full-fledged adult member of society.
NA OVER NOW LATER	6 5 4 3 2 1	19. Having a greater measure of authority with those around me.
NA OVER NOW LATER	6 5 4 3 2 1	20. Feeling torn between the desire for independence and the need for affirmation, respect and reward.
NA OVER NOW LATER	6 5 4 3 2 1	21. Achieving new rewards as well as greater responsibilities and pressures.
NA OVER NOW LATER	6 5 4 3 2 1	22. Giving up more of the little child inside of me to become the evolving adult.
NA OVER NOW LATER	6 5 4 3 2 1	23. Increasing conflicts with spouse, children, lover, boss, friends, and/or co-workers.
NA OVER NOW LATER	6 5 4 3 2 1	24. Experiencing some feelings of deprivation, exploitation and being controlled by others.

PART 1	PART 2

NA -Not Applicable
OVER-Have Experienced
NOW-Currently
     Experiencing
LATER -Expect to
     Experience
	6 -Very Difficult
	5 -Difficult
	4 -Somewhat Difficult
	3 -Somewhat Easy
	2 -Easy
	1 -Very Easy

PART 1	PART 2	INDIVIDUAL - FEMALES 35-43/MALES 34-40
NA OVER NOW LATER	6 5 4 3 2 1	25. Becoming independent of mentors who were influential in guiding my earlier professional life.
NA OVER NOW LATER	6 5 4 3 2 1	26. Beginning to direct the future course of my own development and lifestyle to reflect my own personal priorities.
NA OVER NOW LATER	6 5 4 3 2 1	27. Planning for economic security and career advancement.
NA OVER NOW LATER	6 5 4 3 2 1	28. Pursuing goal-directed activities aimed at advancement, particularly work-related.
NA OVER NOW LATER	6 5 4 3 2 1	29. Decreasing number of social activities.
NA OVER NOW LATER	6 5 4 3 2 1	30. Feelings of being well-adapted and contented.
NA OVER NOW LATER	6 5 4 3 2 1	31. Desiring to be youthful again.
NA OVER NOW LATER	6 5 4 3 2 1	32. Beginning a decline in self-image.
NA OVER NOW LATER	6 5 4 3 2 1	33. Feeling inner conflict when reevaluating previously held ideas about life.
NA OVER NOW LATER	6 5 4 3 2 1	34. Previously identified life goals appearing to be unattainable.
NA OVER NOW LATER	6 5 4 3 2 1	35. Developing physical symptoms of the aging process.
NA OVER NOW LATER	6 5 4 3 2 1	36. Perceiving that time to accomplish my hopes and dreams is running out.
NA OVER NOW LATER	6 5 4 3 2 1	37. Death becoming more of a reality when friends or parent dies.
NA OVER NOW LATER	6 5 4 3 2 1	38. Feeling that the reality of life is harsher than previously expected.
NA OVER NOW LATER	6 5 4 3 2 1	39. Declining physical powers that were taken granted in my youth.
NA OVER NOW LATER	6 5 4 3 2 1	40. Decreasing need for stereotypical roles.
NA OVER NOW LATER	6 5 4 3 2 1	41. Experiencing a spiritual dilemma that there are no absolute answers.
NA OVER NOW LATER	6 5 4 3 2 1	42. Trying to gain a more realistic view of myself and others.

Listed below are activities, feelings and experiences that commonly occur for INDIVIDUALS at your age.

For each statement, please indicate:

PART 1) Your personal experience(s) during the ages of FEMALES 44-47/MALES 40-45.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–have experienced this issue, do not expect to happen again during this stage.	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	INDIVIDUAL - FEMALES 44-47/MALES 40-45
NA OVER NOW LATER	6 5 4 3 2 1	1. Feeling loss of my youthful appearance and/or feeling less attractive than before.
NA OVER NOW LATER	6 5 4 3 2 1	2. Body physically less responsive than it used to be.
NA OVER NOW LATER	6 5 4 3 2 1	3. Desire to make the best of remaining years, it is now-or-never.
NA OVER NOW LATER	6 5 4 3 2 1	4. Planning to start activities that have been put off previously.
NA OVER NOW LATER	6 5 4 3 2 1	5. Giving consideration to leaving my marriage.
NA OVER NOW LATER	6 5 4 3 2 1	6. Dealing with unresolved feelings about my parents.
NA OVER NOW LATER	6 5 4 3 2 1	7. Enjoying current responsibilities.
NA OVER NOW LATER	6 5 4 3 2 1	8. Beginning to mentor others at work place.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–Have Experienced	5 –Difficult
NOW–Currently	4 –Somewhat Difficult
Experiencing	3 –Somewhat Easy
LATER –Expect to	2 –Easy
Experience	1 –Very Easy

PART 1	PART 2	INDIVIDUAL – FEMALES 44–47/MALES 40–45
NA OVER NOW LATER	6 5 4 3 2 1	9. Other people beginning to recognize my past achievements.
NA OVER NOW LATER	6 5 4 3 2 1	10. Reaching a more mature level of self–understanding.
NA OVER NOW LATER	6 5 4 3 2 1	11. Personal expectations becoming less idealistic regarding the future– often experiencing a loss of cherished beliefs and values.
NA OVER NOW LATER	6 5 4 3 2 1	12. Reviewing and reevaluating my life accomplishments.
NA OVER NOW LATER	6 5 4 3 2 1	13. Menopause.
NA OVER NOW LATER	6 5 4 3 2 1	14. Fewer activities viewed as rewarding.
NA OVER NOW LATER	6 5 4 3 2 1	15. Loss of familiar roles or major responsibilities resulting in an increase of unstructured time.
NA OVER NOW LATER	6 5 4 3 2 1	16. Perceiving myself as useless, old, and unneeded.
NA OVER NOW LATER	6 5 4 3 2 1	17. Viewing myself as having more independence and freedon to allow for development of my interests.
NA OVER NOW LATER	6 5 4 3 2 1	18. Becoming a grandparent for the first time.
NA OVER NOW LATER	6 5 4 3 2 1	19. Making a career change.
NA OVER NOW LATER	6 5 4 3 2 1	20. Getting remarried.
NA OVER NOW LATER	6 5 4 3 2 1	21. Viewing spouse's new outside interests as threatening to my goals of togetherness.
NA OVER NOW LATER	6 5 4 3 2 1	22. Sensing loss as the children leave home.
NA OVER NOW LATER	6 5 4 3 2 1	23. Having a give and take relationship with spouse, children, friends, work, community and self.

PART 1	PART 2
NA –Not Applicable OVER–Have Experienced NOW–Currently 　　　Experiencing LATER –Expect to 　　　Experience	6 –Very Difficult 5 –Difficult 4 –Somewhat Difficult 3 –Somewhat Easy 2 –Easy 1 –Very Easy

PART 1	PART 2	INDIVIDUAL – FEMALES 44-47/MALES 40-45
NA OVER NOW LATER	6　5　4　3　2　1	24.　Adjusting my priorities and lifestyle to reflect my current personal values.
NA OVER NOW LATER	6　5　4　3　2　1	25.　Reviewing what has been done with early dreams and how they fit with the present.
NA OVER NOW LATER	6　5　4　3　2　1	26.　Searching for ways to live that best combines current desires, values, talents and aspirations.
NA OVER NOW LATER	6　5　4　3　2　1	27.　Having others concerned that I appear to be irrational, upset or sick.
NA OVER NOW LATER	6　5　4　3　2　1	28.　Feelings of confusion, despair, being unable to take action or find a solution.
NA OVER NOW LATER	6　5　4　3　2　1	29.　Widening of commitment to people and things other than work.
NA OVER NOW LATER	6　5　4　3　2　1	30.　Feelings of cynicism, isolation or an inability to believe in anything.
NA OVER NOW LATER	6　5　4　3　2　1	31.　Feeling a sense of irreparable loss due to a difference between my life goals and actual accomplishments.
NA OVER NOW LATER	6　5　4　3　2　1	32.　Forming more flexible values, admiring others in a genuine way.
NA OVER NOW LATER	6　5　4　3　2　1	33.　Increasing my ability to recognize the difference between what I want and what I can realistically have.
NA OVER NOW LATER	6　5　4　3　2　1	34.　Decreasing my need for a spouse/mentor to sustain my career goals.
NA OVER NOW LATER	6　5　4　3　2　1	35.　Giving consideration to improving my current marriage.
NA OVER NOW LATER	6　5　4　3　2　1	36.　Less likely to perceive life situations in terms of absolutes such as right or wrong, black or white, for or against.
NA OVER NOW LATER	6　5　4　3　2　1	37.　Reaching an understanding with my parents about previously unresolved issues.

Listed below are activities, feelings and experiences that commonly occur for INDIVIDUALS at your age.

For each statement, please indicate:

PART 1) Your personal experience(s) during the ages of FEMALES 48-60/MALES 46-60.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
- - - - - - -	
OVER–have experienced this issue, do not expect to happen again during this stage.	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently · experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
- - - - - - -	
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	INDIVIDUAL - FEMALES 48-60/MALES 46-60
NA OVER NOW LATER	6 5 4 3 2 1	1. Having a sense of stable, satisfying life structure for future years.
NA OVER NOW LATER	6 5 4 3 2 1	2. Having a sense of confidence and satisfaction about my level of competency in my work.
NA OVER NOW LATER	6 5 4 3 2 1	3. Feeling a decline in pressures and responsibilities.
NA OVER NOW LATER	6 5 4 3 2 1	4. Becoming a grandparent for the first time.
NA OVER NOW LATER	6 5 4 3 2 1	5. Friendships becoming increasingly important.
NA OVER NOW LATER	6 5 4 3 2 1	6. Having sufficient knowledge and experience to deal easily and competently with normal life events.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–Have Experienced	5 –Difficult
NOW–Currently	4 –Somewhat Difficult
Experiencing	3 –Somewhat Easy
LATER –Expect to	2 –Easy
Experience	1 –Very Easy

PART 1	PART 2	INDIVIDUAL - FEMALES 48-60/MALES 46-60
NA OVER NOW LATER	6 5 4 3 2 1	7. High levels of life satisfaction, low levels of stress, and generally positive attitude about life.
NA OVER NOW LATER	6 5 4 3 2 1	8. Viewing life as rich and my current age as the prime of life.
NA OVER NOW LATER	6 5 4 3 2 1	9. Increasing self–understanding by thinking about myself and my life.
NA OVER NOW LATER	6 5 4 3 2 1	10. Generating actions internally rather than responding to the expectations of others.
NA OVER NOW LATER	6 5 4 3 2 1	11. Feeling a sense of competence, expertise and personal strength.
NA OVER NOW LATER	6 5 4 3 2 1	12. Perceiving myself and my peers as society's most influential decision–makers.
NA OVER NOW LATER	6 5 4 3 2 1	13. Losing my desire to be young again.
NA OVER NOW LATER	6 5 4 3 2 1	14. Viewing my increased sense of maturity and grasp of realities as reassuring attributes of being middle–aged.
NA OVER NOW LATER	6 5 4 3 2 1	15. Desiring to accumulate new accomplishments and satisfactions with my remaining time.
NA OVER NOW LATER	6 5 4 3 2 1	16. Death of my parent(s).
NA OVER NOW LATER	6 5 4 3 2 1	17. Sensing of my own aging process brought about by the loss of a parent.
NA OVER NOW LATER	6 5 4 3 2 1	18. Feeling guilty about distancing from aging parents.
NA OVER NOW LATER	6 5 4 3 2 1	19. Feelings of guilt over any perceived neglect or mistreatment by me of my parents during earlier stages of my life.
NA OVER NOW LATER	6 5 4 3 2 1	20. Minimal personal disruption at the time of my parent's death.

PART 1	PART 2
NA –Not Applicable OVER–Have Experienced NOW –Currently 　　　　Experiencing LATER –Expect to 　　　　Experience	6 –Very Difficult 5 –Difficult 4 –Somewhat Difficult 3 –Somewhat Easy 2 –Easy 1 –Very Easy

PART 1	PART 2	INDIVIDUAL - FEMALES 48-60/MALES 46-60
NA OVER NOW LATER	6 5 4 3 2 1	21. Feeling unsettled about increase in illness and death among my friends/co-workers.
NA OVER NOW LATER	6 5 4 3 2 1	22. Noting physical signs of my aging since age 40.
NA OVER NOW LATER	6 5 4 3 2 1	23. Having enough physical decline to decrease or change prior patterns of activities.
NA OVER NOW LATER	6 5 4 3 2 1	24. Accepting dietary restrictions to control weight, blood pressure, and blood–sugar levels.
NA OVER NOW LATER	6 5 4 3 2 1	25. Feeling that I have a less youthful appearance and a loss of physical attractiveness.
NA OVER NOW LATER	6 5 4 3 2 1	26. Tending to view middle age as 40–60.
NA OVER NOW LATER	6 5 4 3 2 1	27. Facing restrictions in job such as underutilization, loss of promotion potential, termination, or inability to transfer to a new job.
NA OVER NOW LATER	6 5 4 3 2 1	28. Feeling a need to hide or conceal my age from others.
NA OVER NOW LATER	6 5 4 3 2 1	29. Sensing less approval by others when I am involved in youth–oriented activities or exhibiting enthusiasm and playfulness.
NA OVER NOW LATER	6 5 4 3 2 1	30. Emotional problems.
NA OVER NOW LATER	6 5 4 3 2 1	31. Feelings of depression.
NA OVER NOW LATER	6 5 4 3 2 1	32. Increasing time and energy available for myself, possibly developing previously unused capabilities.
NA OVER NOW LATER	6 5 4 3 2 1	33. Ability to accept my dependency on others during an illness, after years of caring for others.

PART 1	PART 2
NA –Not Applicable OVER–Have Experienced NOW–Currently 　　　Experiencing LATER –Expect to 　　　Experience	6 –Very Difficult 5 –Difficult 4 –Somewhat Difficult 3 –Somewhat Easy 2 –Easy 1 –Very Easy

PART 1	PART 2	INDIVIDUAL – FEMALES 48-60/MALES 46-60
NA OVER NOW LATER	6 5 4 3 2 1	34. Increasing my assertiveness and self–direction.
NA OVER NOW LATER	6 5 4 3 2 1	35. Looking for modest evidence of competence if expanding into the work force.
NA OVER NOW LATER	6 5 4 3 2 1	36. Seeking new areas of personal development outside the work place.
NA OVER NOW LATER	6 5 4 3 2 1	37. Appreciating and approving my own ethics, morals and values.
NA OVER NOW LATER	6 5 4 3 2 1	38. Beginning to view money, religion and death differently.
NA OVER NOW LATER	6 5 4 3 2 1	39. Tending to view middle age as 50-70.
NA OVER NOW LATER	6 5 4 3 2 1	40. Decreasing my involvements in community activities.
NA OVER NOW LATER	6 5 4 3 2 1	41. Developing concern over my health and body changes.
NA OVER NOW LATER	6 5 4 3 2 1	42. Decrease in self–esteem at job retirement.
NA OVER NOW LATER	6 5 4 3 2 1	43. Loss of major companions at the work place.
NA OVER NOW LATER	6 5 4 3 2 1	44. Needing to develop new home-based patterns of activity.
NA OVER NOW LATER	6 5 4 3 2 1	45. Feelings of disorientation and uselessness at retirement.
NA OVER NOW LATER	6 5 4 3 2 1	46. Looking for new roles and activities to meet my needs for competence and friendship.
NA OVER NOW LATER	6 5 4 3 2 1	47. Having a sense of confidence and satisfaction about my family relationships.

Listed below are activities, feelings and experiences that commonly occur for INDIVIDUALS at your age.

For each statement, please indicate:

PART 1) Your personal experience(s) during the ages of FEMALES 61+/MALES 61+.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–have experienced this issue, do not expect to happen again during this stage.	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
LATER–Have not experienced, but expect to happen during this stage.	

PART 1				PART 2						INDIVIDUAL – FEMALES 61+/MALES 61+
NA	OVER	NOW	LATER	6	5	4	3	2	1	1. Decrease in self–esteem at job retirement.
NA	OVER	NOW	LATER	6	5	4	3	2	1	2. Loss of major companions at the work place.
NA	OVER	NOW	LATER	6	5	4	3	2	1	3. Needing to develop new home–based patterns of activity.
NA	OVER	NOW	LATER	6	5	4	3	2	1	4. Feelings of disorientation and uselessness at retirement.
NA	OVER	NOW	LATER	6	5	4	3	2	1	5. Looking for new roles and activities to meet my needs for competence and friendship.
NA	OVER	NOW	LATER	6	5	4	3	2	1	6. Having a sense of confidence and satisfaction about my family relationships.
NA	OVER	NOW	LATER	6	5	4	3	2	1	7. Loss of many valued roles and/or abrupt changes in existing roles.

