ADOLESCENT COURTSHIP VIOLENCE AND VIOLENCE IN THE FAMILY OF ORIGIN

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Abstract

This study investigates the hypothesized relationship between the adolescent's perceptions of a) the family atmosphere, b) the family relationship, c) mother's family cohesion, and d) father's family cohesion; observation of parental marital conflict by the adolescent; the adolescent's perceptions of emotional triangulation into the parental marital relationship; and the adolescent's courtship violence experiences. The hypothesized model was developed from social learning theory and family systems theory and includes the development of a new scale measuring emotional triangulation. Subjects were 146 high school students residing in a southwestern state. Regression analysis confirmed that 24% to 36% of the variance in adolescent courtship violence could be explained depending upon the sex of the subjects and the form of the model. A specific model for females and males is presented. Implications for use of the models and future research are discussed.

Adolescent Perceptions of Family Factors Influencing Adolescent Courtship Violence Experiences

Although many studies on violent behaviors have provided an expansive view of courtship violence among young adults, little research has been done focusing upon the relationship between courtship violence of the adolescent and the adolescent's perceptions of family factors in the family of origin that influence adolescent courtship violence experiences. This study focuses upon intergenerational issues that appear to influence adolescent courtship violence, including the adolescent's observation of parental marital violence, perception of negative family atmosphere, perception of family cohesion, and perception of emotional triangulation into the parental marital relationship.

Family violence research, particularly on spouse abuse, revealed that 16% of the sample of married adults had engaged in at least one violent act against the spouse in the past year, and 28% had experienced violence sometime during the marriage (Straus, Gelles, & Steinmetz, 1980). Replication of this study in 1985 found the high incidence of violence against spouses prevailed (Straus & Gelles, 1986).

Many research studies have been done on courtship

violence since Makepeace's (1981) pivotal work with college students revealed that 25% of the sample had experienced courtship violence. These research studies supported the fact that college students experienced courtship violence with rates that varied from 16% (Makepeace, 1986) to 23% (Matthews, 1984). Women in several of these studies reported higher rates of victimization than males, from 25% (Aizenman & Kelley, 1988) to 73% (Rouse, 1988). In the study reported by Lane and Gwartney-Gibbs (1985), over 40% of the females and 30% of the males reported both inflicting and receiving some sort of violence in their dating experiences.

Whereas much of the previously cited research on courtship violence used college students, the study by Henton, Cate, Koval, Lloyd and Christopher (1983) investigated courtship violence among high school students. Approximately half as many high school students experienced courtship or dating violence (12%) (Henton, et al, 1983) in comparison to studies of dating violence among college students (Cate, et al, 1982; Makepeace, 1981; Matthews, 1984). In over 70% of the violent relationships among the high school sample, the pattern of violence was reciprocal. Furthermore, approximately half of this group perceived that both partners were responsible for starting the violence.

A more recent study of high school students revealed

that 35% of the sample reported courtship violence experiences (O'Keefe, Brockopp, & Chew, 1986). In this sample, 51% of the students who witnessed their parents being abusive to each other had been involved in abusive relationships themselves. Moreover, these students reported higher rates of more severe violent behavior, including punching a date (27%), beating their partner (6.5%), and threatening the partner with or using a gun or knife (4.5%).

The relationship between observed abusive behavior and modeling of that behavior, based upon social learning theory (Bandura, 1969), was supported in several studies (Bernard & Bernard, 1983; Gully, Dengerink, Pepping & Bergstrom, 1981; Gully, Pepping & Dengerink, 1982; Laner & Thompson, 1982; Marshall & Rose, 1988). Bandura's social learning theory posits that the behavior of powerful models will be attended to, rehearsed, and reproduced even though the observer has had no direct interaction with the model. Expressing and receiving violence in an intimate relationship were found to be significantly correlated to observing spousal abuse by the parents.

Family systems theory, particularly the Bowen Theory (Kerr & Bowen, 1988), purports to explain family dynamics and relationships between family members. Bowen (Kerr & Bowen, 1988) claims that the triangle is the smallest stable relationship system as the basic building block of

any emotional system. The triangle, when calm, is made up of a comfortable and close twosome and a less comfortable outsider. The twosome works to preserve togetherness to prevent one from becoming uncomfortable and leaving the relationship. The outsider position is the most comfortable position in periods of stress. Each member of the twosome work to get to the outside position to escape the tension in the relationship. An unstable twosome can be stabilized by the addition, or triangulation, of a third person (Kerr & Bowen, 1988).

These two theories, Bandura's (1969) social learning theory, and Bowenian Theory (Bowen, 1978; Kerr & Bowen, 1988) both appear to be useful in explaining courtship violence. Both can be incorporated in the development of a conceptual model that assesses courtship violence experiences in adolescents. Such is the case in this study in which a relationship is hypothesized between the adolescent's perceptions of mother's family cohesion, the adolescent's perceptions of father's family cohesion, the adolescent's perceptions of the family relationship and family atmosphere, the adolescent's perception of emotional triangulation into the parental marital relationship (the Bowen theory), adolescent observation of parental marital conflict (the Bandura theory), and adolescent courtship violence experiences. The purpose of this study was to develop a conceptual model, based upon the theories of social learning and family systems, that

would identify factors in the adolescent's family of origin, as perceived by the adolescent, that influenced the adolescent's courtship violence experiences.

Method

Subjects

Subjects for this purposive, non-randomized study were recruited from several groups of high school-aged adolescents in a southwestern state. Four of these groups (n=46) were representative of high school-aged adolescents receiving inpatient services for drug and/or alcohol abuse. One group (n=68) represented leaders of a state-wide organization gathered at a southwestern university for a state meeting. Other subjects represented church groups (n=26) and athletic groups (n=6).

A total of 146 adolescents agreed to participate in this purposive study. Their age range was from 13 to 19, with a mean age of 16 years. A majority of the subjects were white (89%), with American Indian (7%) and Hispanic (1.4%) the next largest groups. The mean grade level was 11th grade and 70% of the adolescents came from intact nuclear families. Parents had been married an average of 17 years and most had attended at least some college. The adolescents were primarily from small cities (36%) or rural and farm areas (29%).

Measures

The variables measured in this study were: a) the adolescent's perception of mother's family cohesion; b) the adolescent's perception of father's family cohesion; c) the adolescent's perception of the family relationship; d) the adolescent's perception of family atmosphere; e) the adolescent's perception of emotional triangulation into the parental marital relationship; f) the adolescent's observation of parental marital conflict; and g) the adolescent's courtship violence experiences. Other variables used in the study were assessed from the background information form in the questionnaire.

Family cohesion

Family cohesion was measured by utilizing the "real" form of the cohesion subscale from FACES III (Olson, Portner, & Lavee, 1985). Olson and colleagues reported a reliability using Cronbach's coefficient alpha for this subscale of .77 (Olson, et al., 1985). The scoring was revised to a four-point summated rating scale in which almost never was scored 1, sometimes 2, often 3, and almost always 4. In the two pilot studies done to refine the scales, subjects commented that their parents often disagreed on the items listed in the scale. Hence, subjects were asked to identify separately how they perceived their mother's cohesion and father's cohesion.

Mother family cohesion

Mothers' family cohesion consisted of several items, including family emotional bonding and family supportiveness, from the cohesion subscale of FACES III (Olson, et al, 1985). More accurately, the variable tapped the teen's perceptions of mother's family cohesion. Factor analysis of the mother's family cohesion scale revealed that all ten items loaded on one factor, as reported also by Olson (1985). Reliability studies using Cronbach's coefficient alpha for the mother family cohesion scale was .81. and similar to the reliabilities reported by Olson (Olson, et al, 1985).

Father family cohesion

This variable tapped the teen's perceptions of father's family cohesion, utilizing the cohesion subscale from FACES III (Olson, et al, 1985). All ten items in this scale loaded on one factor when factor analysis was done. Reliability using Cronbach's coefficient alpha for the father family cohesion scale was .84 with the modified scale and similar to reliabilities reported by Olson (Olson, et al, 1985).

Family relationship

Two subscales from the relationship dimension in Form S of Moos' Family Environment Scale (Moos, Insel, & Humphrey, 1974) were utilized to measure the family relationship. More specifically, the cohesion subscale measured the extent to which family members were

concerned and committed to the family as well as the degree to which members were helpful and supportive of each other. The expressiveness subscale measured the extent to which members of the family were allowed and encouraged to act openly and to express their feelings directly. The original scoring for the FES was true or false. This scale was modified to a four-point summated scale to match the scale used to measure the other variables. Test-retest reliabilities reported by Moos and colleagues (Moos, et al, 1974) were .86 for cohesion and .73 for expressiveness. Factor analysis of the combined scales, family relationship, revealed one factor. Reliabilities using Cronbach's coefficient alpha were .80 for cohesion and .44 for expressiveness. Each subscale was utilized separately in the primary data analysis to match their usage in the original standardized scale.