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
        Experiencing
LATER –Expect to
        Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	INDIVIDUAL - FEMALES 61+/MALES 61+
NA OVER NOW LATER	6 5 4 3 2 1	8. Developing daily activities that are suited to present physical abilities.
NA OVER NOW LATER	6 5 4 3 2 1	9. Facing the fact that death is imminent. (unavoidable, approaching)
NA OVER NOW LATER	6 5 4 3 2 1	10. Losing my social network through the death of friends and relatives.
NA OVER NOW LATER	6 5 4 3 2 1	11. Gaining new insights into the meaning of my life.
NA OVER NOW LATER	6 5 4 3 2 1	12. Reviewing my life and making a judgement about my self-worth.
NA OVER NOW LATER	6 5 4 3 2 1	13. Voluntarily withdrawing from prior roles and feeling a sense of relief as some are relinquished.
NA OVER NOW LATER	6 5 4 3 2 1	14. Continuing a full life by developing ways to spend additional free time.
NA OVER NOW LATER	6 5 4 3 2 1	15. Severing of marital emotional bond at spouse's death.
NA OVER NOW LATER	6 5 4 3 2 1	16. Restructuring of my routines, habits, and activities in daily life at spouse's death.
NA OVER NOW LATER	6 5 4 3 2 1	17. Pervading sense of loss in every aspect of my life at spouse's death.
NA OVER NOW LATER	6 5 4 3 2 1	18. Loss of the person who often knew and cared most about my life.
NA OVER NOW LATER	6 5 4 3 2 1	19. Feeling the need to hide grief due to the discomfort that it creates for others.
NA OVER NOW LATER	6 5 4 3 2 1	20. Losing previously attained status and social opportunities.
NA OVER NOW LATER	6 5 4 3 2 1	21. Having personal resources and money available to enjoy travel and other leisure activities.

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
     Experiencing
LATER –Expect to
     Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	INDIVIDUAL – FEMALES 61+/MALES 61+
NA OVER NOW LATER	6 5 4 3 2 1	22. Having personal resources and money available to maintain previous standard of living.
NA OVER NOW LATER	6 5 4 3 2 1	23. Problems due to reduction in or loss of income.
NA OVER NOW LATER	6 5 4 3 2 1	24. Feeling deprived due to a more restricted lifestyle.
NA OVER NOW LATER	6 5 4 3 2 1	25. Facing constraints of health deterioration and loss of energy.
NA OVER NOW LATER	6 5 4 3 2 1	26. Feelings of frustration with body due to limitations it places on activities.
NA OVER NOW LATER	6 5 4 3 2 1	27. Decreasing my desire and need to remain in traditional roles.
NA OVER NOW LATER	6 5 4 3 2 1	28. Continuing to experience satisfying bonds with remaining family and friends.
NA OVER NOW LATER	6 5 4 3 2 1	29. Continuing previously established daily activities until physically unable to continue.
NA OVER NOW LATER	6 5 4 3 2 1	30. Graciously accepting my increasing dependency on others.
NA OVER NOW LATER	6 5 4 3 2 1	31. Becoming increasingly authoritarian or demanding with others.
NA OVER NOW LATER	6 5 4 3 2 1	32. Increasing number of activities with same sex friends.

APPENDIX D

COUPLE DEVELOPMENTAL SCALES

Listed below are activities, feelings and experiences that commonly occur for COUPLES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item during YOUR ENGAGEMENT.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
- - - - - - - -	5 –Difficult
OVER–have experienced this issue, do not expect to happen again during this stage.	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
- - - - - - - -	
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	COUPLE - ENGAGEMENT
NA OVER NOW LATER	6 5 4 3 2 1	1. Partner valuing our relationship above his/her own family.
NA OVER NOW LATER	6 5 4 3 2 1	2. Partner valuing our relationship above his/her own friendships.
NA OVER NOW LATER	6 5 4 3 2 1	3. Valuing our relationship above my own family.
NA OVER NOW LATER	6 5 4 3 2 1	4. Valuing our relationship above my own friends.
NA OVER NOW LATER	6 5 4 3 2 1	5. His family approving of our relationship.
NA OVER NOW LATER	6 5 4 3 2 1	6. Her family approving of our relationship.
NA OVER NOW LATER	6 5 4 3 2 1	7. Discussing birthcontrol and family planning.
NA OVER NOW LATER	6 5 4 3 2 1	8. Discussing our financial arrangements.

PART 1	PART 2
NA –Not Applicable OVER–Have Experienced NOW–Currently Experiencing LATER –Expect to Experience	6 –Very Difficult 5 –Difficult 4 –Somewhat Difficult 3 –Somewhat Easy 2 –Easy 1 –Very Easy

PART 1	PART 2	COUPLE - ENGAGEMENT
NA OVER NOW LATER	6 5 4 3 2 1	9. Discussing how we'll keep contact with our families.
NA OVER NOW LATER	6 5 4 3 2 1	10. Discussing how we'll keep contact with our friendships.
NA OVER NOW LATER	6 5 4 3 2 1	11. Developing a clear communication style between ourselves.
NA OVER NOW LATER	6 5 4 3 2 1	12. Having both mutual and individual leisure time activities.
NA OVER NOW LATER	6 5 4 3 2 1	13. Discussing the duties and responsibilities of our roles as husband and wife.
NA OVER NOW LATER	6 5 4 3 2 1	14. Sharing a common religion or becoming comfortable with separate religions.
NA OVER NOW LATER	6 5 4 3 2 1	15. Adjusting to each other's personality differences.
NA OVER NOW LATER	6 5 4 3 2 1	16. Learning to manage conflictual issues when they arise.
NA OVER NOW LATER	6 5 4 3 2 1	17. Discussing sex–related issues in our relationship.
NA OVER NOW LATER	6 5 4 3 2 1	18. Living together or planning to before getting married.

Listed below are activities, feelings and experiences that commonly occur for COUPLES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item during YOUR FIRST TWO YEARS OF MARRIAGE.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
– – – – – – –	5 –Difficult
OVER–have experienced this issue, do not expect to happen again during this stage.	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
– – – – – – –	
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	COUPLE - MARRIED UP TO 2 YEARS, NO CHILDREN
NA OVER NOW LATER	6 5 4 3 2 1	1. Learning to accept characteristics about partner discovered after marriage.
NA OVER NOW LATER	6 5 4 3 2 1	2. Viewing ourselves as a couple.
NA OVER NOW LATER	6 5 4 3 2 1	3. Friends treating us as a couple.
NA OVER NOW LATER	6 5 4 3 2 1	4. Husband's family treating us as a couple.
NA OVER NOW LATER	6 5 4 3 2 1	5. Wife's family treating us as a couple.
NA OVER NOW LATER	6 5 4 3 2 1	6. Dealing with new expectations from each other and from those around us since we have been a married couple.
NA OVER NOW LATER	6 5 4 3 2 1	7. Gradually sharing more intimately about ourselves since being married.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–Have Experienced	5 –Difficult
NOW–Currently	4 –Somewhat Difficult
Experiencing	3 –Somewhat Easy
LATER –Expect to	2 –Easy
Experience	1 –Very Easy

PART 1	PART 2	COUPLE - MARRIED UP TO 2 YEARS, NO CHILDREN
NA OVER NOW LATER	6 5 4 3 2 1	8. Jointly considering and coordinating schedules, activities, and future plans.
NA OVER NOW LATER	6 5 4 3 2 1	9. Working out an agreeable division of duties.
NA OVER NOW LATER	6 5 4 3 2 1	10. Developing mutually satisfactory schedules for individual activities.
NA OVER NOW LATER	6 5 4 3 2 1	11. Developing a satisfactory schedule for couple activities.
NA OVER NOW LATER	6 5 4 3 2 1	12. Being able to negotiate and/or compromise in a disagreement to reach a suitable outcome.
NA OVER NOW LATER	6 5 4 3 2 1	13. Wife taking major responsibility for the household.
NA OVER NOW LATER	6 5 4 3 2 1	14. Husband taking the major responsibility as breadwinner.
NA OVER NOW LATER	6 5 4 3 2 1	15. Feeling that life is more settled because of shared activities and plans.

Listed below are activities, feelings and experiences that commonly occur for COUPLES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item from the time that   YOUR OLDEST CHILD WAS BORN
TO 30 MONTHS OF AGE; OR FROM 2 TO 4 1/2 YEARS OF MARRIAGE IF CHILDLESS.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you
experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
– – – – – – –	5 –Difficult
OVER–have experienced this issue, do not expect to happen again during this stage.	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
– – – – – – –	
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	COUPLE - OLDEST CHILD BIRTH TO 30 MONTHS; OR MARRIED 2 TO 4 1/2 YEARS, NO CHILDREN
NA OVER NOW LATER	6 5 4 3 2 1	1. Husband feeling an added burden due to wife's income loss.
NA OVER NOW LATER	6 5 4 3 2 1	2. Experiencing high levels of stress if children seem unhappy.
NA OVER NOW LATER	6 5 4 3 2 1	3. Decrease in marital satisfaction.
NA OVER NOW LATER	6 5 4 3 2 1	4. Negative feelings about one's life.
NA OVER NOW LATER	6 5 4 3 2 1	5. More likely to stay in an unhappy marriage than if I was childless.
NA OVER NOW LATER	6 5 4 3 2 1	6. Choosing to have children because of strong desire to be a parent in spite of complications to lifestyle.

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
    Experiencing
LATER –Expect to
    Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	COUPLE - OLDEST CHILD BIRTH TO 30 MONTHS; OR MARRIED 2 TO 4 1/2 YEARS, NO CHILDREN
NA OVER NOW LATER	6 5 4 3 2 1	7. Husband resenting decline in wife's sexual responsiveness.
NA OVER NOW LATER	6 5 4 3 2 1	8. Limiting the number of children if both partners are working outside the home.
NA OVER NOW LATER	6 5 4 3 2 1	9. Increase/decrease in overall amount of involvement with mate.
NA OVER NOW LATER	6 5 4 3 2 1	10. Feeling different from peers if childless–often viewed by others as abnormal, selfish, immature or unhappy.
NA OVER NOW LATER	6 5 4 3 2 1	11. Increased commitment to my marriage due to the child(ren).
NA OVER NOW LATER	6 5 4 3 2 1	12. Keeping the marital relationship separate from the parenting responsibilities/roles.
NA OVER NOW LATER	6 5 4 3 2 1	13. Getting angry with our child when really frustrated with my spouse.

Listed below are activities, feelings and experiences that commonly occur for COUPLES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item from the time that   YOUR OLDEST CHILD WAS
2 1/2 TO 6 YEARS OF AGE; OR FROM 4 1/2 to 8 YEARS OF MARRIAGE IF CHILDLESS.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you
experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
– – – – – – –	
OVER–have experienced this issue, do not expect to happen again during this stage.	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
– – – – – – –	
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	COUPLE – OLDEST CHILD 30 MONTHS TO 6 YEARS; OR MARRIED 4 1/2 TO 8 YEARS, NO CHILDREN
NA OVER NOW LATER	6 5 4 3 2 1	1. Increasing strain on the marriage.
NA OVER NOW LATER	6 5 4 3 2 1	2. Children replacing marriage in central importance.
NA OVER NOW LATER	6 5 4 3 2 1	3. Work concerns becoming more central.
NA OVER NOW LATER	6 5 4 3 2 1	4. Husband unavailable to wife as she struggles to gain a new identity as the children start school.
NA OVER NOW LATER	6 5 4 3 2 1	5. New awareness of formerly unnoticed changes in our marriage, each other, and/or ourselves.
NA OVER NOW LATER	6 5 4 3 2 1	6. Lessened feelings of marital satisfaction.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–Have Experienced	5 –Difficult
NOW–Currently	4 –Somewhat Difficult
Experiencing	3 –Somewhat Easy
LATER –Expect to	2 –Easy
Experience	1 –Very Easy

PART 1	PART 2	COUPLE - OLDEST CHILD 30 MONTHS TO 6 YEARS; OR MARRIED 4 1/2 TO 8 YEARS, NO CHILDREN
NA OVER NOW LATER	6 5 4 3 2 1	7. Unsettling events lead to a strong need for my spouse who is often unable to understand my concerns.
NA OVER NOW LATER	6 5 4 3 2 1	8. Mate less accepting and tolerant.
NA OVER NOW LATER	6 5 4 3 2 1	9. Coming to agreement with my spouse on how to discipline the child(ren).
NA OVER NOW LATER	6 5 4 3 2 1	10. Being reminded as children begin developing more interests/activities away from home, that we will eventually be alone as a couple again.

Listed below are activities, feelings and experiences that commonly occur for COUPLES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item from the time that   YOUR OLDEST CHILD WAS
6 TO 20 YEARS OF AGE; OR FROM 8 TO 22 YEARS OF MARRIAGE IF CHILDLESS.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you
experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	**6** –Very Difficult
– – – – – – –	
OVER–have experienced this issue, do not expect to happen again _during this stage._	**5** –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	**2** –Easy
	1 –Very Easy
– – – – – – –	
LATER–Have not experienced, but expect to happen _during this stage._	

PART 1	PART 2	COUPLE - OLDEST CHILD 6 TO 20 YEARS; OR MARRIED 8 TO 22 YEARS, NO CHILDREN
NA OVER NOW LATER	6 5 4 3 2 1	1. Feeling satisfied with the degree of success or the point to which my chosen career has developed.
NA OVER NOW LATER	6 5 4 3 2 1	2. Feeling satisfied with my partner's degree of success or the point to which their career has developed.
NA OVER NOW LATER	6 5 4 3 2 1	3. Attaining most of my personal ambitions.
NA OVER NOW LATER	6 5 4 3 2 1	4. Partner's attaining of most of their personal ambitions.
NA OVER NOW LATER	6 5 4 3 2 1	5. Interactions as a couple are fairly routine, comfortable and predictable.

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
      Experiencing
LATER –Expect to
      Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	COUPLE - OLDEST CHILD 6 TO 20 YEARS; OR MARRIED 8 TO 22 YEARS, NO CHILDREN
NA OVER NOW LATER	6 5 4 3 2 1	6. Reconsidering or re-examining original marriage vows in regard to staying together or separating.
NA OVER NOW LATER	6 5 4 3 2 1	7. Giving consideration to divorce.
NA OVER NOW LATER	6 5 4 3 2 1	8. Children growing up forcing change in the marital interactions.
NA OVER NOW LATER	6 5 4 3 2 1	9. Making changes and adjusting to them fairly easily.
NA OVER NOW LATER	6 5 4 3 2 1	10. Power and control struggles with our teenager creating problems in our marriage.
NA OVER NOW LATER	6 5 4 3 2 1	11. Learning to manage problems in the marriage resulting from power and control struggles with our teenager.
NA OVER NOW LATER	6 5 4 3 2 1	12. Experiencing a low amount of marital satisfaction.

Listed below are activities, feelings and experiences that commonly occur for COUPLES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item from the time that YOUR FIRST CHILD LEFT HOME TO RETIREMENT; OR FROM YOUR 22ND YEAR OF MARRIAGE TO RETIREMENT IF CHILDLESS.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
- - - - - - -	5 –Difficult
OVER–have experienced this issue, do not expect to happen again during this stage.	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
- - - - - - -	
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	COUPLE – FIRST CHILD LEFT HOME UP TO RETIREMENT; OR MARRIED 22 OR MORE YEARS, NO CHILDREN
NA OVER NOW LATER	6 5 4 3 2 1	1. Development of tension in the marital relationship as the children begin leaving home.
NA OVER NOW LATER	6 5 4 3 2 1	2. Feelings of having spent more time relating to each other as parents in the past few years than as a married couple.
NA OVER NOW LATER	6 5 4 3 2 1	3. Developing a positive relationship with grown child(ren).
NA OVER NOW LATER	6 5 4 3 2 1	4. As grandparents, participating in a comfortable manner with our grown children and grandchildren.
NA OVER NOW LATER	6 5 4 3 2 1	5. Defining role as a grandparent in a manner comfortable to us and our grown child(ren).

PART 1	PART 2
NA –Not Applicable **OVER**–Have Experienced **NOW**–Currently 　　　Experiencing **LATER** –Expect to 　　　Experience	**6** –Very Difficult **5** –Difficult **4** –Somewhat Difficult **3** –Somewhat Easy **2** –Easy **1** –Very Easy

PART 1	PART 2	COUPLE - FIRST CHILD LEFT HOME UP TO RETIREMENT; OR　MARRIED 22 OR MORE YEARS, NO CHILDREN
NA OVER NOW LATER	6　5　4　3　2　1	6. Adjusting interactions with each other as just a married couple again.
NA OVER NOW LATER	6　5　4　3　2　1	7. Experiencing the death of at least one of our parents in the past few years.
NA OVER NOW LATER	6　5　4　3　2　1	8. Developing other activities as the children leave the home.
NA OVER NOW LATER	6　5　4　3　2　1	9. Our sexual relationship provides more than physical excitement.
NA OVER NOW LATER	6　5　4　3　2　1	10. Having more positive feelings about marriage when the children leave home.
NA OVER NOW LATER	6　5　4　3　2　1	11. Increase in mutual companionship, support and understanding.
NA OVER NOW LATER	6　5　4　3　2　1	12. Increase of shared activities and communication within the marriage.
NA OVER NOW LATER	6　5　4　3　2　1	13. Less focus on sex-related roles, reshaping of the relationship.
NA OVER NOW LATER	6　5　4　3　2　1	14. Wife less dependent on husband for approval.
NA OVER NOW LATER	6　5　4　3　2　1	15. More equal sharing in decision making, household tasks and leisure-time activities.

Listed below are activities, feelings and experiences that commonly occur for COUPLES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item since RETIREMENT.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
– – – – – – –	
OVER–have experienced this issue, do not expect to happen again during this stage.	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
– – – – – – –	
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	COUPLE - RETIREMENT
NA OVER NOW LATER	6 5 4 3 2 1	1. Experiencing several years of tranquility between children leaving home and retirement.
NA OVER NOW LATER	6 5 4 3 2 1	2. Difficulty adjusting to continuous time together at the beginning of retirement.
NA OVER NOW LATER	6 5 4 3 2 1	3. Developing new ways to satisfactorily use my personal time.
NA OVER NOW LATER	6 5 4 3 2 1	4. Experiencing conflict at the beginning of retirement.
NA OVER NOW LATER	6 5 4 3 2 1	5. Resolving the problems experienced at the beginning of retirement.
NA OVER NOW LATER	6 5 4 3 2 1	6. Accepting the physical changes occuring with my body.
NA OVER NOW LATER	6 5 4 3 2 1	7. Accepting the emotional changes occuring within myself.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–Have Experienced	5 –Difficult
NOW–Currently	4 –Somewhat Difficult
Experiencing	3 –Somewhat Easy
LATER –Expect to	2 –Easy
Experience	1 –Very Easy

PART 1	PART 2	COUPLE - RETIREMENT
NA OVER NOW LATER	6 5 4 3 2 1	8. Accepting the physical changes occuring with my partner's body.
NA OVER NOW LATER	6 5 4 3 2 1	9. Accepting the emotional changes occuring within my partner.
NA OVER NOW LATER	6 5 4 3 2 1	10. Experiencing death of spouse.
NA OVER NOW LATER	6 5 4 3 2 1	11. Increased time together still creating friction instead of unity.
NA OVER NOW LATER	6 5 4 3 2 1	12. Increasing domination by the wife and less exertion of power by the male within the marriage.
NA OVER NOW LATER	6 5 4 3 2 1	13. Continued reversal of traditional male/female roles. (e.g. husband more involved with household duties, wife more involved in decision-making.)

APPENDIX E

FAMILY DEVELOPMENTAL SCALES

Listed below are activities, feelings and experiences that commonly occur for FAMILIES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item during   YOUR FIRST 2 YEARS OF MARRIAGE.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA -Not Applicable	6 -Very Difficult
OVER-have experienced this issue, do not expect to happen again during this stage.	5 -Difficult
	4 -Somewhat Difficult
	3 -Somewhat Easy
NOW-Currently experiencing; OR have experienced and expect to happen again.	2 -Easy
	1 -Very Easy
LATER-Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	FAMILY - MARRIED UP TO 2 YEARS, NO CHILDREN
NA OVER NOW LATER	6 5 4 3 2 1	1. Feeling comfortable in a married relationship.
NA OVER NOW LATER	6 5 4 3 2 1	2. Feeling a part of spouse's family.
NA OVER NOW LATER	6 5 4 3 2 1	3. Looking forward to becoming a parent.
NA OVER NOW LATER	6 5 4 3 2 1	4. Setting up living quarters separate from extended family.
NA OVER NOW LATER	6 5 4 3 2 1	5. Providing for basics of food, clothing, health care, etc.
NA OVER NOW LATER	6 5 4 3· 2 1	6. Meeting personal needs of time.
NA OVER NOW LATER	6 5 4 3 2 1	7. Meeting personal needs of space and facilities.
NA OVER NOW LATER	6 5 4 3 2 1	8. Dividing of indoor and outdoor household maintenance tasks.

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
     Experiencing
LATER –Expect to
     Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	FAMILY - MARRIED UP TO 2 YEARS, NO CHILDREN
NA OVER NOW LATER	6 5 4 3 2 1	9. Female adapting to the role of wife within the marriage.
NA OVER NOW LATER	6 5 4 3 2 1	10. Male adapting to the role of husband within the marriage.
NA OVER NOW LATER	6 5 4 3 2 1	11. Establishing acceptable ways of communicating, interacting, and expressing emotions such as affection, aggression and sexuality.
NA OVER NOW LATER	6 5 4 3 2 1	12. Determining whether children will become a part of the family unit.
NA OVER NOW LATER	6 5 4 3 2 1	13. Planning the timing of the child(ren).
NA OVER NOW LATER	6 5 4 3 2 1	14. Getting involved with community activities.
NA OVER NOW LATER	6 5 4 3 2 1	15. Getting involved with church activities.
NA OVER NOW LATER	6 5 4 3 2 1	16. Establishing guidelines for relating to in-laws and other relatives.
NA OVER NOW LATER	6 5 4 3 2 1	17. Establishing guidelines for relating to guests and friends.
NA OVER NOW LATER	6 5 4 3 2 1	18. Establishing guidelines for relating to the outside world in general.
NA OVER NOW LATER	6 5 4 3 2 1	19. Learning to handle family crisis.
NA OVER NOW LATER	6 5 4 3 2 1	20. Developing goals for the dyad.
NA OVER NOW LATER	6 5 4 3 2 1	21. Developing family loyalties and values.

Listed below are activities, feelings and experiences that commonly occur for FAMILIES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item from the time that YOUR OLDEST CHILD WAS BORN TO 30 MONTHS OF AGE.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	**6** –Very Difficult
– – – – – – –	
OVER–have experienced this issue, do not expect to happen again <u>during this stage.</u>	**5** –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	**2** –Easy
	1 –Very Easy
– – – – – – –	
LATER–Have not experienced, but expect to happen <u>during this stage.</u>	

PART 1	PART 2	FAMILY – OLDEST CHILD BIRTH TO 30 MONTHS
NA OVER NOW LATER	6 5 4 3 2 1	1. Providing a safe and interesting home for the infant.
NA OVER NOW LATER	6 5 4 3 2 1	2. Adjusting the budget to provide for the child(ren).
NA OVER NOW LATER	6 5 4 3 2 1	3. Learning how to care for the child.
NA OVER NOW LATER	6 5 4 3 2 1	4. Seeing that the child(ren) is well taken care of and provided for.
NA OVER NOW LATER	6 5 4 3 2 1	5. Keeping the marriage an important part of the family unit.
NA OVER NOW LATER	6 5 4 3 2 1	6. Deciding how many children to have.
NA OVER NOW LATER	6 5 4 3 2 1	7. Coming to agreement as to the timing of the child(ren).

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
     Experiencing
LATER –Expect to
     Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	FAMILY - OLDEST CHILD BIRTH TO 30 MONTHS
NA OVER NOW LATER	6 5 4 3 2 1	8. Developing good relations with extended family members.
NA OVER NOW LATER	6 5 4 3 2 1	9. Adjusting routine to make room for the child.
NA OVER NOW LATER	6 5 4 3 2 1	10. Feeling comfortable with the new family unit.
NA OVER NOW LATER	6 5 4 3 2 1	11. Having a special sense of being a family unit.
NA OVER NOW LATER	6 5 4 3 2 1	12. Developing parental roles that complement and support each other.
NA OVER NOW LATER	6 5 4 3 2 1	13. Adjusting to parental duties.
NA OVER NOW LATER	6 5 4 3 2 1	14. Adjusting to spouse and their parental duties.
NA OVER NOW LATER	6 5 4 3 2 1	15. Maintaining some of my own individuality.
NA OVER NOW LATER	6 5 4 3 2 1	16. Father being the sole financial provider for the family unit.
NA OVER NOW LATER	6 5 4 3 2 1	17. Mother being the sole caretaker of the children for the family unit.
NA OVER NOW LATER	6 5 4 3 2 1	18. Making adjustments when wife/mother works.

Listed below are activities, feelings and experiences that commonly occur for FAMILIES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item from the time that YOUR OLDEST CHILD WAS 30 MONTHS TO 6 YEARS OF AGE.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA -Not Applicable	6 -Very Difficult
OVER-have experienced this issue, do not expect to happen again during this stage.	5 -Difficult
	4 -Somewhat Difficult
	3 -Somewhat Easy
NOW-Currently experiencing; OR have experienced and expect to happen again.	2 -Easy
	1 -Very Easy
LATER-Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	FAMILY - OLDEST CHILD 30 MONTHS TO 6 YEARS
NA OVER NOW LATER	6 5 4 3 2 1	1. Provision of enough space for expanding family.
NA OVER NOW LATER	6 5 4 3 2 1	2. Provision of housing and equipment for the expanding family.
NA OVER NOW LATER	6 5 4 3 2 1	3. Developing and following a budget.
NA OVER NOW LATER	6 5 4 3 2 1	4. Ability to meet predictable costs.
NA OVER NOW LATER	6 5 4 3 2 1	5. Ability to pay for unexpected costs that arise.
NA OVER NOW LATER	6 5 4 3 2 1	6. Sharing of household duties within the family.
NA OVER NOW LATER	6 5 4 3 2 1	7. Sharing of childcare duties within the family.

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
      Experiencing
LATER –Expect to
      Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	FAMILY - OLDEST CHILD 30 MONTHS TO 6 YEARS
NA OVER NOW LATER	6 5 4 3 2 1	8. Maintaining mutually satisfying intimate communication in the family.
NA OVER NOW LATER	6 5 4 3 2 1	9. Providing proper parenting of children.
NA OVER NOW LATER	6 5 4 3 2 1	10. Planning for overall family size.
NA OVER NOW LATER	6 5 4 3 2 1	11. Relating to relatives on both sides of the family in creative ways.
NA OVER NOW LATER	6 5 4 3 2 1	12. Using community resources available to the family.
NA OVER NOW LATER	6 5 4 3 2 1	13. Maintaining morale in the face of life's changes and dilemmas.
NA OVER NOW LATER	6 5 4 3 2 1	14. Provision of critical needs and interests of preschool children in stimulating, growth–promoting ways.
NA OVER NOW LATER	6 5 4 3 2 1	15. Coping with depletion of personal energies.
NA OVER NOW LATER	6 5 4 3 2 1	16. Coping with lack of privacy.
NA OVER NOW LATER	6 5 4 3 2 1	17. Making adjustments when wife/mother works outside of the home.

Listed below are activities, feelings and experiences that commonly occur for FAMILIES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item from the time that   YOUR OLDEST CHILD WAS 6 TO 13 YEARS OF AGE.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
– – – – – – –	
OVER–have experienced this issue, do not expect to happen again during this stage.	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
– – – – – – –	
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	FAMILY – OLDEST CHILD 6 TO 13 YEARS
NA OVER NOW LATER	6 5 4 3 2 1	1. Provision of suitable housing.
NA OVER NOW LATER	6 5 4 3 2 1	2. Provision of suitable health care for the family.
NA OVER NOW LATER	6 5 4 3 2 1	3. Meeting family budget needs.
NA OVER NOW LATER	6 5 4 3 2 1	4. Making adjustments when the wife/mother works outside of the home.
NA OVER NOW LATER	6 5 4 3 2 1	5. Allocating and monitoring responsibilities for maintaining the home.
NA OVER NOW LATER	6 5 4 3 2 1	6. Socially orienting the children through wider involvement in community activities.
NA OVER NOW LATER	6 5 4 3 2 1	7. Encouraging husband–wife communication.

PART 1	PART 2
NA –Not Applicable	**6** –Very Difficult
OVER–Have Experienced	**5** –Difficult
NOW–Currently	**4** –Somewhat Difficult
Experiencing	**3** –Somewhat Easy
LATER –Expect to	**2** –Easy
Experience	**1** –Very Easy

PART 1	PART 2	FAMILY - OLDEST CHILD 6 TO 13 YEARS
NA OVER NOW LATER	6 5 4 3 2 1	8. Encouraging parent–child communication.
NA OVER NOW LATER	6 5 4 3 2 1	9. Encouraging child–child communication.
NA OVER NOW LATER	6 5 4 3 2 1	10. Use of appropriate parenting skills in two-parent, one-parent, or reconstituted family households.
NA OVER NOW LATER	6 5 4 3 2 1	11. Demonstrating interest in children's acquisition of basic skills and knowledge.
NA OVER NOW LATER	6 5 4 3 2 1	12. Demonstrating interest in children's acquisition of schooling.
NA OVER NOW LATER	6 5 4 3 2 1	13. Recognizing the achievement and worth of individual family members.
NA OVER NOW LATER	6 5 4 3 2 1	14. Building solid values in the family unit.
NA OVER NOW LATER	6 5 4 3 2 1	15. Building morale in the family unit.

Listed below are activities, feelings and experiences that commonly occur for FAMILIES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item from the time that **YOUR OLDEST CHILD WAS 13 TO 20 YEARS OF AGE.**

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–have experienced this issue, do not expect to happen again during this stage.	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	FAMILY – OLDEST CHILD 13 TO 20 YEARS
NA OVER NOW LATER	6 5 4 3 2 1	1. Providing a home base appropriate for parents, teens and younger siblings.
NA OVER NOW LATER	6 5 4 3 2 1	2. Providing adequate food for parents, teens and younger siblings.
NA OVER NOW LATER	6 5 4 3 2 1	3. Providing adequate clothing for parents, teens and younger siblings.
NA OVER NOW LATER	6 5 4 3 2 1	4. Providing adequate health care for parents, teens, and younger siblings.
NA OVER NOW LATER	6 5 4 3 2 1	5. Meeting the financial costs of the family.
NA OVER NOW LATER	6 5 4 3 2 1	6. Equitable division of the use of space, facilities and equipment.
NA OVER NOW LATER	6 5 4 3 2 1	7. Each family member participating in homemaking responsibilities, according to individual talents, time and interest.

PART 1	PART 2
NA –Not Applicable	**6** –Very Difficult
OVER–Have Experienced	**5** –Difficult
NOW–Currently	**4** –Somewhat Difficult
Experiencing	**3** –Somewhat Easy
LATER –Expect to	**2** –Easy
Experience	**1** –Very Easy

PART 1	PART 2	FAMILY - OLDEST CHILD 13 TO 20 YEARS
NA OVER NOW LATER	6 5 4 3 2 1	8. Discussing openly the facts, feelings, concerns, and consequences of your teen's sexual activities as their awareness of peer group sexual behaviors increases.
NA OVER NOW LATER	6 5 4 3 2 1	9. Encouraging the expression of real feelings between parents and teenagers in comfortable ways.
NA OVER NOW LATER	6 5 4 3 2 1	10. Encouraging expression of real feelings betweeen husband and wife in comfortable ways.
NA OVER NOW LATER	6 5 4 3 2 1	11. Helping teenage sons and daughters understand the potential dangers of illegal behavior while encouraging them in responsible self–discipline in regard to drugs.
NA OVER NOW LATER	6 ‚5 4 3 2 1	12. Helping teenage sons and daughters understand the potential dangers of illegal behavior while encouraging them in responsible self–discipline in regard to drinking.
NA OVER NOW LATER	6 5 4 3 2 1	13. Helping teenage sons and daughters understand the potential dangers of illegal behavior while encouraging them in responsible self–discipline in regard to destructive driving.
NA OVER NOW LATER	6 5 4 3 2 1	14. Helping teenage sons and daughters understand the potential dangers of illegal behavior while encouraging them in responsible self–discipline in regard to delinquency.
NA OVER NOW LATER	6 5 4 3 2 1	15. Helping teens recognize the many different and yet acceptable lifestyles of their peers, while identifying and rejecting any unacceptable or deviant behaviors.
NA OVER NOW LATER	6 5 4 3 2 1	16. Helping teens recognize the many different and yet acceptable lifestyles of their co-workers, while identifying and rejecting any unacceptable or deviant behaviors.
NA OVER NOW LATER	6 5 4 3 2 1	17. Helping teens to recognize the many different and yet acceptable lifestyles of other people in the community, while identifying and rejecting any unacceptable or deviant behaviors.
NA OVER NOW LATER	6 5 4 3 2 1	18. Encouraging teenager's development of mature competence, independence, and autonomy within a framework of family loyalty and values.

Listed below are activities, feelings and experiences that commonly occur for FAMILIES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item from the time that YOUR FIRST CHILD LEFT HOME UNTIL ALL OF THE CHILDREN LEFT HOME.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
– – – – – – –	
OVER–have experienced this issue, do not expect to happen again during this stage.	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
– – – – – – –	
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	FAMILY - FIRST CHILD LEFT HOME TO LAST CHILD LEAVING HOME
NA OVER NOW LATER	6 5 4 3 2 1	1. Adapting household space as young adults begin leaving home.
NA OVER NOW LATER	6 5 4 3 2 1	2. Adapting family resources as young adults begin leaving home.
NA OVER NOW LATER	6 5 4 3 2 1	3. Meeting financial needs of the family unit.
NA OVER NOW LATER	6 5 4 3 2 1	4. Reallocating responsibilities among grown and growing offspring and their parents.
NA OVER NOW LATER	6 5 4 3 2 1	5. Developing increasingly mature roles within the family.
NA OVER NOW LATER	6 5 4 3 2 1	6. Appropriately expressing affection, aggression, disappointment, success, sexuality, and other emotions between family members.
NA OVER NOW LATER	6 5 4 3 2 1	7. All family members openly sharing personal views on expressions of affection, aggression, disappointment, success, sexuality, etc.