Because of high multicollinearity of the Moos cohesion subscale with the other two cohesion measures, adolescent's pereception of mother family cohesion and adolescent's perception of father family cohesion, the Moos cohesion subscale was subsequently deleted from the data analysis. The expressiveness subscale was deleted from the data analysis because of the low Cronbach's coefficient alpha. Hence, although family relationship was an hypothesized variable, it was deleted in the data analysis.

Family atmosphere

The variable, family atmosphere, was tapped by utilizing two subscales from the Family-Of-Origin Scale (Hovestadt, Anderson, Piercy, Cochran & Fine, 1985). The original scale purported to measure the level of perceived health in the subject's family of origin by measuring the concepts of autonomy and intimacy. More specifically, two subscales from the intimacy concept were utilized to measure family mood and tone and the family's ability to resolve conflicts, labelled family atmosphere in this study. The scale was revised from a five-point Likert type scale to a four-point summated scale as described above. Reliability using Cronbach's coefficient alpha of the family atmosphere scale was .83 with the revised scale as compared to .75 as reported by Hovestadt and colleagues (Hovestadt, et al, 1985).

Factor analysis was not reported in the original article on the scale. However, a more recent report discussed in detail the validity and use of the Family-Of-Origin Scale (Lee, Gordon, & O'Dell, 1989). In the Lee study, the FOS scale was administered to both clinical and non-clinical groups. Factor analysis on both groups revealed that the items in the scale loaded primarily on one factor that accounted for 39% of the variance for the clinical group and 41% of the variance for the non-clinical group. The authors (Lee, et al, 1989) labelled this factor family encouragement of

the expression of individual opinion. The second factor was labelled emotional climate in the home. Another factor was labelled openness of family members to one another. The authors (Lee, et al, 1989) concluded there was a meaningful factor structure with "only one factor of any importance" (p. 25).

Factor analysis of the mood and tone and conflict resolution subscales as utilized for this study revealed six of the eight items loading on one factor that accounted for 47% of the variance in the scale. Loading of items from the family atmosphere scale were different from those identified by Lee (Lee, et al, 1989). Items loading in the first factor tapped negative family atmosphere and conflict resolution. The two items that loaded on the second factor that accounted for an additional 13% of the variance assessed whether the respondent's parents were warm and supportive and whether the respondents could talk things out and settle conflicts between the parents. Hence, for this study, the variable was labelled family atmosphere to reflect the concept it tapped.

Emotional Triangulation

The emotional triangulation scale is a new scale developed specifically for this study. The boundaries subscale measured the degree of emotional fusion and undifferentiation between the adolescent and parents. The intervention subscale measured intervention

strategies the adolescent utilized when the parents experienced marital anxiety and conflict. The distraction subscale measured distracting behaviors the adolescent utilized when parents were anxious and in conflict. A four-point summated rating scale was utilized to measure the concepts. All items in each of the subscales were reviewed for content validity by several experts in the family therapy field.

Factor analysis revealed that the items in the triangulation scale loaded on two factors, one of which was a combination of the distraction and intervention subscales. The second factor contained items from the boundary subscale. Reliability of the three subscales using Cronbach's coefficient alpha ranged between .53 and .57. Reliability of the total scale was .72.

Observation of parental marital conflict

The variable, observation of parental marital conflict, was measured by collapsing the three subscales of Straus' Conflict Tactics Scales (Straus, 1979) into a scale of five items. One item each measured verbal reasoning and verbal aggression, and three items measured physical aggression. This balance replicated the balance of items in each subscale in the original questionnaire. Reliability for the collapsed scale using Cronbach's coefficient alpha was .76.

Adolescent courtship violence

Straus' Conflict Tactics Scales (Straus, 1979) were utilized to measure the dependent variable, adolescent courtship violence. More specifically, subjects in this study were asked to identify how often they had utilized the various conflict tactics techniques in dating relationships in the last year. Response categories ranged from "never" to "more than once a month".

The Conflict Tactics Scales measured three modes of dealing with conflict. The reasoning scale measured the use of rational discussion, argument, and reasoning as techniques for handling conflict. The verbal aggression scale measured the use of verbal and nonverbal acts that symbolically hurt the other, or the use of threats to hurt the other, as techniques for handling conflict. The third subscale, physical aggression, measured the use of physical force against another person as a means of resolving conflict. Form N of the Conflict Tactics Scales was utilized in this study, with the response categories originally utilized in Form A, as subjects in the pilot study indicated difficulty using the more expansive response categories in Form N.

The sequence of questions in the Conflict Tactics Scales begins with items measuring the use of verbal reasoning, followed by verbal aggression and physical aggression. The questionnaire has been utilized primarily with adults of college age and older. Because

of the age of the subjects in this study, concerns about social desirability and the importance of completion of the questionnaire, the sequence of the items were scrambled.

Factor analysis for the scale as used in this study revealed the items loaded on four factors. Straus (1979; 1987) reviewed several studies that reported a fourth factor. In most instances, this fourth factor included use of a knife or gun which Straus (1987) labelled a severe violence factor.

The first factor in this study accounted for 36% of the variance of the dependent variable. It included items from the physical aggression subscale, including slapping, kicking, hitting, and throwing objects. The second factor, which added an additional 13% to the variance, included items from the verbal aggression scale, including insulting, sulking, threatening to hit, and stomping out of the house. The third factor (7%) was the severe violence items as described by Straus (1987) that included threatening with a gun or knife, using a gun or knife, or beating up the person. A fourth factor, consisting of one item and accounting for 7% of the variance, followed the verbal reasoning scale.

Reliabilities for this study using Cronbach's coefficient alpha paralled closely those reported by Straus (1979; 1987). The reasoning scale reliability coefficient was .47. Straus (1987) reported that

several studies have consistently reported a low reliability score for the verbal reasoning subscale and explains that it is because the scale, as found in form N, has only three items. The reliability coefficient for the verbal aggression scale was .70. The physical aggression scale had a reliability coefficient of .89. Reliability for the total adolescent courtship violence scale was .84. These reliabilities are similar to the range of reliabilities reported by Straus (1987).

Procedure

The questionnaire utilized to collect data for this study was piloted twice with college students in a large southwestern university. After several revisions, the questionnaire was finalized. Because of concerns about the reading comprehension level of the subjects for the study, confidentiality of responses, and sensitivity of the material, it was decided to create a response booklet for the subjects to circle their answers in as the researcher read each question. Thus, both a questionnaire booklet and a response booklet were developed. The booklets were labeled Teen Life and, in addition to the questions utilized for this study, included questions about the family of origin, alcohol and drug abuse, as well as demographics about the subject.

Data were collected over a period of five months during the spring and summer of 1988. The researcher

read the questions to subjects as groups. Time of administration of the total questionnaire took approximately 45 minutes. The researcher then spent time to answer any questions the subjects had about the study.

Design

The following hypothesis formed the basis of the analysis of the data. It was hypothesized that there is a relationship between the adolescent's perception of a) mother's family cohesion, b) father's family cohesion, c) the family relationship, d) the family atmosphere, e) emotional triangulation into the parental marital conflict; observation of the parental marital conflict by the adolescent; and the adolescents' experiences with courtship violence. More specifically, it was hypothesized that adolescents who report high levels of mother family cohesion as well as high levels of father family cohesion, a negative family relationship, a negative family atmosphere, as well as emotional triangulation into the parental marital conflict and observation of the marital conflict, will experience courtship violence. See Figure I for a diagram of the hypothesized model.

INSERT FIGURE 1 ABOUT HERE

Multiple regression using the regression program for SPSSX (1988) was utilized to test the hypothesis. The adolescent's perception of the mother's family cohesion made up the mother family cohesion variable, with high scores in cohesion reflecting high family cohesion. Similarly, the adolescent's perception of the father's family cohesion, father family cohesion, was scored the same. The adolescent's perception of the family atmosphere was scored so that a high score reflected a positive family atmosphere. Observation of parental marital conflict as reported by the adolescent made up the observed parental marital conflict variable. Emotional triangulation into the parental marital conflict was scored so that high scores reflected high levels of triangulation. The dependent variable, adolescent courtship violence, was scored so that high scores reflected more experiences with courtship violence.