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
    Experiencing
LATER –Expect to
    Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	FAMILY – FIRST CHILD LEFT HOME TO LAST CHILD LEAVING HOME
NA OVER NOW LATER	6 5 4 3 2 1	8. Releasing family members satisfactorily into work, military service, or further schooling with appropriate rituals and assistance.
NA OVER NOW LATER	6 5 4 3 2 1	9. Releasing family members satisfactorily into marriages with appropriate rituals and assistance.
NA OVER NOW LATER	6 5 4 3 2 1	10. Incorporating new family members satisfactorily.
NA OVER NOW LATER	6 5 4 3 2 1	11. Maintaining a supportive home base as the children come and go.
NA OVER NOW LATER	6 5 4 3 2 1	12. Adult child(ren) establishing patterns for relating to in-laws.
NA OVER NOW LATER	6 5 4 3 2 1	13. Adult child(ren) establishing patterns for relating to other relatives.
NA OVER NOW LATER	6 5 4 3 2 1	14. Adult child(ren) establishing patterns for relating to guests and friends.
NA OVER NOW LATER	6 5 4 3 2 1	15. Adult child(ren) establishing patterns for relating to community pressure.
NA OVER NOW LATER	6 5 4 3 2 1	16. Adult child(ren) establishing patterns for relating to outside world pressures.
NA OVER NOW LATER	6 5 4 3 2 1	17. Setting attainable individual goals for family members.
NA OVER NOW LATER	6 5 4 3 2 1	18. Rewarding achievement of family members.
NA OVER NOW LATER	6 5 4 3 2 1	19. Encouraging family loyalties without losing individuality of members.
NA OVER NOW LATER	6 5 4 3 2 1	20. Renegotiation of marital system as a couple.
NA OVER NOW LATER	6 5 4 3 2 1	21. Development of adult to adult relationships between grown children and their parents.

Listed below are activities, feelings and experiences that commonly occur for FAMILIES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item from the time that YOUR LAST CHILD LEFT HOME UP TO RETIREMENT.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–have experienced this issue, do not expect to happen again during this stage.	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
NOW–Currently experiencing; OR have experienced and expect to happen again.	2 –Easy
	1 –Very Easy
LATER–Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	FAMILY – LAST CHILD LEFT HOME TO RETIREMENT
NA OVER NOW LATER	6 5 4 3 2 1	1. Providing for comfortable, healthful well–being in a home appropriate for the later years of marriage.
NA OVER NOW LATER	6 5 4 3 2 1	2. Allocating resources for present needs of the husband, wife and their loved ones.
NA OVER NOW LATER	6 5 4 3 2 1	3. Determining who does what in the support, management and care of the household, with mutually agreed upon division of tasks by husband and wife.
NA OVER NOW LATER	6 5 4 3 2 1	4. Encouraging the husband's development of more mature roles in the family and the community.
NA OVER NOW LATER	6 5 4 3 2 1	5. Encouraging the wife's development of more mature roles in the family and the community.

PART 1	PART 2
NA –Not Applicable	6 –Very Difficult
OVER–Have Experienced	5 –Difficult
NOW–Currently	4 –Somewhat Difficult
Experiencing	3 –Somewhat Easy
LATER –Expect to	2 –Easy
Experience	1 –Very Easy

PART 1	PART 2	FAMILY – LAST CHILD LEFT HOME TO RETIREMENT
NA OVER NOW LATER	6 5 4 3 2 1	6. Enlarging the family circle through incorporation of sons- and daughters-in-law, their relatives, and children.
NA OVER NOW LATER	6 5 4 3 2 1	7. Ensuring husand/wife interaction, communication, and expression of real feelings (love, sex, anger, disappointment, success, etc.) necessary for marital satisfaction.
NA OVER NOW LATER	6 5 4 3 2 1	8. Maintaining appropriate kin-keeping care for members of the extended family.
NA OVER NOW LATER	6 5 4 3 2 1	9. Participating in life beyond the home in satisfying ways.
NA OVER NOW LATER	6 5 4 3 2 1	10. Establishing mutually agreed upon guidelines for entertaining other people within the home.
NA OVER NOW LATER	6 5 4 3 2 1	11. Establishing mutually agreed upon guidelines for expression of ideas and philosophies within the home.
NA OVER NOW LATER	6 5 4 3 2 1	12. Establishing mutually agreed upon guidelines for expression of sports, art forms and other leisure interests within the home.
NA OVER NOW LATER	6 5 4 3 2 1	13. Affirming life's central values in ways that are positive and supportive.
NA OVER NOW LATER	6 5 4 3 2 1	14. Meeting personal and family crises in ways that are positive and supportive.
NA OVER NOW LATER	6 5 4 3 2 1	15. Setting reasonable goals in ways that maintain morale and encourage achievement.
NA OVER NOW LATER	6 5 4 3 2 1	16. Developing family loyalties in ways that maintain morale and encourage achievement.
NA OVER NOW LATER	6 5 4 3 2 1	17. Realignment of relationships to include in-laws.

PART 1	PART 2
NA –Not Applicable OVER–Have Experienced NOW–Currently 　　　Experiencing LATER –Expect to 　　　Experience	6 –Very Difficult 5 –Difficult 4 –Somewhat Difficult 3 –Somewhat Easy 2 –Easy 1 –Very Easy

PART 1	PART 2	FAMILY – LAST CHILD LEFT HOME TO RETIREMENT
NA OVER NOW LATER	6 5 4 3 2 1	18. Realignment of relationships to include grandchildren.
NA OVER NOW LATER	6 5 4 3 2 1	19. Dealing with disabilities of parents/grandparents.
NA OVER NOW LATER	6 5 4 3 2 1	20. Dealing with death of my parents.
NA OVER NOW LATER	6 5 4 3 2 1	21. Dealing with death of my grandparents.

Listed below are activities, feelings and experiences that commonly occur for FAMILIES at your stage of development.

For each statement, please indicate:

PART 1) Your personal experience(s) with each item since RETIREMENT.

PART 2) For responses of NOW or OVER in Part 1, please note the level of ease or difficulty you experienced with this issue or situation.

If your response in Part 1 is NA or LATER, skip Part 2.

PART 1	PART 2
NA -Not Applicable	6 -Very Difficult
- - - - - - -	
OVER-have experienced this issue, do not expect to happen again during this stage.	5 -Difficult
	4 -Somewhat Difficult
	3 -Somewhat Easy
NOW-Currently experiencing; OR have experienced and expect to happen again.	2 -Easy
	1 -Very Easy
- - - - - - -	
LATER-Have not experienced, but expect to happen during this stage.	

PART 1	PART 2	FAMILY - RETIREMENT
NA OVER NOW LATER	6 5 4 3 2 1	1. Making satisfying living arrangements as aging progresses.
NA OVER NOW LATER	6 5 4 3 2 1	2. Closing the family home or adapting it to aging couple's needs.
NA OVER NOW LATER	6 5 4 3 2 1	3. Adjusting to retirement income.
NA OVER NOW LATER	6 5 4 3 2 1	4. Establishing comfortable routines.
NA OVER NOW LATER	6 5 4 3 2 1	5. Safeguarding physical health.
NA OVER NOW LATER	6 5 4 3 2 1	6. Safeguarding mental health.
NA OVER NOW LATER	6 5 4 3 2 1	7. Maintaining love, sex and marital relations.
NA OVER NOW LATER	6 5 4 3 2 1	8. Continuing an active and involved life.

PART 1	PART 2

NA –Not Applicable
OVER–Have Experienced
NOW–Currently
     Experiencing
LATER –Expect to
     Experience
	6 –Very Difficult
	5 –Difficult
	4 –Somewhat Difficult
	3 –Somewhat Easy
	2 –Easy
	1 –Very Easy

PART 1	PART 2	FAMILY - RETIREMENT
NA OVER NOW LATER	6 5 4 3 2 1	9. Finding meaning in life.
NA OVER NOW LATER	6 5 4 3 2 1	10. Adjusting to retirement.
NA OVER NOW LATER	6 5 4 3 2 1	11. Using all available medical resources.
NA OVER NOW LATER	6 5 4 3 2 1	12. Aware of and using all cultural resources.
NA OVER NOW LATER	6 5 4 3 2 1	13. Devising a realistic budget for present needs.
NA OVER NOW LATER	6 5 4 3 2 1	14. Devising a realistic budget for future needs.

APPENDIX F

LETTERS OF INTRODUCTION,

RECRUITMENT AND INSTRUCTIONS

March 10, 1988

Dear   ,

The enclosed information is the written follow-up that you requested for presentation to your Lions club at their next meeting.

I am currently working on a doctorate degree in the field of Family Relations. In order to complete my study, I need to locate a large number of couples/individuals of all ages and backgrounds.

In visiting with Larry Koons, a past NW district governor for Lions, he felt that this study would be an appropriate project to approach various Lions clubs with and provided me with a contact name from your club. I have known Larry as a fellow professional as well as through the activities of the Colby Lions club of which my husband was a member.

The study's purpose is to compare the interlinking effects of individual, couple and family developmental stages of families in today's society. The family developmental stages are based on the family patterns of the 1950's and 1960's and the individual stages have basically been developed on male populations alone. The information gained from this study will be used to give families more insight into how the various issues from the three areas combine and how to prepare in advance for some of the potential issues that might arise within their own lives.

My future professional activities will include family therapy and working with family education programs that could apply the findings of this study. I would like to develop presentation formats that can be used for preventive education and clinical usage with families in treatment. This study is intended to be more than an exercise to get a piece of paper.

If your club would be interested in a follow-up presentation next year, I would be willing to provide one of your programs in exchange for your participation in the study. This could be especially appropriate for your Ladies' Night program.

The materials will take 1 to 2 hours to complete. There will be no direct linkage of your name to any information you provide. You will each be assigned an identification number to be used on all of the forms. It is not necessary that all members agree to participate.

The surveys can be distributed and collected in the format that best fits your needs:

1) I could attend a regularly scheduled meeting or any other mutually agreed upon date to collect the data from you and your spouses as a group.

2) Materials could be mailed to your group representative for distribution. The materials could be completed by members and spouses at a special set time or at home on their own. Individual return envelopes would be provided.

3) Any other workable option that your group would like to try.

This study must be approved by the University's Internal Review Board as a protection for you. I hope to receive clearance in the March meeting, but may not get final approval until their April meeting if they have any questions. Therefore, I will definitely be ready to collect surveys by the end of April and hopefully a couple of weeks before that. I will know more after the meeting the last Thursday in March.

If you have any questions that I can answer before or after your meeting, please let me know so that I can provide the answer or be getting it for you.

I can be reached before 8:30 a.m. Monday thru Friday or after 7 p.m. any evening except Tuesdays at my home or you could leave a message at my department on campus. (Home phone: (405) 624-9164; Work phone: (405) 624-5061)

Please return the enclosed response sheet after your meeting.

Thank you for your time and efforts. I look forward to hearing from you.

Sincerely,

Beverly E. Rogers
Doctoral Candidate
Department of Family Relations
  and Child Development
Oklahoma State University
Stillwater, OK   74078-0337

David G. Fournier, Ph.D.
Faculty Advisor
Dept. of Family Relations
  and Child Development
Phone: (405) 624-5061

RESPONSE FORM

CLUB NAME:_____

_____YES, some members of our club will participate in your study.

We understand that no record of our names and code numbers will be made in order to guarantee anonymity. We understand that all information we provide is confidential and that neither our names nor any family member's name will be associated with the questionnaire. We understand that we can withdraw from the study at any time without any penalty or consequence to us or our families.

We prefer to have the surveys collected:

_____ By mail

_____ By the researcher at a meeting - time and date to be arranged

_____ Other (please specify):

Contact person:

Name:_____Phone: (   )_____

Address:_____
            Street   City   Zip

Please complete and include the enclosed sign-up sheet.

—   —   —   —   —   —   —   —   —   —   —

_____NO, our club is not interested in participating in your study.

Return to: Beverly E. Rogers
              HEW 333
              Department of Family Relations and Child Development
              Oklahoma State University
              Stillwater, OK 74078-0337

T H A N K   Y O U

SIGN-UP SHEET

As three of the forms are individualized, it is necessary to have
you provide the following information so that I can get those
questionnaires together and have the correct number.

Please provide the following information as it applies to you.
Mark N/A if it does not apply to your current situation.

Leave the ID# column blank (for office use). For "CODE", please
provide a word, set of initials, or symbol. The code only needs
to make sense to you and be one that you will remember in 4-6
weeks. I will return this form with the ID# you have been
assigned on the proper forms. This process will prevent any need
to use names thus keeping you and your information anonymous.

| ID # | CODE | AGE | | #OF YEARS | AGE OF OLDEST |
		MALE	FEMALE	MARRIED	CHILD

Thank you for your cooperation!

Dear Coordinator:

Thank you for agreeing to distribute the materials to the volunteers in your group.

Please read through this entire set of directions through at this time or when you receive the package of materials if they arrive under a separate mailing. All materials should arrive in time to be reviewed and to allow follow-up on any questions or concerns.

Prior to meeting time:

1) Check contents to see that you have a set of materials identified for each code on the sign-up sheet.

2) Familiarize yourself with the extra copies of materials which should include:

       a) Individual Background Form/Additional Siblings Page
       b) Family Background Form/Additional Children Page
       c) Extra copies of the Individual and Family Background Forms
       d) Extra copies of the Individual, Couple and Family Tasks forms for all stages

3) Read through the directions that you will review with the group before they fill out their forms. This information will need to be reviewed with the group whether they complete the forms with you or take it home.

4) Review each form and be sure that you understand all of the directions.

    NOTE: You may even want to go ahead and complete your own forms at this time.

5) Call me if you have questions or think you are missing any materials.

At the meeting:

1) Pass out the packets of information to each individual.

2) Have them check their materials for the following:

       a) Copies of the individual, couple and family forms for both themselves and a spouse if participating.
       b) Ask if anyone has more than 8 children. Provide them with a Family Background Form/Additional Children Form.
       c) Ask if anyone has more than 8 brothers and sisters. Provide them with an Individual Background Form/Additional Children Form.
       d) Have them check the identifying phrases in dark type on the individual, couple and family questionnaire forms. If any of the copies are not correct, please collect the incorrect sheets and replace them with an appropriately matched sheet from the extra copies provided.

    NOTE: Be sure to add the identification number that is already on the rest of the forms to the replacement sheet.

       e) Review the directions for the developmental tasks sheets. (See the SPECIAL DIRECTIONS sheet.)

If the volunteers are completing the forms at the meeting:

6) Have them complete forms answering questions when raised.

7) Upon completion of the forms, have each volunteer place their completed questionnaries in the envelope provided and seal it before returning them to you.

8) Place all individual envelopes in the mailing envelope(s) provided and mail as soon as possible.

9) Return all other materials in the separate mailer provided.

If volunteers are completing the forms on their own:

6) Have each volunteer verify that they have a self-addressed stamped envelope to place in the mail when the forms are completed.

7) Remind them that it is important to return the completed materials by _____.
   (date)

8) Hold your extra forms until one week after the return due date in case someone needs replacement forms. Return all materials in the mailer provided.

If at any time there are questions or problems, please get in touch with me so that I can provide you with the answers or materials needed.

Thank you again for your extra help.

Sincerely yours,

Beverly E. Rogers

    Phone number: (405) 624-9164

Dear Volunteer,

Thank you for agreeing to complete the enclosed forms.

In the field of Family Relations and Child Development, theorists have identified groups of experiences that families, couples and individuals at different ages and stages of their lives and relationships will experience. This work was completed to help us understand and identify what issues we will experience as we go through life. However, these experiences were identified 10-30 years ago. The activities of males and females, and the types of couples and families present in our society in the 1980s have changed since then. This study is to determine what adults in the 1980s experience individually as well as in their marriage and family relationships.

It is important that all questions be answered. All of the information you provide will be grouped with the rest of the volunteers' information. Only total group figures will be reported. Your code, identification number and the organization you were contacted through are the only three pieces of information that are recorded anywhere. Your name will not be kept on file or provided to me. Thus your responses will remain anonymous and will not be connected back to you at any future time.

Because the only requirement for participation is that you be 18+ years of age, there are two sections for background data. This is so that I can compare the groups' background details to those of our entire population.

If at any point, you do not feel that you can complete this study, please return the forms to me or the coordinator and, if possible, explain in writing why you have chosen not to finish. (This information would be helpful for my summary of results.)

<u>If you are completing the forms before leaving:</u>

1) Review the materials checklist with the coordinator.

   NOTE: If you and your spouse are both completing this information, only one of you will need to complete the Family Background Form.

2) Complete the forms.

3) Place in the envelope provided and seal shut.

4) Return materials to the coordinator.
   (If you would prefer, ask the coordinator for a separate mailing envelope and mail the forms directly to me.)

<u>If you plan to fill out these materials later on:</u>

1) Please carefully review the materials given to you by checking the items as they are discussed by the coordinator.

   NOTE: If you and your spouse are both completing this information, only one of you will need to complete the Family Background Form.

2) Check to see that you have a self-addressed stamped envelope.

3) Please complete the forms and mail by _____.
                                              (date)

Sincerely Yours,

Beverly E. Rogers

ID#_____

STOP

BEFORE you begin filling out these forms, please take time to read the

enclosed letter addressed to   "Dear volunteer".

It contains important information about your rights as a

volunteer in this study.

Once you have read the information sheet,

please indicate by placing a check

on the line below:

_____

APPENDIX G

BACKGROUND CHARACTERISTICS OF THE

SAMPLE

TABLE XLV

BACKGROUND CHARACTERISTICS OF THE
SAMPLE

Individual Characteristics	Number	Percent
Sex		
Males	114	42
Females	157	58
Total	271	100
Age		
Total Mean 42.0		
Range = 19-84		
Male Mean 43.1		
Female Mean 41.2		
Income		
Less than $9999	7	2
$10000 to 14999	13	5
$15000 to $19999	5	2
$20000 to $29999	36	13
$30000 to $44999	97	36
$45000 to $59999	61	23
Over $60000	26	10
No Response	26	10
Total	271	101
Where Lived as a Child		
Farm	126	47
Rural not Farm	22	8
Town 2500 or Less	23	8
Town 2500 to 10000	31	11
Town 10000 to 25000	16	6
Town 25000 to 100000	14	5
City 100000 +	31	11
Multiple	1	.4
No Response	7	3
Total	271	100

TABLE XLV (Continued)

Individual Characteristics	Number	Percent
State Where Currently Living		
Kansas	169	62
Nebraska	13	5
Missouri	12	4
Kentucky	9	3
Other (Colorado, Iowa, Virginia)	15	6
Unknown	53	20
Total	271	100
Where Currently Live		
Farm	24	9
Rural not Farm	31	11
Town 2500 or less	16	6
Town 2500 to 10000	59	22
Town 10000 to 25000	27	10
Town 25000 to 100000	69	26
City 100000	38	14
Multiple	2	.7
No Response	5	2
Total	271	100
Occupation		
*(0) Professional, Technical, Managerial (0)	68	25
(1) Professional, Technical, managerial (1)	65	24
(2) Clerical and Sales	73	27
(3) Service Occupations	30	7
(4) Agricultural, Fishing, and Forestry	12	4
(5)	0	–
(6) Machine Occupations	6	2
(7) Benchwork Occupations	1	.4
(8) Structural	2	.7
(9) Miscellaneous	7	3
Homemaker	11	4
Student	1	.4
Missing	5	2
Total	271	99

TABLE XLV (Continued)

Individual Characteristics	Number	Percent
Education		
Graduate, Professional School	68	25
Four Years of College	67	25
Some College	62	23
Vocational, Technical	22	8
Finished High School	45	17
Some High School	4	2
Elementary	1	.4
No Response	2	.7
Total	271	100
Hours Worked per Week		
Less than 15	19	7
16 to 30	29	11
31 to 39	10	4
40+	188	69
Missing	25	9
Total	271	100

Total Years Married

    Total Mean 20.1
    Range   0 - 59 years of age

Individual's Marital Satisfaction		
Very Satisfied	143	53
Satisfied	75	28
Undecided	9	3
Unsatisfied	7	3
Very Unsatisfied	4	2
No Answer	33	12
Total	271	101

TABLE XLV (Continued)

Individual Characteristics	Number	Percent
Individual's Perception of Spouse's Marital Satisfaction		
Very Satisfied	123	45
Satisfied	88	33
Undecided	18	7
Unsatisfied	7	3
Very Unsatisfied	2	.7
No Answer	33	12
Total	271	100
Considered Separation		
Yes	53	20
No	186	69
No Answer	32	12
Total	271	101
Considered Divorce		
Yes	38	14
No	201	74
No Answer	32	12
Total	271	100
Total Children Total Mean 2.1		
0	51	19
1	34	13
2	93	34
3	48	18
4	32	12
5 or more	13	5
Total	271	100

TABLE XLV (Continued)

Individual Characteristics	Number	Percent
Parents' Current Life Situation		
Never Married	1	.4
Married and Together	145	54
Divorced	15	6
Widow/Widower	56	21
Both Deceased	45	17
Other	4	2
No Response	5	2
Total	271	102
Family Form		
Single	18	7
Single Parent	10	4
Delayed Parent	9	3
Childless	3	1
Blended	14	5
Traditional	108	40
Dual-job	109	40
Total	271	100
Individual Stage		
I-Females 18-21/Males 17-22	12	4
II-Females 22-29/Males 23-28	44	16
III-Females 30-34/Males 29-33	37	14
IV-Females 35-43/Males 34-40	73	27
V-Females 44-47/Males 40-45	21	8
VI-Females 48-60/Males 46-60	52	19
VII-Females 61+/Males 61+	31	11
Missing	1	.4
Total	271	99

TABLE XLV (Continued)

Individual Characteristics	Number	Percent
Couple Stage		
I-Your Engagement	15	6
II-Married up to 2 years, no children	28	10
III-Oldest child 0-30 years of age;		
Married 2-4 1/2 years, no children	23	8
IV-Oldest child 30 mos. to 6 years of age;		
Married 4 1/2 to 8 years, no children	82	30
V-Oldest child 6 to 20 years of age;		
Married 8 to 22 years, no children	68	25
VI-First child left home to retirement;		
Married 22 or more years, no children	24	9
VII-Retirement	31	11
Total	271	99
Family Stage		
I-Married up to 2 years; no children	22	8
II-Oldest child 0 to 30 months of age	18	7
III-Oldest child 30 months to 6 years	21	8
IV-Oldest child 6 to 13 years of age	56	21
V-Oldest child 13 to 20 years of age	28	10
VI-First child leaves home to all children gone	29	11
VII-Last child leaves home to retirement	45	17
VIII-Retirement	25	9
Missing	27	10
Total	271	101

APPENDIX H

SCALE AND ITEM ANALYSIS - INDIVIDUAL

DEVELOPMENTAL SCALES

TABLE XLVI

SUMMARY OF INDIVIDUAL DEVELOPMENTAL
SCALES AND ITEM CHARACTERISTICS

Individual Stage 1

Scale Characteristics

Mean	38.00
Standard Deviation	3.79
Standard Error	1.09
Reliability Coefficients	
Alpha	.11
Split-Half	-.12
Guttman	--

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND1	1.91	0.52	.25	0.05	0.97	0.05	5	0
IND2	1.67	0.49	-.03	0.12	0.91	-0.12	15	0
IND3	2.08	1.00	.21	0.01	0.96	0.35	4	8
IND4	2.33	.65	-.06	0.14	0.61	0.63	18	0
IND5	2.17	.39	.21	0.07	0.90	0.67	12	0
IND6	2.00	.74	.36	-0.02	0.97	0.26	2	8
IND7	2.25	.45	.21	0.07	0.94	0.91	11	0
IND8	2.00	.43	.30	0.05	0.76	0.27	7	0
IND9	1.75	.62	-.38	0.23	0.77	-0.37	19	8
IND10	2.17	.39	.02	0.11	0.94	0.80	14	0
IND11	2.25	.87	.30	-0.02	0.93	0.62	1	8
IND12	2.33	.65	.21	0.05	0.71	0.78	8	0
IND13	1.83	.94	.12	0.06	0.90	0.62	10	17
IND14	2.25	.45	.09	0.09	0.90	0.78	13	0
IND15	2.17	0.39	-.10	0.13	0.83	-0.43	17	0
IND16	1.17	1.27	.01	0.12	0.87	-0.14	16	50
IND17	1.08	1.38	-.65	0.50	0.84	-0.52	20	58
IND18	2.33	.49	.27	0.05	0.94	0.91	6	0
IND19	1.25	1.36	.18	-0.00	0.91	-0.48	3	50
IND20	1.00	1.13	.12	0.05	0.63	-0.53	9	50
Scale Avgs.	1.77	.59	.09	--	0.86	0.25		

TABLE XLVI (Continued)

Individual Stage 1a

Scale Characteristics

Mean	38.00
Standard Deviation	3.79
Standard Error	1.09
Reliability Coefficients	
Alpha	.56
Split-Half	.42
Guttman	.38

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND1	1.91	0.52	.20	0.54	0.98	0.23	8	0
IND2	1.67	0.49	-.08	0.57	0.93	-0.03	15	0
IND3	2.08	1.00	.29	0.52	0.98	0.28	2	8
IND4	2.33	.65	.08	0.56	0.57	0.59	14	0
IND5	2.17	.39	.25	0.54	0.90	0.82	10	0
IND6	2.00	.74	.46	0.50	0.96	0.36	1	8
IND7	2.25	.45	.37	0.53	0.92	0.93	6	0
IND8	2.00	.43	.38	0.53	0.93	0.18	5	0
IND9	1.75	.62	.20	0.54	0.76	-0.21	12	8
IND11	2.25	.87	.29	0.52	0.88	0.49	4	8
IND12	2.33	.65	.27	0.53	0.74	0.78	7	0
IND13	1.83	.94	.19	0.54	0.89	-0.08	11	17
IND14	2.25	.45	.28	0.54	0.93	0.62	9	0
IND15	2.17	0.39	-.10	0.57	0.90	-0.12	16	0
IND16	1.17	1.27	.20	0.55	0.80	-0.36	13	50
IND18	2.33	.49	.44	0.52	0.96	0.88	3	0
IND19	1.25	1.36	.11	0.58	0.92	-0.24	17	50
IND20	1.00	1.13	.05	0.58	0.63	-0.45	18	50
Scale Avgs.	1.69	.64	.22	--	0.87	0.25		

TABLE XLVI (Continued)

Individual Stage 2

Scale Characteristics

Mean	40.45
Standard Deviation	9.46
Standard Error	1.43
Reliability Coefficients	
Alpha	.74
Split-Half	.63
Guttman	.96

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND1	1.21	1.08	.39	0.73	0.56	0.27	17	39
IND2	1.21	0.98	.50	0.72	0.82	0.36	7	35
IND3	.86	1.10	.27	0.73	0.67	0.13	15	56
IND4	2.70	.71	.08	0.74	0.80	-0.12	18	7
IND5	1.21	1.04	.66	0.71	0.79	0.49	1	39
IND6	2.61	.82	.18	0.74	0.77	0.19	20	7
IND7	1.98	.90	.09	0.74	0.69	0.02	22	12
IND8	1.30	.94	.30	0.73	0.66	0.38	16	27
IND9	1.98	.64	.15	0.74	0.67	0.01	23	7
IND10	1.42	1.18	.41	0.72	0.73	0.65	9	34
IND11	1.61	.90	.47	0.72	0.83	0.76	4	16
IND12	2.52	.55	.10	0.74	0.54	0.22	24	0
IND13	1.21	1.23	.15	0.74	0.73	0.07	21	48
IND14	.54	.94	-.60	0.78	0.68	-0.72	29	74
IND15	.47	0.98	-.06	0.75	0.69	0.28	27	75
IND16	.49	.88	.45	0.72	0.65	0.40	10	71
IND17	1.26	1.11	.44	0.72	0.78	0.60	8	39
IND18	1.42	1.01	.33	0.73	0.81	0.16	12	30
IND19	.93	.88	.34	0.73	0.91	0.59	11	41
IND20	1.95	.44	-.04	0.75	0.67	0.09	28	0
IND21	.84	.84	-.02	0.75	0.76	0.19	26	41
IND22	.64	.88	.37	0.73	0.81	0.48	13	61
IND23	1.62	.76	.50	0.72	0.82	0.80	6	14
IND24	1.69	.72	.59	0.72	0.87	0.86	2	12
IND25	.79	1.00	.16	0.74	0.78	0.05	19	58
IND26	.86	1.05	.27	0.73	0.72	0.16	14	56
IND27	1.55	.94	.58	0.72	0.82	0.45	5	21
IND28	1.79	.84	-.09	0.75	0.90	-0.10	25	9
IND29	1.79	1.16	.43	0.72	0.87	0.53	3	21
Scale Avgs.	1.39	.91	.24	--	0.75	0.28		

TABLE XLVI (Continued)

Individual Stage 3

Scale Characteristics

Mean	36.81
Standard Deviation	15.02
Standard Error	2.50
Reliability Coefficients	
Alpha	.88
Split-Half	.90
Guttman	.90

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND1	1.30	1.10	.50	0.88	0.88	0.55	9	36
IND2	1.27	1.13	.25	0.88	0.87	0.40	14	39
IND3	1.34	1.04	.45	0.88	0.85	0.53	17	34
IND4	1.39	.90	.43	0.88	0.82	0.51	22	22
IND5	1.79	.78	.48	0.88	0.69	0.58	27	14
IND6	1.81	.74	.25	0.88	0.83	0.19	20	11
IND7	1.49	1.09	.52	0.87	0.77	0.53	6	28
IND8	1.00	1.24	.60	0.87	0.86	0.60	3	54
IND9	1.52	.97	.51	0.87	0.87	0.48	2	20
IND10	1.46	1.20	.49	0.87	0.89	0.36	1	36
IND11	.33	.65	.13	0.89	0.85	0.16	30	69
IND12	1.30	.98	.17	0.89	0.86	0.30	29	28
IND13	.64	.19	.42	0.88	0.89	0.36	8	75
IND14	1.34	1.13	.38	0.88	0.76	0.46	26	40
IND15	1.52	1.09	.41	0.88	0.85	0.31	19	36
IND16	1.06	1.24	.42	0.88	0.86	0.40	15	57

TABLE XLVI (Continued)

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND17	.85	1.06	.52	0.87	0.84	0.61	4	56
IND18	.58	.90	.49	0.87	0.79	0.44	5	64
IND19	.82	1.01	.46	0.88	0.85	0.47	18	61
IND20	.42	.90	.58	0.87	0.71	0.57	7	81
IND21	.79	1.14	.28	0.88	0.80	0.32	23	67
IND22	1.24	1.30	.23	0.89	0.90	0.37	28	46
IND23	1.73	.72	.57	0.88	0.87	0.64	11	11
IND24	1.72	.68	.29	0.88	0.88	0.40	10	9
IND25	1.06	1.30	.67	0.88	0.82	0.72	21	57
IND26	.55	1.03	.67	0.88	0.85	0.67	16	74
IND27	.12	.55	.09	0.89	0.85	0.11	32	94
IND28	1.46	1.20	.58	0.88	0.87	0.55	12	31
IND29	.18	.53	.12	0.89	0.79	0.18	33	86
IND30	1.15	.94	.08	0.89	0.85	0.16	31	26
IND31	1.46	.94	.41	0.88	0.76	0.52	25	26
IND32	.81	1.12	.43	0.88	0.87	0.52	13	65
IND33	1.69	1.15	.44	0.88	0.77	0.57	24	29
Scale Avgs.	1.08	.97	.40	--	0.79	0.44		

TABLE   XLVI   (Continued)

Individual Stage 4

Scale Characteristics

Mean	55.92
Standard Deviation	19.53
Standard Error	2.30
Reliability Coefficients	
Alpha	.91
Split-Half	.85
Guttman	.98

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND1	1.51	1.25	.14	0.91	0.67	0.10	38	36
IND2	.94	1.19	.22	0.91	0.69	0.21	34	58
IND3	.83	1.19	.29	0.91	0.85	0.31	17	63
IND4	.46	1.06	.26	0.91	0.77	0.17	25	83
IND5	1.99	1.19	.11	0.91	0.77	0.06	26	18
IND6	1.78	1.01	.58	0.90	0.64	0.61	15	21
IND7	.46	1.02	.24	0.91	0.74	0.20	29	78
IND8	1.52	.84	.39	0.91	0.77	0.47	24	19
IND9	.38	.63	.25	0.91	0.63	0.29	39	70
IND10	1.54	.77	.30	0.91	0.75	0.33	28	8
IND11	1.49	.81	.53	0.90	0.79	0.57	2	15
IND12	.97	1.16	.33	0.91	0.68	0.33	37	56
IND13	1.73	.81	.45	0.91	0.72	0.47	32	13
IND14	1.75	.93	.52	0.90	0.67	0.58	13	15

TABLE XLVI (Continued)