Results

The regression analysis, utilizing the enter method, accounted for 22% of the variance in the dependent variable, adolescent courtship violence ($R=.494$, $R^2=.22$, $F= 9.032$ $p<.001$). (See Figure 2). Both the emotional triangulation variable and the family atmosphere variable were significant in the model ($p<.05$ and $p<.001$ respectively). The emotional triangulation variable had a positive relationship in the model while

INSERT FIGURE 2 ABOUT HERE

the family atmosphere variable had a negative relationship. The other variables, the adolescent's perception of mother family cohesion, the adolescent's perception of father family cohesion, and observation of parental marital conflict, were not significant.

Model for females and males

Because the original hypothesis did not differentiate between males and females, regression analyses were done for males and females separately to

INSERT FIGURE 3 ABOUT HERE

determine whether sex of the subjects would alter the original model. (See Figure 3). In the literature on androgyny, it is suggested that sex-role orientation leads males to be more instrumental in their relationships while females are more expressive (Bem, 1977). Thus it would be hypothesized that females in this study would be more vulnerable to family relationships than the males.

When the regression analysis was done on the model with only the females (n=85) in the study, the variance in the original model increased from 22% to 26% (R=.554,

R^2=.26, F=6.980, p<.001). As in the original model, emotional triangulation and family atmosphere remained significant variables (p<.05).

When regression analysis was done on the males in the group (n=61), the model accounted for 13% of the variance in the dependent variable (R=.454, R^2=.13, F=2.856, p<.05). However, none of the variables in the equation were significant at the .05 level. (Both the adolescent's perception of mother family cohesion and father family cohesion were significant at the .10 level.)

Model for females and males with added background variables.

Based upon the review of the literature on courtship violence, four other variables, labelled background variables, were identified and entered into the regression equation. Several studies have noted the relevance of temper and religion in assessing courtship violence experiences (Walker, 1988; Wetzel & Ross, 1983). Other studies have cited the relationship between parental violence in the family of origin and courtship violence experiences (Laner & Thompson, 1982; Marshall & Rose, 1988). Socialization of the child to protect oneself when hit and its relationship to later violent activities was an additional interest area for this study.

Hence the background variable, teen temper, measured how the adolescents perceived their temper to be a problem in relationships with family members, dates, and friends. The six items in this scale loaded on one factor. The Cronbach's coefficient alpha for this scale was .79. The four items in the parental violence scale measured the adolescent's perception of how often mother and father used violence in the home to get someone to do something and for punishment. No attempt was made to define violence. The items in this scale loaded on one factor. Cronbach's coefficient alpha for the parental violence scale was .83. The religiosity of the adolescent was measured by assessing how religious the adolescents perceived themselves to be, with a range from "not at all" to "extremely". Similarly, respondents were asked how often, when growing up, they had been told by parents to defend themselves if physically hit by another child. The range of responses were from "almost never" to "almost always". (See Figure 4).

INSERT FIGURE 4 ABOUT HERE

Each of the four background variables was added to the regression equation separately because of the size of

the sample. For the females in the study, only the variable measuring hitting back when hit as a child was significant ($R=.585$, $R^2=.29$, $F=6.769$, $p<.001$), but in a negative relationship. With this additional background variable, the variance in the dependent variable, adolescent courtship violence, increased from the original 22% to 29%. Both emotional triangulation ($p<.05$) and family atmosphere ($p<.001$) were also significant in the model for females with the one additional background variable. The variables, adolescent's perception of mother cohesion, adolescent's perception of father cohesion, and adolescent's observations of parental marital conflict, were not statistically significant for this group.

The same four background variables were entered separately into the regression equation for the males in the study. The only variable significant in this regression was the parental violence variable ($R=.568$, $R^2=.25$, $F=4.279$, $p<.05$). Moreover, none of the variables in the basic model were significant, yet the variance in the dependent variable, adolescent courtship violence, increased from 24% to 25%.

Discussion

Analysis of the data suggests that a basic model that focuses primarily on the emotional triangulation of the adolescent and negative family atmosphere appears to be associated with courtship violence. The emotional

triangulation scale, newly developed for this study, appears to be an important factor in assessing adolescent courtship violence. It appears that adolescents who are emotionally triangled into the parental marital conflict experience violence in their courtship relationships. Moreover, a negative family atmosphere in which the adolescent reports inadequate conflict resolution techniques also appears to be an important variable in this model. The other variables that were identified in the original model were not significant in the regression analyses.

The sex-specific models for assessing adolescent courtship violence provide a new focus on courtship violence. Little research has been done to delineate the differences between males and females in developing a model assessing courtship violence experiences. It appears that emotional triangulation into the parental marital relationship and a negative family atmosphere were significant for the females in this study, but not for the males. The lack of statistical significance for the male group of respondents may be due to their smaller number (n=61) in relationship to the number of variables in the regression analysis.

It could be that the females in the study were more sensitive to the family mood and tone and use of conflict resolution techniques than were the males in the study. Perhaps females are more sensitive to relationship issues

between parents and themselves than are the males. It could also be explained developmentally by suggesting that female adolescents value close family relationships during adolescence more than males, therefore, are at home more often to experience these family factors. Conversely, it could be that male respondents in this study have more autonomy than the females. This needs to be studied in more detail.

The background variable, parental violence, was significant for the males when added to the regression analysis, but not for the females. This is of particular interest since the variable measuring the respondents observation of specific parental conflict tactics such as pushing and shoving, slapping and hitting, threatening with a knife or gun, being verbally aggressive, and discussing the issue calmly was not significant in the original model or in the sex-specific models. The background variable tapped reasons for using violence rather than specific acts of aggression and violence.

The two family cohesion measures, father family cohesion and mother family cohesion, were not significant in this study. Scores for both the mother family cohesion scale and father family cohesion scale placed many of these families, as perceived by the respondents, toward the disengaged end of the continuum. In this study, the subjects functioned as outsiders reporting on their perceptions of their parents. In the studies

reported by Olson, the adolescents were reporting their own perceptions of family cohesion as insiders. This difference in interesting, however, since the norms reported by Olson (Olson, et al, 1985) placed families with adolescents more toward the enmeshed end of the cohesion continuum. Furthermore, even though neither variable was significant, the mother family cohesion scale had a negative relationship in the regression analyses. This may indicate that respondents who perceived their mothers' family cohesion toward the disengaged end of the continuum experienced more courtship violence. The developmental task of adolescence is separation from the family of origin. Adolescents may see the family more negatively than it is in real life. This may be related to the need of adolescents to adopt a position of outsider in family affairs and to eventaully break with the family (Noller & Callan, 1986). This, too, needs to be studied in more detail, particularly in relationship to the literature on patriarchy and family violence (Breines & Gordon, 1983; Ferraro, 1988).

Being told to defend yourself as a young child was significant as a background variable for the females, but in a negative relationship. No questions were asked, however, on whether the respondents followed through with the permission to strike back when hit. It was anticipated that this variable would be significant for

the males in the study, which it was not, but not significant for the females. The negative relationship for this variable appears to indicate that those females who were told often to hit to defend themselves as children experienced less courtship violence than those who were not told often to hit back when hit by a child. This needs to be studied in more depth, particularly whether the respondents did, indeed, follow through by striking back when hit as children.

Because this was a purposive, non-randomized study, it is not appropriate to generalize to a larger population of adolescents. Based upon the factor analysis, the emotional triangulation scale needs to be revised. The scoring of the emotional triangulation scale needs to be revised to a Likert-type scale rather than the summated rating scale used in this study. Moreover, the original scoring system for the family atmosphere scale needs to be restored so that comparisons can be made between studies utilizing this scale.

The addition to the literature of two new models specific for females and males that appear to explain a significant amount of the variance in adolescent courtship violence will add to the research on courtship violence. The task now is to expand this research with a larger study utilizing a random sample of adolescents to revalidate the sex-specific models.

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Figure Caption

Figure 1. Hypothesized theoretical model.

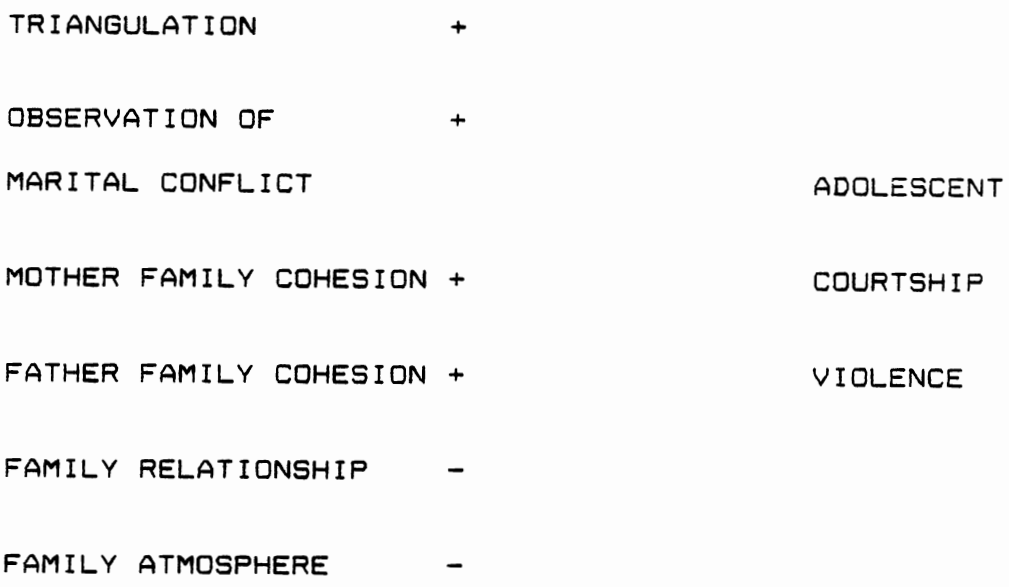


Figure Caption

Figure 2. Revised theoretical model

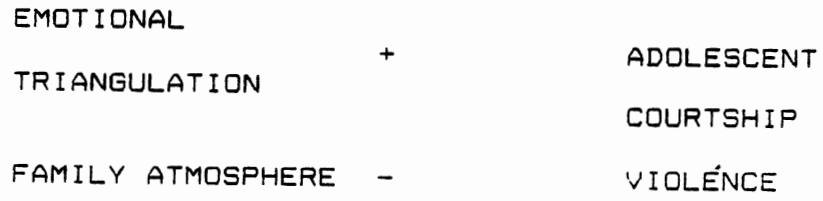


Figure Caption

Figure 3. Revised models for females and males

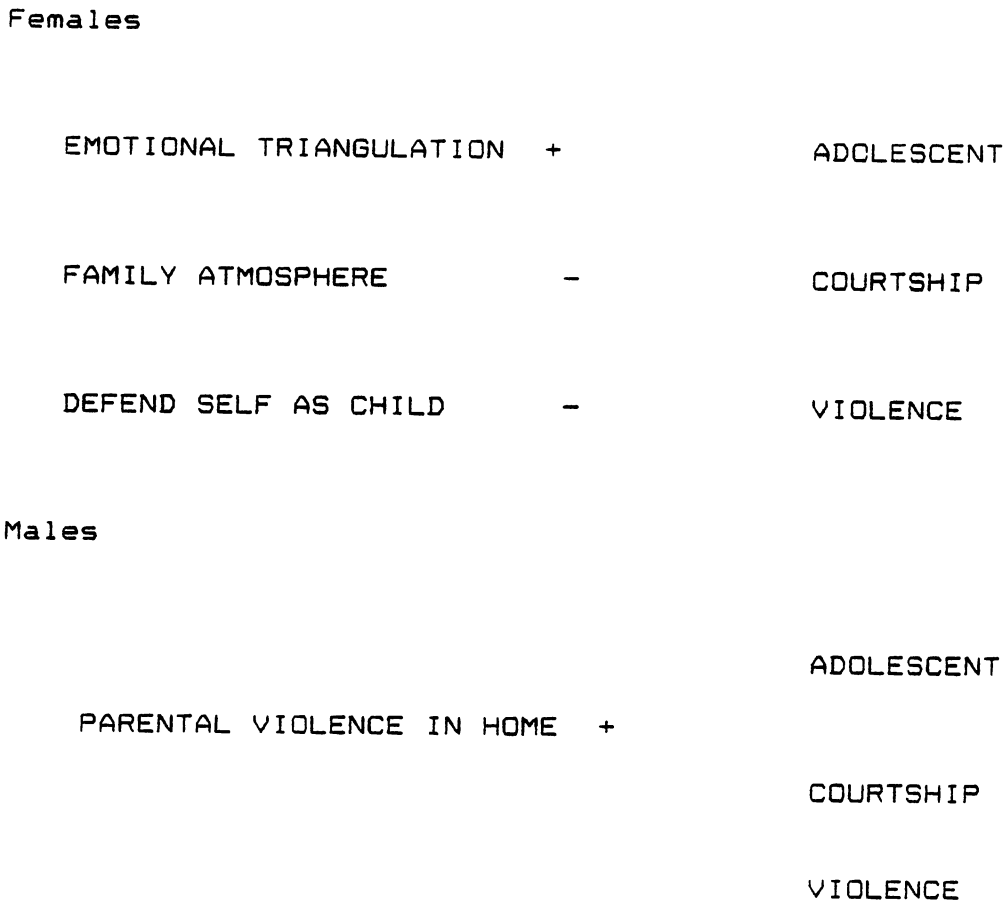
Females

EMOTIONAL TRIANGULATION	+	ADOLESCENT COURTSHIP VIOLENCE
FAMILY ATMOSPHERE	-	

Males No significant variables

Figure Caption

Figure 4. Revised model with background variables



TRIANGULATION:
THE DEVELOPMENT
OF A SCALE

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Abstract

This article describes the development of a scale measuring emotional triangulation of the adolescent into the parental marital relationship. This scale was used in a research study of adolescent perceptions of family factors influencing the adolescent's courtship violence experiences. The emotional triangulation scale was developed from Bowen family systems theory. Scale development, factor analysis, and reliability findings are presented. Implications for revisions and future use of the scale are discussed.

Triangulation: The Development of a Scale

The Bowen Theory assumes that an adequate understanding of human behavior must include study of the relationship system (Kerr & Bowen, 1988). This relationship system includes the triangle, seen by Bowen as the basic building block of any emotional system, whether it is in the family or any other group. According to Bowen (Bowen, 1978; Kerr & Bowen, 1988) the triangle is the smallest stable relationship system and describes the how, what, when, and where of relationships. Bowen claims that triangles appear to be universally present in the human species.

Unfortunately, little research has been done on developing a scale to measure emotional triangulation as a relationship phenomenon. Family therapists determine the presence of emotional triangulation by observing the interactions between the members of the group. The ability to determine the presence of emotional triangulation through the use of a scale that can be administered to groups would expand knowledge about this phenomenon.

Scale Development

Based upon the Bowen Theory, an emotional triangulation scale was developed to measure the adolescents' perceptions of emotional triangulation by

their parents into their marital conflict. The emotional triangulation scale consisted of 21 items divided into three subscales. The scale was in the form of a questionnaire with a four-point summated scoring system where 1 meant almost never, 2 meant sometimes, 3 meant often, and 4 meant almost always. Items in the scale were developed by the researcher and a family therapist, then reviewed for content validity by several family therapists. The scale was piloted twice with college students and revised for clarity and coding ease.

Boundaries Subscale

The eight items in the boundaries subscale focused upon the emotional autonomy of the adolescent within the three-person relationship. Bowen (Kerr & Bowen, 1988) noted that emotional triangling is minimal when people within the family system can maintain their emotional autonomy. Hence, adolescents who do not have discrete emotional boundaries between themselves and their parents would be at greater risk for emotional triangulation into the parental relationship.

Adolescents were asked to identify how often, in their relationship with their parents, certain events occured. The eight questions of the boundaries subscale asked the subjects about privacy and emotional space, family decision making without the adolescent, as well as not being able to have any secrets. Other items in this scale focused upon being autonomous in the family

relationship and being able to speak for themselves.

Intervention Subscale

The intervention subscale contained six items that focused upon the concept that a two-person system, when calm, may be stable. When one of the twosome experiences some tension and anxiety increases, the two-person system immediately involves the most vulnerable other person to become a triangle. Hence an unstable twosome can be stabilized by the addition of a third person (Kerr & Bowen, 1988). The outsider in the three-person relationship then seeks to form a togetherness with one of the twosome and utilizes numerous moves to accomplish this (Kerr & Bowen, 1988). As such, the adolescent actively intervenes in the conflictual relationship between the parents in order to reduce the tension in the relationship.