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND15	.85	1.11	.41	0.91	0.71	0.43	33	58
IND16	1.66	1.02	.33	0.91	0.68	0.35	36	21
IND17	1.28	1.01	.43	0.91	0.52	0.48	42	28
IND18	1.96	1.02	.55	0.90	0.76	0.63	4	16
IND19	1.55	1.03	.70	0.90	0.69	0.75	10	26
IND20	1.22	1.20	.62	0.90	0.67	0.63	12	46
IND21	1.76	.92	.53	0.90	0.58	0.56	16	14
IND22	1.91	1.18	.48	0.90	0.83	0.50	1	22
IND23	1.28	1.31	.36	0.91	0.68	0.36	35	47
IND24	1.39	1.21	.57	0.90	0.71	0.59	9	42
IND25	1.33	1.34	.37	0.91	0.57	0.36	41	46
IND26	1.81	.89	.55	0.90	0.73	0.55	5	14
IND27	1.69	.70	.36	0.91	0.78	0.35	23	13
IND28	1.26	.95	.31	0.91	0.83	0.33	19	30
IND29	1.10	1.17	.38	0.91	0.80	0.42	20	43
IND30	1.79	.81	.30	0.91	0.62	0.36	40	10
IND31	1.31	1.06	.36	0.91	0.73	0.44	30	28
IND32	1.05	1.22	.48	0.90	0.72	0.49	8	50
IND33	1.09	1.19	.43	0.91	0.79	0.48	21	49
IND34	.87	1.14	.51	0.90	0.73	0.54	6	58
IND35	1.46	.75	.34	0.91	0.84	0.42	18	15
IND36	.97	.72	.48	0.90	0.72	0.55	31	27
IND37	1.34	.88	.31	0.91	0.75	0.39	27	17
IND38	1.08	1.22	.61	0.90	0.66	0.66	14	51
IND39	1.42	.89	.52	0.91	0.78	0.51	22	21
IND40	1.38	1.32	.69	0.90	0.69	0.72	11	44
IND41	1.03	1.33	.49	0.90	0.72	0.53	7	60
IND42	1.46	1.14	.61	0.90	0.77	0.61	3	34
Scale Avgs.	1.33	1.04	.42	--	0.72	0.45		

TABLE XLVI (Continued)

Individual Stage 5

Scale Characteristics

Mean	50.84
Standard Deviation	13.98
Standard Error	3.05
Reliability Coefficients	
Alpha	.89
Split-Half	.92
Guttman	.99

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND1	1.42	.96	.85	0.88	0.91	0.82	8	19
IND2	1.79	.71	.32	0.89	0.83	0.34	34	10
IND3	1.44	.71	.23	0.89	0.92	0.37	29	10
IND4	1.58	.69	.56	0.88	0.85	0.15	15	10
IND5	.68	1.20	.36	0.89	0.98	0.55	18	71
IND6	1.53	1.31	.36	0.89	0.95	0.49	21	33
IND7	1.84	.50	-.07	0.89	0.95	-0.16	26	5
IND8	1.42	.90	.23	0.89	0.88	0.26	32	19
IND9	1.74	.99	.24	0.89	0.95	-0.02	25	19
IND10	1.68	.75	.64	0.88	0.88	0.49	13	10
IND11	1.11	1.20	.57	0.88	0.88	0.60	11	43
IND12	1.58	.61	.04	0.89	0.88	0.02	33	5
IND13	.42	.69	.43	0.88	0.88	0.50	12	62
IND14	1.16	.96	.29	0.89	0.82	0.26	35	29
IND15	1.05	.91	.68	0.88	0.93	0.62	3	24

TABLE XLVI (Continued)

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND16	.68	.89	.37	0.89	0.90	0.49	30	52
IND17	1.32	.75	.63	0.88	0.85	0.62	14	14
IND18	1.26	1.05	.29	0.89	0.98	0.37	22	19
IND19	1.37	1.12	.36	0.89	0.94	0.43	27	24
IND20	.32	.95	.16	0.89	1.95	0.35	16	91
IND21	.61	1.09	.35	0.89	1.01	0.42	17	70
IND22	1.11	.99	.42	0.88	0.92	0.46	7	29
IND23	1.74	.87	.06	0.89	0.98	-0.31	19	19
IND24	2.11	.57	-.01	0.89	0.94	-0.01	28	0
IND25	2.11	.74	.26	0.89	0.95	0.30	23	5
IND26	1.95	.52	-	-	0.92	0.03	37	5
IND27	.74	1.10	.61	0.88	0.89	0.56	9	62
IND28	1.00	1.20	.68	0.88	0.88	0.64	10	52
IND29	1.53	1.02	.36	0.89	0.74	0.24	36	24
IND30	1.11	1.29	.73	0.88	0.92	0.65	6	52
IND31	1.21	1.13	.19	0.89	0.97	0.40	20	38
IND32	1.72	.90	.49	0.88	0.93	0.58	4	15
IND33	2.26	.73	.35	0.89	0.89	0.42	31	5
IND34	1.05	1.17	.59	0.88	0.94	0.58	1	48
IND35	1.37	.96	.14	0.89	0.95	0.14	24	29
IND36	1.83	.99	.55	0.88	0.93	0.63	2	15
IND37	1.37	1.34	.60	0.88	0.93	0.44	5	38
Scale Avgs.	1.30	.89	.38	--	0.94	0.34		

TABLE XLVI (Continued)

Individual Stage 6

Scale Characteristics

Mean	72.49
Standard Deviation	15.82
Standard Error	2.19
Reliability Coefficients	
Alpha	.90
Split-Half	.89
Guttman	.91

Item Statistics

Items	X	S.D.	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND1	1.80	.69	.60	0.89	0.79	0.69	11	6
IND2	1.87	.72	.53	0.89	0.78	0.64	12	12
IND3	1.61	.68	.22	0.90	0.76	0.34	41	6
IND4	1.96	.99	.26	0.90	0.76	0.30	42	14
IND5	1.85	.76	.42	0.90	0.88	0.51	16	10
IND6	2.02	.34	.22	0.90	0.87	0.16	20	0
IND7	1.83	.68	.42	0.90	0.82	0.50	32	6
IND8	2.09	.35	.27	0.90	0.72	0.30	45	0
IND9	1.87	.58	.52	0.89	0.87	0.63	4	6
IND10	1.89	.57	.54	0.89	0.77	0.68	14	6
IND11	1.94	.53	.57	0.89	0.90	0.73	1	4
IND12	1.70	.81	.52	0.89	0.84	0.57	6	15
IND13	1.89	.80	.34	0.90	0.66	0.38	47	10
IND14	1.96	.48	.47	0.90	0.83	0.38	30	4
IND15	1.99	.50	-.10	0.90	0.80	-0.15	35	2
IND16	2.07	1.00	.21	0.90	0.86	0.15	23	8

TABLE XLVI (Continued)

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND17	1.65	1.04	.44	0.90	0.84	0.39	27	20
IND18	1.36	1.13	.03	0.90	0.85	-0.11	26	38
IND19	1.20	1.28	.40	0.90	0.79	0.39	37	51
IND20	2.11	1.12	.32	0.90	0.87	0.38	19	16
IND21	1.48	.86	.63	0.89	0.74	0.62	15	21
IND22	2.09	.51	.21	0.90	0.81	0.34	34	0
IND23	1.50	.81	.60	0.89	0.83	0.59	8	17
IND24	1.57	.75	.26	0.90	0.79	0.26	38	17
IND25	1.80	.69	.56	0.89	0.87	0.70	3	10
IND26	1.91	.66	52	0.89	0.89	0.57	2	6
IND27	.91	1.03	.26	0.90	0.86	0.26	22	48
IND28	.74	.95	.37	0.90	0.83	0.43	29	58
IND29	.93	.89	.55	0.89	0.80	0.49	10	45
IND30	1.33	1.10	.30	0.90	0.83	0.36	31	37
IND31	1.54	1.15	.45	0.90	0.85	0.46	24	31
IND32	1.56	.79	.37	0.90	0.77	0.42	40	10
IND33	.96	.70	.34	0.90	0.73	0.29	44	25
IND34	1.91	.79	.66	0.89	0.80	0.65	9	12
IND35	.93	1.12	.16	0.90	0.71	0.22	46	53
IND36	1.39	1.02	.45	0.90	0.86	0.37	21	28
IND37	1.86	.82	.52	0.89	0.84	0.55	7	12
IND38	1.66	.83	.28	0.90	0.76	0.23	43	16
IND39	1.51	.80	.32	0.90	0.87	0.42	18	20
IND40	1.36	.88	.08	0.90	0.79	0.17	39	22
IND41	1.69	.70	.42	0.90	0.79	0.43	36	14
IND42	.57	.73	.34	0.90	0.88	0.32	17	54
IND43	.76	1.03	.42	0.90	0.82	0.40	33	57
IND44	1.36	.83	.69	0.89	0.77	0.68	13	24
IND45	.50	.63	.42	0.90	0.85	0.43	2	58
IND46	1.13	.89	.52	0.89	0.85	0.54	5	34
IND47	1.98	.54	.50	0.90	0.83	0.46	28	4
Scale Avgs.	1.57	.77	.37	--	0.81	0.42		

TABLE XLVI (Continued)

Individual Stage 7

Scale Characteristics

Mean	40.46
Standard Deviation	14.70
Standard Error	2.68
Reliability Coefficients	
Alpha	.87
Split-Half	.66
Guttman	.91

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
IND1	.92	1.26	.73	0.85	0.80	0.77	5	56
IND2	1.04	1.21	.72	0.85	0.92	0.84	1	48
IND3	1.42	1.14	.31	0.87	0.82	0.55	24	29
IND4	.84	1.14	.72	0.85	0.90	0.73	2	56
IND5	1.32	1.15	.62	0.86	0.87	0.77	7	33
IND6	1.39	1.10	.81	0.85	0.82	0.87	3	32
IND7	1.16	1.18	.76	0.85	0.81	0.75	4	44
IND8	1.57	.88	.63	0.86	0.66	0.75	13	20
IND9	1.24	.79	-.01	0.87	0.88	0.16	21	23
IND10	1.32	.95	.28	0.87	0.72	0.35	28	23
IND11	1.71	.76	-.03	0.87	0.84	0.32	22	13
IND12	1.85	.82	-.26	0.88	0.85	0.16	32	10
IND13	2.07	.72	.06	0.87	0.82	0.47	25	7
IND14	1.61	.79	.55	0.86	0.82	0.67	8	13
IND15	.39	.70	-.02	0.87	0.97	0.27	16	68
IND16	.35	.69	.21	0.87	0.97	0.36	15	71
IND17	.27	.67	.31	0.87	0.90	0.38	19	79
IND18	.54	.99	.02	0.87	0.84	0.22	23	68
IND19	.52	.94	.11	0.87	0.95	0.34	17	69
IND20	.74	1.10	.30	0.87	0.65	0.53	29	62
IND21	1.41	.93	.16	0.87	0.64	0.37	30	24
IND22	1.74	.81	.22	0.87	0.75	0.50	27	14
IND23	1.33	1.07	.49	0.86	0.75	0.63	9	35
IND24	1.11	1.05	.68	0.86	0.75	0.56	10	45
IND25	1.61	.74	.62	0.86	0.93	0.39	6	13
IND26	1.54	.79	.39	0.87	0.90	0.20	20	20
IND27	1.54	.92	.57	0.86	0.74	0.50	11	20
IND28	1.89	.51	.08	0.87	0.92	0.05	18	3
IND29	1.68	.61	.42	0.86	0.72	0.13	12	7
IND30	1.21	.83	.31	0.87	0.52	0.08	31	23
IND31	.61	.88	.22	0.87	0.81	0.27	26	63
IND32	1.11	.96	.46	0.86	0.62	0.58	14	40
Scale Avgs.	1.22	.86	.32	--	0.81	0.45		

APPENDIX I

SCALE AND ITEM ANALYSIS – COUPLE

DEVELOPMENTAL SCALES

TABLE XLVII

SUMMARY OF COUPLE DEVELOPMENTAL SCALES
AND ITEM CHARACTERISTICS

Couple Stage 2

Scale Characteristics

Mean	30.69
Standard Deviation	4.31
Standard Error	1.20
Reliability Coefficients	
Alpha	.79
Split-Half	.46
Guttman	.84

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
CPL1	2.15	.38	.59	0.76	0.74	0.70	8	0
CPL2	2.31	.48	.49	0.77	0.84	0.60	10	0
CPL3	2.39	.51	.60	0.76	0.95	0.59	6	0
CPL4	2.23	.83	.37	0.78	0.74	0.47	14	8
CPL5	2.23	.83	.49	0.77	0.91	0.57	11	8
CPL6	2.23	.44	.70	0.75	0.73	0.68	1	0
CPL7	2.08	.28	.76	0.76	0.95	0.93	2	0
CPL8	2.08	.28	.76	0.76	0.95	0.93	2	0
CPL9	2.08	.28	.76	0.76	0.95	0.93	2	0
CPL10	2.08	.28	.76	0.76	0.95	0.93	2	0
CPL11	2.00	.41	.71	0.76	0.93	0.85	7	0
CPL12	2.15	.38	.59	0.76	0.74	0.70	8	0
CPL13	1.62	.96	.47	0.77	0.93	0.40	13	23
CPL14	1.15	.99	-.37	0.87	0.93	-0.46	15	39
CPL15	1.92	.49	.49	0.77	0.92	0.71	12	0
Scale Avgs.	2.05	.52	.55	--	0.88	0.63		

TABLE XLVII (Continued)

Couple Stage 3

Scale Characteristics

Mean	12.43
Standard Deviation	6.52
Standard Error	1.28
Reliability Coefficients	
Alpha	.74
Split-Half	.76
Guttman	.86

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
CPL1	1.50	1.18	.10	0.76	0.67	0.01	13	35
CPL2	.68	.85	.34	0.73	0.83	0.48	11	56
CPL3	.84	1.11	.59	0.69	0.81	0.67	1	59
CPL4	.96	1.24	.40	0.72	0.76	0.28	4	59
CPL5	.20	.58	.39	0.72	0.70	0.61	6	82
CPL6	1.16	1.07	.60	0.69	0.75	0.79	2	37
CPL7	1.58	1.14	.40	0.72	0.62	0.58	7	27
CPL8	.63	.65	.42	0.72	0.47	0.57	8	42
CPL9	1.17	1.01	.36	0.72	0.74	0.45	5	39
CPL10	.50	1.06	.28	0.73	0.84	0.43	12	77
CPL11	1.04	.96	.32	0.73	0.81	0.52	10	39
CPL12	1.29	1.04	.36	0.72	0.79	0.49	3	35
CPL13	.63	.77	.25	0.73	0.68	0.53	9	50
Scale Avgs.	1.00	.98	.37	--	0.72	0.49		

TABLE XLVII (Continued)

Couple Stage 4

Scale Characteristics

Mean	12.30
Standard Deviation	5.98
Standard Error	1.25
Reliability Coefficients	
Alpha	.80
Split-Half	.84
Guttman	.91

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
CPL1	1.82	1.01	.52	0.78	0.51	0.66	5	18
CPL2	1.22	1.13	.52	0.78	0.70	0.61	4	44
CPL3	1.13	1.18	.63	0.76	0.62	0.77	3	48
CPL4	.48	.59	.35	0.80	0.81	0.35	8	57
CPL5	1.57	1.04	.41	0.79	0.73	0.53	7	26
CPL6	1.22	1.13	.81	0.74	0.81	0.88	1	44
CPL7	1.13	1.10	.46	0.79	0.78	0.66	6	44
CPL8	1.13	1.06	.66	0.76	0.74	0.80	2	44
CPL9	1.74	1.05	.24	0.81	0.77	0.24	10	22
CPL10	.91	.67	.14	0.81	0.83	0.09	9	26
Scale Avgs.	1.24	1.00	.47	--	0.62	0.56		

TABLE XLVII (Continued)

Couple Stage 5

Scale Characteristics

Mean	14.20
Standard Deviation	4.34
Standard Error	.48
Reliability Coefficients	
Alpha	.56
Split-Half	.23
Guttman	.71

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
CPL1	1.65	.86	-.01	0.59	0.48	-0.18	12	15
CPL2	1.63	.87	.08	0.58	0.29	-0.03	11	17
CPL3	1.51	.67	.27	0.54	0.62	0.10	5	7
CPL4	1.41	.76	.17	0.55	0.60	0.03	9	12
CPL5	1.96	.53	.29	0.54	0.50	0.33	7	4
CPL6	.48	1.01	.46	0.48	0.78	0.67	1	78
CPL7	.37	.94	.37	0.50	0.74	0.63	2	83
CPL8	1.09	1.00	.24	0.54	0.58	0.41	6	39
CPL9	1.75	.70	.21	0.55	0.75	0.41	8	10
CPL10	.64	.92	.34	0.52	0.88	0.64	3	58
CPL11	.72	.91	.32	0.52	0.84	0.62	4	54
CPL12	.73	1.14	.12	0.58	0.48	0.49	10	67
Scale Avgs.	1.16	.86	.24	--	0.53	0.34		

TABLE XLVII (Continued)

Couple Stage 6

Scale Characteristics

Mean	27.86
Standard Deviation	6.64
Standard Error	.84
Reliability Coefficients	
Alpha	.84
Split-Half	.69
Guttman	.93

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
CPL1	2.09	1.12	.61	0.82	0.75	0.68	1	17
CPL2	2.02	1.15	.64	0.82	0.69	0.67	3	19
CPL3	2.05	.44	.50	0.83	0.42	0.55	5	2
CPL4	1.58	.76	.51	0.83	0.92	0.60	9	17
CPL5	1.60	.80	.47	0.83	0.93	0.58	10	17
CPL6	1.96	.81	.57	0.83	0.66	0.65	6	6
CPL7	1.95	1.11	.24	0.85	0.60	0.26	15	16
CPL8	1.93	.83	.72	0.82	0.70	0.68	2	10
CPL9	2.00	.48	.35	0.84	0.69	0.43	11	5
CPL10	1.93	.85	.52	0.83	0.73	0.63	7	10
CPL11	1.96	.60	.46	0.83	0.81	0.60	8	5
CPL12	1.95	.48	.26	0.84	0.74	0.44	14	2
CPL13	1.70	.81	.57	0.82	0.68	0.68	4	13
CPL14	1.63	.89	.37	0.84	0.73	0.44	13	18
CPL15	1.80	.67	.38	0.84	0.72	0.52	12	6
Scale Avgs.	1.88	.70	.48	--	0.72	0.44		