Subjects were asked to identify how often certain behaviors occured when their parents experienced tension or open conflict in their marital relationship. The six items in the intervention subscale measured different types of involvement the subjects experienced in relating to their conflictual parents, including being used as a weapon and being asked to take sides in the conflict.

Distracting Subscale

The third subscale, distracting, focused upon behaviors the adolescent utilized to distract parents from their conflictual relationship. These seven items

were based upon Bowen's (Bowen, 1978; Kerr & Bowen, 1988) suggestion that, when emotional triangulation occurs in the family system, the child learns to volunteer for the third position in the triangle.

Items in the distracting subscale asked adolescents about their distracting behaviors when parents experienced tension or open conflict. Subjects were asked to identify how often they were helpful and cooperative, got sick with symptoms, or were sweet and cuddly. Other items included getting mad and angry, getting into trouble in some way, and leaving the house until the air cleared. Subjects were also asked if they worked to get the parents to recognize the special things they did in academics, athletics, or art.

Method

High school-aged adolescents from a southwestern state were recruited for this purposive, non-randomized study (n=146). The questionnaire was administered orally to the subjects in groups with answers being recorded on a response sheet in order to maximize confidentiality and minimize reading difficulties. Approximately 58% were female (n=85), 42% male (n=61), with a mean age of 16 years. A majority of the subjects were white and from intact nuclear families.

Results

Factor Analysis

Factor analysis, using varimax rotation with the

SPSSX statistical package, revealed that the items in the scale loaded on six factors that accounted for 57% of the variance in the scale. Factor 1, representing 19% of the variance, contained seven variables representing both the intervention and distracting subscales. They appeared to represent disruptive or distracting behaviors such as getting into trouble, being used as a weapon, and being asked to take sides. The second factor, representing an additional 14% of the variance, included four variables, all from the boundaries subscale, that reflected boundary issues such as interrupting each other, being treated as an equal, and parents making decisions without including the adolescent. (See Table 1).

PLACE TABLE 1 ABOUT HERE

The remaining four factors represented an additional 25% of the variance in the scale. The third factor (7%) contained three variables that tapped the concept of distracting through getting good grades, being cuddly, and also intervening to settle the disagreement. The fourth factor, containing three variables and representing 7% of the total variance in the scale, covered the boundary issue of privacy, intervention by helping parents express their true feelings, and not wanting to hurt the parents' feelings. Being cooperative

and helpful around the house made up the fifth factor and represented 6% of the variance in the scale. The sixth factor included items tapping the concept of privacy and emotional space and having secrets and represented 5% of the variance.

Reliabilities

Reliabilities using Cronbach's coefficient alpha were run for each of the subscales as well as for the total scale. Reliability for the boundaries subscale was .53. Reliability for the distracting subscale was .56. Reliability for the intervention subscale was .57. When all three subscales were combined into the triangulation scale, reliability using Cronbach's coefficient alpha was .72. (See Table 2).

PLACE TABLE 2 ABOUT HERE

Discussion

The emotional triangulation scale appears to measure the adolescent's perception of emotional triangulation into the parental marital relationship. Results of the factor analysis indicate that the emotional triangulation scale may be tapping several concepts that need to be identified and described in more detail. Perhaps this scale taps the concepts of adolescent development and responsibilities in the home as well as the relationship

with the parents. The scale needs to be replicated with additonal samples of adolescents to clarify the factor analysis and assist in decision-making about individual variables and relevance to the scale.

The relatively low reliabilities for the identified subscales suggests that the division into subscales is not appropriate. Additional studies need to be done to reevaluate the reliability of the scale based upon decisions to delete specific variables because of low reliability or communality.

Moreover, the scoring system for the scale needs to be revised to the more frequently used 5-point Likert-type scale. With these revisions, the scale needs to be used in another research study of relationships, particularly since the study for which the scale was developed was purposive and non-randomized.

The addition of a scale measuring emotional triangulation of the adolescent into the parental marital relationship is important in understanding parent-child relationships, particularly since the scale was developed from a family systems and family therapy focus. The development of this scale may enable researchers to study the emotional relationships of many different groups of people, including engaged couples, married couples, divorcing couples, and cohabiting couples. Thus, this scale would be valuable to family life educators, marriage counsellors, family therapists, and other

professionals who work with groups experiencing problems with their emotional relationships. Further research with this scale will enable researchers as well as helping professional understand in more depth the emotional relationships between people.

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Table 1. Scale Communality, Subscale Relationship, and Subscale Factor Loadings of Emotional Triangulation Items

			Factor Loadings					
Variable Number	Commu-nality	Sub-scale	Inter-vention 18.5%	Bound-aries 13.6%	Distr-acting 7.2%	Feel-ings 6.6%	Help-ing 6.1%	Secrets 5.3%
C.1	.57	Boundaries	.22	.17	-.02	.06	-.22	.62
C.2	.64	Boundaries	.03	.77	-.14	.08	.13	.01
C.3	.59	Boundaries	.31	.65	-.02	.05	.23	.12
C.4	.57	Boundaries	.14	.67	.23	-.12	-.11	-.15
C.5	.61	Boundaries	.00	-.00	-.07	.71	.20	.24
C.6	.72	Boundaries	-.01	-.06	.12	.08	.25	.80
C.7	.62	Boundaries	.23	-.10	.19	-.56	.39	.23
C.8	.55	Boundaries	.08	.58	-.29	-.19	-.14	.25
D.1	.61	Intervention	.41	-.02	.46	.43	-.22	-.00
D.2	.50	Intervention	.48	-.29	.20	.14	.31	-.18
D.3	.54	Intervention	.15	-.10	.46	.54	-.04	.05
D.4	.51	Intervention	.62	.23	.06	-.06	-.22	.15
D.5	.59	Intervention	.65	.28	.17	.05	-.24	.06
D.6	.60	Distracting	.03	-.18	.32	.40	.42	-.36
D.10	.43	Distracting	.61	-.10	.15	.05	.15	.06
D.11	.63	Distracting	.74	.10	-.09	.02	.24	-.06
D.12	.56	Distracting	.04	.04	.74	-.06	.03	-.09
D.13	.53	Distracting	.03	-.09	.68	.03	.18	.18
D.15	.58	Intervention	.13	.19	.08	-.00	.72	.05
D.17	.56	Distracting	.59	.35	.08	.05	.21	.19
D.19	.55	Distracting	.57	.23	-.25	-.33	.04	.06

Table 2. Mean, Standard Deviation, and Reliability for Emotional Triangulation Scale

Variable Number	Mean	Std Dev	Alpha If Item Deleted
C.1	1.90	.95	.72
C.2	2.39	1.01	.71
C.3	2.24	1.05	.69
C.4	2.56	1.06	.72
C.5	2.19	1.05	.73
C.6	2.04	1.07	.72
C.7	2.53	1.05	.72
C.8	2.50	1.12	.73
D.1	1.60	.92	.71
D.2	1.83	1.04	.72
D.3	1.36	.65	.70
D.4	1.73	1.08	.70
D.5	1.50	.85	.71
D.6	2.11	.94	.73
D.10	1.50	.80	.70
D.11	2.30	1.11	.69
D.12	2.19	1.14	.72
D.13	1.93	1.03	.72
D.17	2.04	1.05	.68
D.19	2.37	1.21	.71

APPENDIX A

LITERATURE REVIEW

The review of the literature which follows was organized according to the following major headings: 1) Bandura's social learning theory; 2) the Bowen Theory of family systems; 3) marital conflict as a form of family violence; and 4) courtship violence. These major headings relate closely to the two articles that are a part of this dissertation. Moreover, they provide both a review of the theoretical bases for the study and relevant research.

The section on social learning will focus on Bandura's modeling theory as it relates to learning violent behaviors. The section on family systems theory will focus upon Bowen's theory of family as a system and triangulation as a technique for reducing conflict. Research on family violence will focus on spouse abuse and variables that are present in families that experience tension and conflict. Finally, the last section will review selected literature on courtship violence in adolescence.

Bandura's Social Learning Theory

Bandura defined identification as the process in which a person patterns thoughts, feelings, or actions after another person who serves as a model (Bandura, 1969). Similarly, an identificatory event is defined by Bandura (1969) as the occurrence of similarity between the behavior of a model and another person under conditions where the model's behavior has served as the

determinative cue for the matching responses. In many instances, noted Bandura, a common attribute abstracted from diverse responses is modeled. Bandura (1969) utilized the terms identification, imitation, and observational learning interchangeably to refer to behavioral modifications resulting from exposure to modeling stimuli.

Observational learning, according to Bandura (1969), is the basic learning process underlying identification and involves two representational systems--an imaginal and a verbal system. In the imaginal system, modeling stimuli are coded into images or words for memory representation and they function as mediators for response retrieval and reproduction. The second representational system involves verbal coding of observed events and probably explains the long-term retention of modeled contents.

According to Bandura (1969), the behavior of powerful models will be attended to, rehearsed, and reproduced even though the observer has had no direct interaction with the model. Moreover, the success of the model's behavior is a crucial factor in determining the degree to which an aggressive pattern of behavior will be reproduced spontaneously by an observer. Bandura (1969) noted that if the behavior of an aggressive model is highly effective in gaining control over rewarding resources, the observer will identify with the aggressor,

even though the observer may dislike the model's attributes. Conversely, Bandura (1969) predicted that if the aggressor's behavior fails to gain power and control over other persons and their resources, or produces punishing outcomes, identification with the aggressor will not occur.

Through vicarious reinforcement, changes will occur in the behavior of observers as a function of witnessing reinforcing stimuli administered to models. According to Bandura (1969), experimental evidence exists that the observation of rewarding or punishing consequences to a model can affect substantially the extent to which the observer willingly engages in the identificatory behavior. Furthermore, Bandura (1969) noted that, in cases where the model displayed reprehensible behavior, the lack of occurrence of anticipated punishing consequences may influence the observer's responses to the same degree as if the observer had witnessed rewarding outcomes.

Bandura (1969) commented that the principle of vicarious reinforcement, along with the stabilizing effect of covert rehearsal, can explain the persistence of identificatory behavior in observers without overt responding or the support of direct reinforcement. Bandura remarked:

Indeed, children frequently acquire and retain on a long-term basis adult-rewarded but child-prohibited

behavior patterns that are not reproduced until the child has reached the age or social status that makes the activity appropriate or acceptable (1969, p. 241).

In reviewing research on familial transmission of behavioral patterns, Bandura (1969) noted:

> Parents who, for whatever reason, do not subscribe to organizationally sanctioned codes of behavior, and who themselves display deviant characteristics, generally produce children who are socially deviant (p.251).

On the other hand, Bandura (1969) noted that when children are exposed to a variety of models, they may select one or more of them as the principal sources of social behavior, but they rarely reproduce all elements of a single model's repertoire or confine imitation to that person.

Several research studies have been conducted on the learning of violent behavior by modeling (Bernard & Bernard, 1983; De Maris, 1987; Dutton & Painter, 1981; Kalmuss, 1984; Makepeace, 1981; Pagelow, 1981; Post, Willett, Franks, House, & Back, 1981; Rounsaville, 1978; Rouse, 1984; Sack, Keller, & Howard, 1982; Straus, Gelles, & Steinmetz, 1980; Ulbrich & Huber, 1981). One survey of college students (Bernard & Bernard, 1983) found that the students indulged in the same forms of abuse as they had experienced or observed in their

families of origin. In a study of battered women receiving psychiatric counselling, Rounsaville (1978) reported that 25% of their sample were exposed to violence between their parents and 26% of them were exposed to beating during childhood. Pagelow's study (1981) of battered women in shelters supported the idea that physically violent men are likely to have learned from same-sex role models in the home that physical violence is appropriate behavior for men. Straus and colleagues (Straus, et al, 1980) noted that violence is learned best from parents of the same sex.

Post and colleagues (Post, et al, 1981) reported on clinical observations of patients on a psychiatric inpatient unit who had been victims of spouse abuse. The researchers stated that "results of our study suggest that exposure to violence in childhood may be an important antecedent to violence in adult relationships" (Post, et al, 1981, p. 162). Research with a sample of male respondents (Rouse, 1984) indicated neither victimization nor commission of violence against peers was significantly related to abuse but that "observation of violence was strongly correlated with use of abusive conflict tactics in domestic disputes" (p. 137).

Hence, modeling as a social learning theory appears to offer a viable explanation for the transmission of violent behaviors from parents to children. For the purpose of this study, then, it was hypothesized that

children who observed parents utilizing violent behaviors to deal with conflict would utilize them at some future time when they are in similar conflictual relationships with intimate others such as in dating or courtship relationships. Specifically, it was hypothesized that there is a positive relationship between the observation of parental marital violence and the use of violence in the dating relationship of the adolescent.

The Bowen Theory of Family Systems

Bowen described the family as a combination of emotional and relationship systems. He defined the term, emotional, as a force that motivates the system, and the term, relationship, as the ways the emotions are expressed. Furthermore, Bowen noted that his theoretical concepts were developed to keep them in harmony with man as a protoplasmic being. For example, he defined emotional system "as something deep that is in contact with cellular and somatic processes" (Bowen, 1978, p. 158). Bowen perceived the family as a fluid, ever-changing, functional system.

The Bowen Theory assumes that an adequate understanding of human behavior must include study of the relationship system (Kerr & Bowen, 1988). Moreover, Bowen (Kerr & Bowen, 1988) claims that triangles appear to be universally present in the human species. The durability of triangles in mankind depends upon the human ability to recognize individuals and on long-term memory.

Kerr and Bowen conclude: "Triangles are assumed to be rooted in an instinctual process . . . ."(p. 144, 1988).

The family systems theory developed by Bowen evolved over a period between 1957 and 1963 and was first published in 1966 (Kerr & Bowen, 1988). It is described as a theory about the functioning of the emotional system in man. In final form, the Bowen Theory involves two main variables: degree of anxiety and degree of integration of self.

Variables related to anxiety or emotional tension include intensity, duration, and different kinds of anxiety. Similarly, many variables are related to the level of integration of the differentiation of self. Bowen proposed that sustained or chronic anxiety is most useful in determining the differentiation of self. When anxiety is low enough, the organism can appear normal and symptom free. When anxiety increases and remains chronic for a period of time, the organism develops tension, either within itself or in the relationship system. This tension may result in physical illness, emotional dysfunction, social illness, or social misbehavior. Variations in the degree of chronic anxiety can result in anyone appearing normal at one level of anxiety and abnormal at another higher level. Bowen (1978) believed that there is an average level of differentiation for the family with certain minor levels of difference in the individuals within the family.

The Bowen Theory consists of eight concepts (Kerr & Bowen, 1988), three of which are relevant to this review.

Triangles

As a three-person emotional configuration, the triangle is the molecule or the basic building block of any emotional system, whether it is in the family or any other group. As such, the triangle, according to Bowen (1978), is the smallest stable relationship system. The triangle describes the how, what, when and where of relationships (Kerr & Bowen, 1988).

A two-person system, when calm, may be stable. When anxiety increases, however, the two-person system immediately involves the most vulnerable other person to become a triangle. The triangle becomes a series of interlocking triangles when tension in the three-person triangle is too great and others are involved in the relationship system.

The triangle, when calm, is made up of a comfortable and close twosome and a less comfortable outsider. The twosome works to preserve togetherness to prevent one from becoming uncomfortable and leaving the relationship. Usually one member of the twosome experiences some tension and initiates a new equilibrium toward more comfortable togetherness for self.

The outsider, on the other hand, seeks to form a togetherness with one of the twosome, utilizing "numerous well-known moves to accomplish this" (Bowen, 1978, p.

373). The outsider position is the most comfortable position in periods of stress. Each member of the twosome work to get to the outside position to escape the tension in the relationship. When the outsider can not be brought into the relationship, another person is triangled, which leaves the outsider uninvolved and available for reinvolvement at a later time. Hence an unstable twosome can be stabilized by the addition of a third person (Kerr & Bowen, 1988).

According to Bowen (1978), a triangle in moderate tension has two comfortable sides and one side in conflict. Patterns repeat and repeat in a triangle so that the people in the triangle assume fixed roles in relation to each other. When triangulation occurs in the family system, family members play the same game over the years often with the child accepting the always-lose outcome more easily. The child, then, learns to volunteer for the position, and, on occasions, can even play the game to gain the outside position by playing the parents off against each other. Triangling is minimal when people in the family system can maintain their emotional autonomy (Kerr & Bowen, 1988).

Some degree of triangling is always present in human groups. Moreover, the processes of triangles can play an important role in the development of symptoms, an important focus of family therapy (Kerr & Bowen, 1988). There are several examples of triangulation in the

family. One pattern seen in families is basic tension between the parents, with the father becoming the outsider and passive, thereby leaving the conflict between mother and child. The mother, often described as dominating and aggressive, aligns with the child, who subsequently becomes functionally impaired.