TABLE XLVII (Continued)

Couple Stage 7

Scale Characteristics

Mean   21.94
Standard Deviation   6.29
Standard Error   1.37
Reliability Coefficients
  Alpha   .82
  Split-Half   .72
  Guttman   .84

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
CPL1	1.83	1.25	.59	0.80	0.70	0.59	6	25
CPL2	2.00	1.03	.49	0.81	0.86	0.65	7	15
CPL3	1.61	1.09	.35	0.82	0.86	0.41	9	25
CPL4	1.84	.96	.31	0.83	0.59	0.41	12	19
CPL5	2.16	.77	.77	0.79	0.86	0.74	1	5
CPL6	1.79	.54	.79	0.80	0.88	0.81	5	5
CPL7	2.00	.58	.78	0.79	0.81	0.88	2	5
CPL8	1.95	.62	.63	0.80	0.94	0.77	3	5
CPL9	1.90	.74	.67	0.80	0.78	0.70	4	10
CPL10	.22	.55	.18	0.83	0.41	0.17	13	80
CPL11	1.15	.99	.37	0.82	0.86	0.46	8	36
CPL12	1.20	1.06	.31	0.82	0.64	0.46	11	36
CPL13	1.47	1.07	.29	0.82	0.69	0.39	10	29
Scale Avgs.	1.61	.87	.50	--	0.76	0.51		

APPENDIX J

SCALE AND ITEM ANALYSIS - FAMILY

DEVELOPMENTAL SCALES

TABLE XLVIII

SUMMARY OF FAMILY DEVELOPMENTAL SCALES
AND ITEM CHARACTERISTICS

Family Stage 1

Scale Characteristics

Mean	40.94
Standard Deviation	6.83
Standard Error	1.49
Reliability Coefficients	
Alpha	.82
Split-Half	.64
Guttman	.84

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
FAM1	2.10	.45	.46	0.81	0.92	0.69	10	0
FAM2	2.05	.67	.32	0.81	0.83	0.38	13	5
FAM3	1.52	.68	.36	0.81	0.94	0.30	8	5
FAM4	2.43	.93	.43	0.81	0.80	0.45	17	10
FAM5	2.24	.44	.53	0.81	0.81	0.68	15	0
FAM6	2.10	.30	.78	0.80	0.86	0.82	3	0
FAM7	2.05	.50	.67	0.80	0.83	0.72	5	0
FAM8	2.00	.78	.17	0.82	0.90	0.38	19	10
FAM9	2.10	1.00	.17	0.82	0.78	0.02	21	14
FAM10	2.10	1.00	.17	0.82	0.79	0.33	20	14
FAM11	2.25	.55	.47	0.81	0.77	0.54	18	0
FAM12	2.05	1.02	.24	0.82	0.82	0.26	14	10
FAM13	1.38	.81	.39	0.81	0.93	0.30	9	14
FAM14	1.33	.97	.55	0.80	0.73	0.60	7	24
FAM15	1.76	.83	.37	0.81	0.83	0.50	12	10
FAM16	2.19	.68	.56	0.80	0.84	0.54	4	5
FAM17	2.19	.68	.48	0.80	0.87	0.46	2	5
FAM18	2.10	.83	.44	0.80	0.88	0.47	1	10
FAM19	1.57	.81	.40	0.81	0.81	0.47	16	10
FAM20	1.45	.95	.45	0.80	0.81	0.46	6	25
FAM21	2.00	.45	.34	0.81	0.84	0.46	11	0
Scale Avgs.	1.95	.73	.38	--	0.84	0.40		

TABLE XLVIII (Continued)

Family Stage 2

Scale Characteristics

Mean	35.38
Standard Deviation	4.06
Standard Error	1.02
Reliability Coefficients	
Alpha	.64
Split-Half	.82
Guttman	.80

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
FAM1	2.27	.46	.53	0.59	0.98	0.86	8	0
FAM2	2.27	.46	.66	0.58	0.98	0.90	4	0
FAM3	2.13	.35	.48	0.61	0.91	0.75	10	0
FAM4	2.07	.26	.59	0.61	0.88	0.64	11	0
FAM5	2.07	.26	.05	0.64	0.91	0.29	13	0
FAM6	1.67	.49	-.22	0.67	0.69	-0.49	15	0
FAM7	1.87	.52	-.44	0.69	0.84	-0.67	17	0
FAM8	2.07	.62	.45	0.59	0.78	0.33	9	0
FAM9	2.36	.50	.62	0.58	0.93	0.65	7	0
FAM10	2.36	.50	.76	0.56	0.96	0.72	2	0
FAM11	2.14	.36	.12	0.63	0.74	0.23	12	0
FAM12	2.00	.39	.10	0.64	0.70	-0.04	14	0
FAM13	2.14	.36	.68	0.58	0.97	0.65	6	0
FAM14	2.29	.47	.66	0.58	0.97	0.90	4	0
FAM15	2.07	.27	-.35	0.69	0.96	-0.00	16	6
FAM16	1.14	1.17	.52	0.56	0.87	0.66	3	38
FAM17	.71	1.07	.62	0.53	0.88	0.55	1	56
FAM18	1.36	.93	-.43	0.74	0.82	-0.27	18	25
Scale Avgs.	1.94	.52	.31	--	0.88	0.37		

TABLE XLVIII (Continued)

Family Stage 3

Scale Characteristics

Mean	31.71
Standard Deviation	4.64
Standard Error	1.01
Reliability Coefficients	
Alpha	.78
Split-Half	.79
Guttman	.94

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
FAM1	1.57	.98	.04	0.82	0.80	-0.06	13	19
FAM2	1.81	.75	.24	0.78	0.87	0.10	10	5
FAM3	1.95	.74	.53	0.75	0.82	0.70	5	10
FAM4	2.00	.00	--	--	--	--	--	--
FAM5	2.00	.00	--	--	--	--	--	--
FAM6	1.81	.51	.55	0.75	0.76	0.81	6	5
FAM7	2.00	.00	--	--	--	--	--	--
FAM8	1.91	.54	.81	0.73	0.87	0.93	1	5
FAM9	2.00	.00	--	--	--	--	--	--
FAM10	2.48	.51	-.26	0.81	0.42	-0.33	12	0
FAM11	1.95	.38	.81	0.75	0.83	0.87	4	0
FAM12	1.71	.78	.47	0.76	0.67	0.69	8	14
FAM13	1.81	.68	.75	0.73	0.80	0.88	2	5
FAM14	1.95	.22	.34	0.78	0.76	0.44	11	0
FAM15	1.81	.60	.49	0.76	0.90	0.58	7	5
FAM16	1.76	.70	.71	0.73	0.79	0.75	3	10
FAM17	1.19	1.03	.42	0.77	0.56	0.52	9	38
Scale Avgs.	1.86	.50	.45	--	0.76	0.53		

TABLE XLVIII (Continued)

Family Stage 4

Scale Characteristics

Mean	27.85
Standard Deviation	5.73
Standard Error	.77
Reliability Coefficients	
Alpha	.84
Split-Half	.67
Guttman	.87

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
FAM1	2.00	.91	.37	0.84	0.80	0.31	12	14
FAM2	1.85	1.00	.70	0.82	0.77	0.63	1	20
FAM3	1.85	.71	.41	0.84	0.64	0.36	14	11
FAM4	1.48	1.11	.31	0.85	0.29	0.31	15	30
FAM5	1.87	.75	.56	0.83	0.73	0.67	7	11
FAM6	1.83	.51	.69	0.82	0.75	0.80	2	5
FAM7	1.80	.68	.51	0.83	0.51	0.56	11	11
FAM8	1.96	.43	.65	0.83	0.72	0.73	8	5
FAM9	1.82	.59	.46	0.83	0.75	0.56	6	9
FAM10	1.85	.64	.45	0.83	0.53	0.59	10	9
FAM11	1.93	.51	.48	0.83	0.95	0.61	3	5
FAM12	1.93	.51	.48	0.83	0.95	0.61	3	5
FAM13	1.91	.52	.47	0.83	0.71	0.66	9	5
FAM14	1.96	.43	.30	0.84	0.64	0.51	13	5
FAM15	1.87	.55	.64	0.83	0.75	0.81	5	7
Scale Avgs.	1.84	.66	.50	--	0.71	0.58		

TABLE XLVIII (Continued)

Family Stage 5

Scale Characteristics

Mean	36.12
Standard Deviation	4.84
Standard Error	.95
Reliability Coefficients	
Alpha	.94
Split-Half	.86
Guttman	.95

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
FAM1	2.22	.42	.57	0.94	0.68	0.65	17	0
FAM2	2.13	.34	.70	0.94	0.98	0.79	2	0
FAM3	2.13	.34	.70	0.94	0.98	0.79	2	0
FAM4	2.13	.34	.70	0.94	0.98	0.79	2	0
FAM5	2.13	.34	.70	0.94	0.98	0.75	5	0
FAM6	2.09	.60	.68	0.94	0.99	0.66	1	4
FAM7	2.09	.29	.74	0.94	0.80	0.85	16	0
FAM8	2.00	.31	.80	0.94	0.95	0.87	9	0
FAM9	1.96	.38	.71	0.94	0.84	0.78	14	0
FAM10	2.05	.58	.59	0.94	0.85	0.53	13	4
FAM11	1.91	.53	.79	0.94	0.98	0.73	6	4
FAM12	2.00	.31	.80	0.94	0.95	0.87	9	0
FAM13	1.91	.53	.79	0.94	0.98	0.73	6	4
FAM14	1.91	.53	.79	0.94	0.98	0.73	6	4
FAM15	2.00	.31	.80	0.94	0.95	0.87	9	0
FAM16	1.81	.59	.47	0.94	0.41	0.55	18	4
FAM17	1.96	.38	.71	0.94	0.84	0.78	14	0
FAM18	2.00	.31	.80	0.94	0.95	0.87	9	0
Scale Avgs.	2.02	.41	.71	--	0.89	0.76		

TABLE XLVIII (Continued)

Family Stage 6

Scale Characteristics

Mean	36.12
Standard Deviation	4.84
Standard Error	.95
Reliability Coefficients	
Alpha	.84
Split-Half	.75
Guttman	.89

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
FAM1	1.60	.88	.37	0.83	0.98	0.22	7	15
FAM2	1.85	.59	.36	0.83	0.91	0.35	9	4
FAM3	2.00	.32	.17	0.84	0.90	0.16	18	0
FAM4	1.70	.92	.45	0.83	0.72	0.51	13	19
FAM5	1.52	.84	.37	0.83	0.89	0.45	10	19
FAM6	1.95	.51	.18	0.84	0.93	0.05	17	4
FAM7	1.85	.67	.47	0.83	0.97	0.41	8	8
FAM8	1.78	.73	.23	0.84	0.94	0.05	16	8
FAM9	1.28	1.07	.82	0.80	0.96	0.81	1	33
FAM10	1.50	.99	.72	0.81	0.97	0.88	2	25
FAM11	2.00	.00	--	--	--	--	--	--
FAM12	1.44	.86	.67	0.82	0.93	0.86	3	25
FAM13	1.67	.84	.48	0.83	0.87	0.77	11	21
FAM14	1.61	.92	.56	0.82	0.83	0.74	5	17
FAM15	1.72	.67	.21	0.84	0.96	0.34	14	8
FAM16	1.72	.67	.21	0.84	0.96	0.34	14	8
FAM17	1.61	.92	.01	0.85	0.88	-0.21	20	17
FAM18	1.89	.47	.48	0.83	0.82	0.58	12	4
FAM19	1.67	.77	.44	0.83	0.98	0.31	6	13
FAM20	1.00	1.03	.33	0.84	0.67	0.30	19	44
FAM21	1.78	.73	.64	0.82	0.93	0.76	4	9
Scale Avgs.	1.55	.73	.44	--	0.86	0.43		

TABLE XLVIII (Continued)

Family Stage 7

Scale Characteristics

Mean	40.44
Standard Deviation	6.31
Standard Error	1.00
Reliability Coefficients	
Alpha	.74
Split-Half	.39
Guttman	.79

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
FAM1	1.76	.76	.27	0.74	0.75	0.27	15	10
FAM2	1.83	.63	.43	0.73	0.77	0.44	11	7
FAM3	1.69	.87	.47	0.72	0.87	0.47	2	17
FAM4	1.39	1.02	.43	0.72	0.81	0.48	4	29
FAM5	1.36	1.10	.63	0.70	0.82	0.66	1	33
FAM6	2.02	.69	.54	0.72	0.85	0.65	3	7
FAM7	2.00	.55	.56	0.72	0.73	0.79	6	5
FAM8	1.83	.77	.44	0.72	0.80	0.37	5	12
FAM9	1.98	.42	.15	0.74	0.72	0.22	16	2
FAM10	1.93	.73	.50	0.72	0.71	0.61	7	10
FAM11	1.90	.81	.37	0.73	0.86	0.54	9	13
FAM12	1.95	.75	.38	0.73	0.89	0.57	8	10
FAM13	2.03	.48	.10	0.75	0.77	0.19	19	5
FAM14	2.13	.37	.35	0.74	0.86	0.51	14	0
FAM15	2.03	.48	.07	0.75	0.86	0.13	17	3
FAM16	2.15	.37	.35	0.74	0.92	0.57	13	0
FAM17	2.08	.58	.40	0.73	0.85	0.58	10	3
FAM18	1.83	.64	.35	0.73	0.64	0.59	12	5
FAM19	2.05	.55	.00	0.75	0.83	-0.16	11	13
FAM20	2.13	.97	.01	0.76	0.80	-0.18	20	5
FAM21	2.38	1.21	-.04	0.78	0.75	-0.04	21	20
Scale Avgs.	1.93	.71	.32	--	0.80	0.39		

TABLE XLVIII (Continued)

Family Stage 8

Scale Characteristics

Mean	23.41
Standard Deviation	8.42
Standard Error	1.76
Reliability Coefficients	
Alpha	.93
Split-Half	.95
Guttman	.95

Item Statistics

Items	X	SD	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank	% NA
FAM1	1.52	.75	.83	0.93	0.86	0.90	9	13
FAM2	.60	.75	.29	0.94	0.49	0.37	14	55
FAM3	1.62	.97	.49	0.94	0.82	0.61	13	22
FAM4	1.71	.90	.84	0.93	0.95	0.92	3	17
FAM5	1.62	.74	.72	0.93	0.94	0.83	4	13
FAM6	1.57	.75	.52	0.93	0.94	0.69	5	13
FAM7	1.57	.93	.77	0.93	0.80	0.86	11	22
FAM8	1.71	.78	.94	0.92	0.98	0.97	1	13
FAM9	1.85	.59	.69	0.93	0.87	0.73	8	9
FAM10	1.95	.81	.80	0.93	0.68	0.61	12	9
FAM11	1.62	.74	.61	0.93	0.94	0.53	6	17
FAM12	1.62	.74	.87	0.93	0.95	0.92	2	13
FAM13	1.81	.81	.85	0.93	0.92	0.91	7	13
FAM14	1.67	.91	.57	0.93	0.86	0.68	10	17
Scale Avgs.	1.60	.80	.70	--	0.86	0.75		

APPENDIX K

SCALE AND ITEM ANALYSIS - STRESS/

SUPPORT SCALES

TABLE XLIX

SUMMARY OF STRESS/SUPPORT SCALES AND
ITEM CHARACTERISTICS

Religiosity

Scale Characteristics

Mean	7.48
Standard Deviation	2.91
Standard Error	0.18
Reliability Coefficients	
Alpha	0.72
Split-Half	0.69
Guttman	0.77

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
Rel1	1.86	0.72	0.35	0.55	0.66	0.61	0.78	2
Rel2	1.63	0.67	0.38	0.53	0.68	0.59	0.77	3
Rel3	2.32	1.47	0.33	0.53	0.75	0.55	0.74	4
Rel4	1.67	0.87	0.21	0.65	0.59	0.68	0.82	1
Scale Avgs.	1.87	0.93	0.32	0.56	—	0.61	0.78	

TABLE XLIX (Continued)

General Life Satisfaction

Scale Characteristics

Mean	13.18
Standard Deviation	2.52
Standard Error	0.16
Reliability Coefficients	
Alpha	0.67
Split-Half	0.69
Guttman	0.69

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
GLS1	3.46	0.64	0.35	0.58	0.59	0.65	0.81	2
GLS2	3.37	0.81	0.38	0.62	0.54	0.75	0.87	1
GLS3	3.53	0.74	0.33	0.52	0.61	0.60	0.77	3
GLS4	2.85	1.19	0.21	0.34	0.79	0.27	0.52	4
Scale Avgs.	3.30	0.85	0.32	0.52	—	0.50	0.74	