Another example of triangulation in the family is the incestuous relationship where the father has become distanced by the wife. The husband no longer participates in a marital and sexual relationship with the distant wife and seeks such affection and caring relationship from a daughter. The father becomes over-involved with the daughter as they align themselves in a secret relationship that results in emotional trauma for the daughter. Yet another example of triangulation is the incestuous relationship between mother and son, in which mother distances self from husband and becomes over-involved with the son in a sexual relationship.

The Family Projection Process

Triangulation is described by Bowen (1978) as the family projection process. Two main variables govern the family projection process. The degree of emotional isolation, or cutoff, from the extended family or others important in the relationship system is one variable. The other is the level of anxiety in the relationship system.

The family projection process, stated Bowen (1978), operates within the father-mother-child triangle. The process revolves around the mother, the key figure in reproduction and nurturance of the child, and results in primary emotional impairment of the child. Bowen stated that the process is so universal it is present in all families to some degree, both families identified as symptomatic as well as non-symptomatic. Most families use a combination of marital conflict, sickness, and projection to a child or children, which decreases the chance the projection process "will be crippling in any single area" (Bowen, 1978, p. 380).

Bowen (1978) believed that the projection process is related to the orientation of the parents toward marriage and children, the level of undifferentiation in the parents, as well as to the amount of anxiety at the time of conception and birth. Bowen used the term "triangled child" (Bowen, 1978, p. 382) to refer to the child who was the main focus of the family projection process. Moreover, Bowen suggested that every family has one child who is more triangled than the others, and whose life adjustment is less satisfactory than that of the siblings.

The nuclear family emotional system

According to Bowen (1978), this concept describes the patterns of emotional functioning in a family in a single generation. Moreover, certain basic patterns of

emotional functioning between members of a nuclear family are replications of patterns from past generations and predictions of patterns for generations to come.

For most, marriage marks the beginning of a nuclear family. Each partner brings to the marriage a lifestyle pattern and level of differentiation developed in the family of origin. Mating, marriage, and reproduction, noted Bowen (1978), are governed to a significant degree by emotional and instinctual forces. One of the best views of the level of differentiation of the spouses is to observe how they handle emotional and instinctual forces during dating, courtship, and the planning phase of the marriage.

People pick spouses who have the same level of differentiation they have, according to Bowen (1978). Hence, the lower the level of differentiation, the greater the potential problems for the future. Couples functioning at the lower level of differentiation will experience more emotional fusion in the marriage. This emotional fusion leads, then, to marital conflict, dysfunction in a spouse, and/or projection of the problems onto the children.

Most spouses, noted Bowen (1978), can have the closest and most open relationships in their adult lives during courtship. The fusion of the two pseudo-selfs into a common self occurs at the time they commit themselves to each other permanently. Fusion symptoms

develop, then, when they finally get married, even though they may have been living together for some time. As Bowen comments, "it is as if the fusion does not develop as long as they still have an option to terminate the relationship" (Bowen, 1978, p. 377).

The intenseness of the emotional fusion increases when the level of differentiation is lower. In the borrowing and trading of self in a close relationship, one may assume the dominant role and force the other to be adaptive, or one may assume the adaptive role and force the other to be dominant. Moreover, both may try for the dominant role, in which case conflict results. If both try for the adaptive role, the result is "decision paralysis" (Bowen, 1978, p. 377). The dominant and adaptive positions are not sex-related but are related, instead, to the positions each person had in the family of origin. Bowen noted that these characteristics played a major role in the selection of each other as a marital partner. Moreover, the fusion results in anxiety for one or both of the spouses. Most spouses deal with these fusion symptoms by distancing themselves, emotionally, from the relationship.

In addition to emotional distancing, other areas of symptomatology reflect the undifferentiation of the marriage. Bowen (1978) identified these three major areas as marital conflict, sickness or dysfunction in one spouse, and projection of the problems to children.

Bowen believed there is a quantitative amount of undifferentiation that must be absorbed by the nuclear family. This undifferentiation may be focused on one area or diffused in varying amounts to all three areas. The pattern for handling this undifferentiation comes from patterns practiced in the family of origin.

According to Bowen (1978), in a conflictual marriage, neither partner gives in to the other or is able to take an adaptive role in the relationship. Each partner invests much emotional energy in the other one in such a way that the self is focused upon the partner. The relationship cycle follows periods of intense closeness with conflict that provides a period of emotional distance. This is followed by making up, which, in turn, begins another cycle of intense closeness.

Bowen (1978) stated that conflictual spouses have probably the most overtly intense of all relationships. Negative feelings of anger are as intense as the positive feelings. The partners are thinking of each other even when emotionally distant. Bowen believed that marital conflict, alone, does not harm children, as most of the undifferentiation goes into the marital conflict. The children, then, remain outside the emotional process. When marital conflict exists along with projection of the problem onto the children, it is the projection process that is harmful to the children.

The Bowen Theory is utilized primarily by family therapists in working with dysfunctional families. As such, the theory, particularly that dealing with marital conflict and triangles, has not been applied in research on marital violence or courtship violence. This study, then, utilizes the concept of triangles with the development of a new scale that measures triangulation of the adolescent into the family tension and conflict. Moreover, several standardized scales were utilized to measure family tension, including family support, expressiveness, cohesion, conflict resolution, and mood and tone. It is hypothesized, therefore, that parents who experience family tension and conflict will, in turn, triangle the adolescent into the marital relationship.

Marital Conflict As A Form of Family Violence

Gelles (1985) noted that the concept of violence has been difficult to define. The term violence has been used interchangeably with both the terms aggression and force (Goode 1971). Gelles and Straus (1979) defined violence as "an act carried out with the intention, or perceived intention of physically hurting another person" (p. 554).

Aggression is perceived by Gelles and Straus (1979) as a more general concept than violence. These researchers defined aggression as "any malevolent act, i.e., an act carried out with the intention of, or which is perceived as having the intention of, hurting another"

(Gelles & Straus, 1979, p. 554). When the injury is pain or damage, Gelles and Straus (1979) call the action physical aggression and consider it to be synonymous with the term violence.

Confusion also exists between the terms violence and conflict (Gelles & Straus, 1979). These authors recommend that the term conflict be used to refer to the overt acts people carry out in response to a conflict of interest. These overt acts can include verbal and physical aggression (Gelles and Straus, 1979).

Definitional problems also exist in the study of violence toward women (Gelles, 1985). At first, definitions of wife abuse focused upon physical violence (Gelles, 1974). Moreover, researchers used the terms domestic violence, family violence, and spouse abuse interchangeably when referring to violence between adult partners or married couples (Gelles, 1980). Dobash and Dobash (1979) and Pagelow (1979) as well as Breines and Gordon (1983) argued for the use of such terms as wife abuse or violence towards wives to recognize that the preferred victim of abuse in the family is the woman. For the purpose of this review, marital conflict will follow the definition offered by Gelles and Straus (1979), i.e., overt acts carried out between a husband and wife in response to a conflict of interest. An overt act carried out with the intention, or perceived intention of physically hurting another person (Gelles &

Straus, 1979) is considered violence.

Research on family violence, whether it be child abuse, spouse abuse, parental abuse and/or sibling violence, has changed focus since Kempe et al's (1962) report of clinical cases of battered children. Gelles (1980) noted that the prevailing attitude about family violence in the sixties was that it was rare and, when it did occur, was the product of mental illness or family pathology.

The 1970's saw an explosion of family violence research in an attempt to establish a reliable estimate of the incidence of family violence. In addition, researchers attempted to identify factors associated with various types of violence in the home (Gelles, 1980).

A national study of violence in the family (Straus, Gelles, & Steinmetz, 1980) was based upon a nationally representative sample of intact families and utilized a standard operational definition of violence. Data from this study was used to estimate the incidence of different types of violence in the family. Gelles (1980) noted that there were methodological difficulties with the study including the lack of data on violence toward children under three years of age and on parental violence in single-parent families. Moreover, the data was based on self-reports and probably underrepresented the true level of family violence (Gelles, 1980). Even with these methodological problems, Gelles (1980) wrote,

"the study fulfilled the objective of exploding the myth that family violence is infrequent and rare in society" (p. 243).

The results of the study by Straus and colleagues (1980) point to an incident rate of 3.8 to 4.0 of abusive violent acts in one year per 100 individuals. For this study, abusive violence was defined as "an act which has the high potential for injuring the person being hit" (p.22). Of the 960 men and 1183 women interviewed in the study, 16% had engaged in at least one violent act against the spouse in the past year, and 28% had experienced violence sometime during the marriage (Straus et al, 1980).