TABLE XLIX (Continued)

Work

Scale Characteristics

Mean	15.29
Standard Deviation	7.22
Standard Error	0.45
Reliability Coefficients	
Alpha	0.87
Split-Half	0.85
Guttman	0.87

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
Work1	2.54	1.51	0.48	0.77	0.83	0.74	0.86	2
Work2	2.51	1.47	0.39	0.60	0.86	0.50	0.70	5
Work3	2.37	1.45	0.42	0.65	0.85	0.59	0.77	4
Work4	2.48	1.67	0.48	0.75	0.83	0.72	0.85	3
Work5	2.53	1.65	0.50	0.78	0.83	0.76	0.87	1
Work6	2.83	1.56	0.33	0.48	0.88	0.34	0.58	6
Scale Avgs.	2.54	1.56	0.43	0.67	__	0.61	0.77	

TABLE XLIX (Continued)

Social Activities

Scale Characteristics

Mean	16.78
Standard Deviation	3.82
Standard Error	0.24
Reliability Coefficients	
Alpha	0.63
Split-Half	0.54
Guttman	0.66

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
SCACT1	2.22	1.36	0.18	0.38	0.59	0.41	0.61	4
SCACT2	2.35	1.02	0.27	0.58	0.51	0.68	0.81	1
SCACT3	2.76	1.14	0.24	0.50	0.53	0.59	0.75	2
SCACT4	2.38	1.19	0.11	0.22	0.65	0.26	0.37	5
SCACT5	3.83	0.46	0.07	0.13	0.65	0.80	0.27	6
SCACT6	3.28	1.02	0.22	0.40	0.58	0.58	0.65	3
Scale Avgs.	2.80	1.03	0.18	0.37	—	0.49	0.58	

TABLE XLIX (Continued)

Friends

Scale Characteristics

Mean	9.70
Standard Deviation	1.96
Standard Error	0.12
Reliability Coefficients	
Alpha	0.71
Split-Half	0.70
Guttman	0.72

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
Frnds1	3.32	0.78	0.32	0.57	0.57	0.71	0.84	1
Frnds2	3.33	0.79	0.29	0.50	0.66	0.58	0.76	3
Frnds3	3.04	0.89	0.30	0.53	0.63	0.62	0.79	2
Scale Avgs.	3.23	0.82	0.30	0.53	—	0.64	0.80	

TABLE XLIX (Continued)

Lifestyle

Scale Characteristics

Mean	27.20
Standard Deviation	4.78
Standard Error	0.29
Reliability Coefficients	
Alpha	0.67
Split-Half	0.69
Guttman	0.69

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
Lifes1	3.37	0.81	0.16	0.31	0.65	0.52	0.49	7
Lifes1	2.62	1.05	0.20	0.40	0.63	0.51	0.51	5
Lifes3	2.74	1.12	-0.01	-0.02	0.73	0.57	0.04	9
Lifes4	2.98	0.85	0.21	0.41	0.63	0.68	0.68	4
Lifes5	3.16	0.86	0.26	0.53	0.60	0.70	0.73	2
Lifes6	2.84	1.10	0.18	0.38	0.63	0.58	0.49	6
Lifes7	3.55	0.83	0.26	0.54	0.60	0.66	0.73	1
Lifes8	3.37	0.77	0.23	0.48	0.62	0.58	0.64	3
Lifes9	2.93	0.97	0.13	0.27	0.66	0.56	0.39	8
Scale Avgs.	2.73	0.93	0.18	0.37	__	0.54	0.48	

TABLE XLIX (Continued)

Health

Scale Characteristics

Mean	11.52
Standard Deviation	2.33
Standard Error	0.14
Reliability Coefficients	
Alpha	0.61
Split-Half	0.40
Guttman	0.63

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
Hlth1	3.10	0.78	0.26	0.42	0.52	0.84	0.81	2
Hlth2	3.27	0.68	0.28	0.50	0.48	0.82	0.84	1
Hlth3	2.80	0.97	0.22	0.41	0.53	0.64	0.62	3
Hlth4	2.36	0.97	0.16	0.29	0.63	0.75	0.44	4
Scale Avgs.	2.88	0.85	0.23	0.41	—	0.76	0.68	

TABLE XLIX (Continued)

Parent/Child Relationships

Scale Characteristics

Mean	11.55
Standard Deviation	5.70
Standard Error	0.35
Reliability Coefficients	
Alpha	0.95
Split-Half	0.94
Guttman	0.95

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
Pcrel1	2.82	1.48	0.63	0.91	0.92	0.90	0.95	1
Pcrel2	2.91	1.56	0.59	0.83	0.94	0.82	0.90	4
Pcrel3	2.84	1.55	0.60	0.85	0.94	0.84	0.92	3
Pcrel4	2.98	1.55	0.63	0.91	0.92	0.90	0.95	1
Scale Avgs.	2.89	1.54	0.61	0.88	—	0.87	0.93	

TABLE XLIX (Continued)

Extended Kin Relationships

Scale Characteristics

Mean	13.27
Standard Deviation	2.46
Standard Error	0.15
Reliability Coefficients	
Alpha	0.77
Split-Half	0.84
Guttman	0.79

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
Extki1	3.29	0.91	0.34	0.57	0.72	0.64	0.72	3
Extki2	3.38	0.78	0.29	0.49	0.75	0.69	0.64	4
Extki3	3.40	0.87	0.35	0.64	0.69	0.95	0.82	1
Extki4	3.29	0.74	0.21	0.41	0.77	0.57	0.55	5
Extki5	3.38	0.93	0.34	0.61	0.70	0.95	0.81	2
Scale Avgs.	3.35	0.85	0.31	0.54	__	0.76	0.71	

TABLE XLIX (Continued)

Roles and Responsibilities

Scale Characteristics

Mean	11.68
Standard Deviation	2.79
Standard Error	0.17
Reliability Coefficients	
Alpha	0.47
Split-Half	0.43
Guttman	0.54

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
Rolr1	2.45	1.34	0.00	0.00	0.73	0.99	-0.00	4
Rolr2	3.36	0.77	0.22	0.38	0.33	0.60	0.77	3
Rolr3	3.08	0.91	0.25	0.46	0.23	0.68	0.82	1
Rolr4	2.94	1.01	0.24	0.41	0.25	0.68	0.82	2
Scale Avgs.	2.21	1.01	0.18	0.31	__	0.74	0.60	

TABLE XLIX (Continued)

Roles and Responsibilities (2)

Scale Characteristics

Mean	3.37
Standard Deviation	0.77
Standard Error	0.05
Reliability Coefficients	
Alpha	0.73
Split-Half	0.75
Guttman	0.74

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
Rolr21	3.36	0.77	0.30	0.52	0.68	0.59	0.77	3
Rolr22	3.08	0.91	0.32	0.56	0.62	0.68	0.82	2
Rolr23	2.94	1.01	0.32	0.58	0.61	0.68	0.82	1
Scale Avgs.	3.11	0.90	0.31	0.55	—	0.65	0.80	

TABLE XLIX (Continued)

Resources

Scale Characteristics

Mean	28.26
Standard Deviation	4.90
Standard Error	0.30
Reliability Coefficients	
Alpha	0.69
Split-Half	0.73
Guttman	0.73

Item Statistics

Items	X	SD	r	r With Scale	Alpha	h^2	$U_{nr}F1$	Rank
Res1	1.99	1.89	0.14	0.30	0.68	0.36	0.47	7
Res2	3.07	1.08	0.14	0.31	0.67	0.42	0.44	6
Res3	3.25	0.92	0.26	0.58	0.62	0.73	0.72	1
Res4	1.69	0.75	0.04	0.10	0.70	0.68	0.12	10
Res5	2.88	1.13	0.13	0.30	0.68	0.72	0.43	8
Res6	2.86	0.92	0.21	0.44	0.65	0.44	0.64	3
Res7	3.20	0.82	0.26	0.48	0.64	0.60	0.65	2
Res8	2.80	1.01	0.20	0.41	0.65	0.51	0.61	4
Res9	3.13	0.76	0.20	0.42	0.66	0.63	0.64	5
Res10	3.40	0.89	0.11	0.21	0.69	0.49	0.41	9
Scale Avgs.	2.83	1.02	0.17	0.27	—	0.56	0.51	

APPENDIX L

INDIVIDUAL, COUPLE AND FAMILY STAGE

ITEMS BY GENDER

TABLE L

INDIVIDUAL, COUPLE AND FAMILY STAGE
ITEMS BY GENDER

Stage	Item Number	Item	F	p
		Individual Items		
1	1.	Developing a sense of how I can contribute as adult in the community.	5.56	*
2	1.	Allowing the goals of other people that are close to me to become more important than my own.	5.47	*
2	3.	Placing more emphasis on career goals than on the family.	4.65	*
2	15.	Quitting job after child was born.	5.37	*
2	19.	Emotional satisfaction from having a child(ren).	3.68	.07
2	22.	Feeling satisfied with child care arrangements.	3.57	.07
3	2.	Feeling confined by current lifestyle.	8.30	**
3	6.	Identifying career goals for the next few years.	12.13	***
3	7.	Feeling an increased need to have a/another child.	4.18	*
3	11.	Feelings of not being needed as children begin school.	3.34	.07
3	12.	Beginning to seek new sources of satisfaction and personal fulfillment.	5.31	*
3	26.	Increase in marital problems.	7.76	**
4	4.	Divorce	7.6	**
4	15.	Decreasing amount of dependency on my spouse.	12.8	***

TABLE L (Continued)

Stage	Item Number	Item	F	p
4	22.	Giving up more of the little child inside of me to become the evolving adult.	4.9	*
4	25.	Becoming idependent of mentors who were influential in guiding my earlier professional life.	5.5	*
4	28.	Pursuing goal-directed activities aimed at advancement, particularly work-related.	10.9	**
4	42.	Trying to gain a more realistic view of myself and others.	3.5	.06
5	1.	Feeling loss of my youthful appearance and/or feeling less attractive than before.	5.0	*
5	5.	Giving consideration to leaving my marriage.	4.4	*
5	8.	Beginning to mentor others at work place.	8.4	**
5	11.	Personal expectations becoming less idealistic regarding the future-often experiencing a loss of cherished beliefs and values.	9.2	**
5	13.	Menopause	75.5	***
5	15.	Loss of familiar roles or major responsibilities resulting in an increase of unstructured time.	8.6	**
5	20.	Getting remarried.	5.1	*
5	22.	Sensing loss as the children leave home.	6.1	*
5	23.	Having a give and take relationship with spouse, children, friends, work, community and self.	4.0	.06
5	26.	Searching for ways to live that best combines current desires, values, talents and aspirations.	4.8	*

TABLE L (Continued)

Stage	Item Number	Item	F	p
5	32.	Forming more flexible values, admiring others in a genuine way.	7.0	*
6	25.	Feeling that I have a less youthful appearance and a loss of physical attractiveness.	4.6	*
6	27.	Facing restrictions in job such as under-utilization, loss of promotion potential, termination, or inability to transfer to a new new job.	14.6	***
6	37.	Appreciating and approving my own ethics, morals and values.	4.5	*
6	43.	Loss of major companions at the work place.	7.3	**
7	11.	Gaining new insights into the meaning of my life.	3.7	.06
7	12.	Reviewing my life and making a judgement about my self-worth.	4.4	*
7	14.	Continuing a full life by developing ways to spend additional free time.	4.4	*
7	25.	Facing constraints of health deterioration and loss of energy.	3.6	.06
7	26.	Feelings of frustration with body due to limitations it places on activities.	7.2	**
7	29.	Continuing previously established daily activities until physically unable to continue.	4.3	*

TABLE L (Continued)

Stage	Item Number	Item	F	p
		Couple Items		
2	3.	Decrease in marital satisfaction.	4.2	.06
2	4.	Negative feelings about one's life.	6.5	*
7	2.	Difficulty adjusting to continuous time together at the beginning of retirement.	8.4	**
7	4.	Experiencing conflict at the beginning of retirement.	5.8	*
		Family Items		
1	9.	Female adapting to the role of wife within the marriage.	9.7	**
1	19.	Learning to handle family crisis.	4.6	*
3	6.	Sharing of household duties within the family.	4.6	*
3	11.	Relating to relatives on both sides of the family in creative ways.	3.7	.06
8	10.	Adjusting to retirement.	9.7	**

*p < .05.
**p < .01.
***p < .001.

APPENDIX M

TUKEY RESULTS FOR THE STRESS/SUPPORT

SCALES

TABLE LI

TUKEY RESULTS FOR THE STRESS/SUPPORT SCALES

Scale	1,2	1,3	2,3	1,4	1,5	1,6	1,7	1,8	2,4	2,5	2,6	2,7	2,8	3,4	3,5	3,6	3,7	3,8	4,5	4,6	4,7	4,8	5,6	5,7	5,8	6,7	6,8	7,8
Reliogisity	e	b,d	b		a																						a	
Life Satisfaction																												
Work	e	b,d	b,c				h					f,g	h			f,g	h				f,g	h		f,g	h	a,f g	h	h
Social Activities		b,d	b																	g								
Friends	e																											
Life Style																								g				
Health																												
Parent/Child Relationship	a,b d,h	b,d f,h	a,f g	f,h	a,f h	a,f h	a,f h	h	a,f g	f,g	f,g	f,g	g	a,g	a,g	a,g	h	a	a	a,h	h					h		h
Extended Kin		d	a									a						a	a	a								
Roles and Responsibilities																												
Resources	e																											
Roles and Responsibilities (2)																												

*p < .05.
**p < .01.
***p < .001.

a = Family Form; b = Traditional Raw Score; c = Pre-set Corrected Traditional Score; d = Sample Specific Corrected Traditional Score; e = Gender; f = Individual Stage; g = Couple Stage; h = Family Stage.

APPENDIX N

PERCENT OF INDIVIDUALS IN EACH COUPLE

CIRCUMPLEX TYPOLOGY BY COUPLE STAGE

TABLE LII

PERCENT OF INDIVIDUALS IN EACH COUPLE
CIRCUMPLEX TYPOLOGY BY COUPLE STAGE

COUPLE STAGE II

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	6.7	26.7	33.3
Flexible	0.0	0.0	0.0	0.0
Structured	0.0	0.0	6.7	0.0
Rigid	6.7	13.3	0.0	6.7

Circumplex (5)

Flexible Separated	6.7
Flexible Connected	60.0
Structured Separated	20.0
Structured Connected	6.7
Balanced	6.7

Circumplex (3)

Extreme	46.7
Mid-range	46.7
Balanced	6.7

COUPLE STAGE III

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	3.6	0.0	14.3
Flexible	0.0	10.7	21.4	3.6
Structured	0.0	3.6	10.7	14.3
Rigid	3.6	0.0	10.7	3.6

Circumplex (5)

Flexible Separated	3.6
Flexible Connected	17.9
Structured Separated	3.6
Structured Connected	28.6
Balanced	46.4

Circumplex (3)

Extreme	21.4
Mid-range	32.1
Balanced	46.4

TABLE LII (Continued)

COUPLE STAGE IV

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	4.3	4.3	17.4
Flexible	0.0	0.0	13.0	4.3
Structured	4.3	4.3	13.0	13.0
Rigid	0.0	13.0	0.0	8.7

Circumplex (5)

		Circumplex (3)	
Flexible Separated	4.3	Extreme	26.1
Flexible Connected	26.1	Mid-range	43.5
Structured Separated	17.4	Balanced	30.4
Structured Connected	21.7		
Balanced	30.4		

COUPLE STAGE V

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	1.2	3.7	17.1
Flexible	0.0	4.9	3.7	4.9
Structured	2.4	7.3	18.3	13.4
Rigid	1.2	6.1	12.2	3.7

Circumplex (5)

		Circumplex (3)	
Flexible Separated	1.2	Extreme	22.0
Flexible Connected	25.6	Mid-range	43.9
Structured Separated	9.7	Balanced	34.1
Structured Connected	29.3		
Balanced	34.1		

TABLE LII (Continued)

COUPLE STAGE VI

	Disengaged	Separated	Connected	Enmeshed
Chaotic	1.5	4.4	5.9	30.9
Flexible	0.0	2.9	8.8	2.9
Structured	0.0	1.5	7.4	4.4
Rigid	0.0	11.8	16.2	1.5

Circumplex (5)   Circumplex (3)

Flexible Separated	5.9		Extreme	33.8
Flexible Connected	39.7		Mid-range	45.6
Structured Separated	11.8		Balanced	20.6
Structured Connected	22.1			
Balanced	20.6			

COUPLE STAGE VII

	Disengaged	Separated	Connected	Enmeshed
Chaotic	0.0	4.2	12.5	50.0
Flexible	0.0	0.0	4.2	4.2
Structured	0.0	4.2	4.2	8.3
Rigid	0.0	8.3	0.0	0.0

Circumplex (5)   Circumplex (3)

Flexible Separated	4.2		Extreme	50.0
Flexible Connected	66.7		Mid-range	37.5
Structured Separated	8.3		Balanced	12.5
Structured Connected	8.3			
Balanced	12.5			

VITA

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Doctor of Philosophy

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