The measurement tool used in the Straus, Gelles and Steinmetz (1980) study was the Conflict Tactics Scale, an eighteen item scale designed to measure violence in the family by asking subjects to identify the means by which they resolved conflicts of interest among members of the family. The items in the scale were grouped into three methods of resolving conflicts: rational discussion, verbal and non-verbal aggression, and physical violence. Ten items in the scale involved nonviolent questions; eight involved the use of force and violence.

Of the eight items in the study (Straus et al, 1980) measuring violence, 13% of the couples reported engaging in pushing, shoving or grabbing during an argument, and almost one out of four reported doing this sometime

during the marriage. These figures were the highest reported for violence, followed by slapping, 7% yearly and 18% sometime in the marriage, and throwing something at the spouse, which was 7% and 16% respectively. Only 1.5% of the couples reported experiencing a beating-up incident in the previous year; however, five percent (one out of twenty) reported a beating incident had occurred sometime during the marriage. One out of every two hundred couples reported using a knife or gun on the spouse, and "almost one out of twenty-seven couples at some point in the marriage" (Straus et al, 1980, p. 34) used a gun or knife on the spouse.

Straus and colleagues (1980) noted the sampling method provided a sample that compared favorably with characteristics of the U.S. Census. Computing the standard error for the violence index revealed a 95% chance that the true percentage of couples admitting to ever having physically assaulted one another is between 26.8% and 28.8% for all couples. The authors noted that these figures are likely to be "an underestimate" (Straus et al, 1980, p. 35) due to underreporting and the nature of the sample. In extrapolating these rates to married couples in the United States in 1975, the authors noted:

> over 1.7 million Americans had at some time faced a husband or wife wielding a knife or gun, and well over 2 million had been beaten up by his or her spouse (Straus et al, 1980, p. 34).

This same study analyzed mutual violence and found that, of those couples reporting any violence, 49% were situations where both were violent (Straus, 1980). For the year of the study (1975), 27% of the couples had only violent husbands and 24% violent wives. Moreover, one out of four wives and one out of three husbands reported a couple slapping each other as at least somewhat necessary, normal or good. One finding of the study is the similarity in the percentages of wife-beating and husband-beating, which were 3.8% and 4.6% respectively. As Straus and colleagues (1980) noted, "that works to be about one out of twenty-two wives who attacked their husbands severely enough to be included" (p. 41) in the severe violence index (the last five items in the violence section of the scale).

The frequency of beating was studied. Only about one-third of the violent couples reported the beating was an isolated incident that occurred only once in the past year (Straus et al, 1980). One out of eight wives and almost one out of five violent husbands attacked this severely twice during the year. Forty-seven percent of the husbands who beat their wives did so three or more times that year. Moreover, 53% of the husband-beaters did so three or more times in the past year (Straus, et al, 1980). In the course of the marriage, one out of eight couples or 12.6 percent experienced at least one beating. As Straus and colleagues (1980) noted:

"Physical force is the ultimate resource which most of us learn as children to rely on if all else fails and the issue is crucial" (p. 42).

Adults surveyed in this research (Straus et al, 1980) were asked to identify violent experiences in their own families (family of origin). The results indicated that the more violent the grandparents, the more violent the couples in the study were as husbands and wives. Furthermore:

> When a child grows up in a home where parents use lots of physical punishment and also hit each other, the chances of becoming a violent husband, wife, or parent are greatest of all: about one out of every four people who grew up in these most violent households use at least some physical force on their spouses in any one year (Straus et al, 1980, p. 122).

The study (Straus et al, 1980) also surveyed couples regarding marital conflict over the issues of money, children, sex, housekeeping, and social activities. Only 9.4% of the couples reported no conflict at all. Straus and colleagues (1980) reported that couples who reported no conflict during the survey year had a very low violence rate compared to highly conflicted couples. Moreover, the couples with the most conflicts had a violence rate sixteen times higher than the rate for the non-conflict couples (43.9% and 2.3% respectively). In

comparing the rates for severe violence and amount of conflict, the researchers found a closely linked relationship as rates for both wife-beating and husband-beating started out very low, increased gradually, then escalated dramatically for marriages with the most conflict. The authors noted that it seems as though people are able to withstand a considerable amount of conflict, avoiding violence up to a certain point, before all hell breaks loose (Straus et al, 1980,).

Not only did the researchers (Straus et al, 1980) find a tendency for the amount of violence to increase as the amount of conflict increased, but they found that as couples increased the use of tactics such as negotiation and reasoning to deal with conflict, the incidence of violence increased rather than decreased. Hence, "irrespective of whether the couple uses reasoning and negotiation, the more conflict in a marriage the more violence" (Straus et al, 1980, p. 166).

Data from this study revealed that conflict over children was most likely the cause of violence between the parents (Straus et al, 1980). Two-thirds of the couples who said they always disagree over the children had at least one violent experience during the year of the study. Conflicts about money were found to be second only to conflicts about children. Conflicts about sex and affection, housekeeping, and social activities were found to have about equivalent rates of violence. The

authors concluded by stating "Our data show that the more conflict about any of these five issues, the higher the rate of violence" (Straus et al, 1980, p. 173).

This national study of family violence was replicated in 1985 (Straus & Gelles, 1986). The replication study found a high incidence of violence against spouses persisted. More specifically, the overall violence rate of husbands declined by only 6.6% (not statistically significant). The overall violence rate for wives actually increased slightly (not statistically significant). The overall rate of severe assaults on a spouse was only 5% less in the 1985 study than in the 1975 study. The methodology of the 1985 study differed slightly, yet the researchers reported that these changes were not statistically significant and indicate that couples continue to be violent.

Hence, couples who experience tension and conflict over family issues such as affection, child care, money, and social activities experience higher rates of marital violence. Based upon this review, then, it was hypothesized that marital couples experiencing tension and conflict in their relationship will also experience marital violence.

Courtship Violence

Results of this national study of family violence (Straus, et al, 1980) led researchers to study more specific forms of family violence including courtship

violence. The terms courtship abuse, dating violence, and premarital abuse are considered synonymous in describing courtship violence. College students have been the subjects of several of these research studies on courtship violence.

Makepeace's (1981) pivotal article on courtship violence among freshmen and sophomore college students revealed that 61.5% of the sample "had personally known of someone who had been involved in courtship violence" (p.98). Moreover, one-fourth (25%) of the sample had had at least one direct personal experience. Makepeace (1981) noted the most frequent reason cited for the violent behavior was jealousy of one partner over the real or perceived involvement of the other with another person. In generalizing the results of the study to college students, Makepeace (1981) suggested "the existence of a major hidden social problem" (p. 100).

In a later study done by Makepeace (1986), courtship violence experience was reported by 16.7% of the large college sample, with women reporting a higher rate (20.6%) than men (12%). Aizenman and Kelley (1988) reported that women in their study also experienced a higher rate of abuse than the men (25% and 7% respectively. The number of violent experiences by gender did not differ but men had violence with slightly more partners than females. There were no significant differences by gender and race for most forms of

inflicted violence in studies reported by Makepeace (1986) and Rouse (1988). Females reported being victims almost twice as often as males (72.9% and 41.2% respectively). Males reported being aggressors three times as often as females (26.8% and 8.6% respectively).

Matthews (1984) replicated Makepeace's (1981) study and found a similar incidence (22.8%) of dating violence in the college-aged sample. This group of respondents, as in Makepeace's (1981) study, reported that perceived involvement with another precipitated the violent behavior (31% in Matthews' study and 27% in the Makepeace study). Unlike the Makepeace study, Matthews found that respondents of both sexes were slightly more willing to ascribe joint responsibility for the violent behavior than they were to blame the partner totally for the violence. This same group believed that it may be necessary at times to slap someone (25%), that the behavior is at least somewhat normal (50%), and that it is at least somewhat acceptable (31%) (Matthews, 1984).

Cate and his co-authors (Cate, Henton, Koval, Christopher, & Lloyd, 1982) surveyed a sample of college students about premarital abuse, a term the authors use interchangeably with premarital violence. The incidence of premarital abuse closely paralleled that found by both Makepeace (1981) and Matthews (1984). In 68% of the abusive relationships, the abuse was reciprocal in nature (Cate, et al, 1982). Approximately 50% of the

respondents first experienced violent behavior during serious dating, yet 28% of the respondents reported that the abusive acts began during casual dating (Cate, et al, 1982).

College student respondents in another study (Lane & Gwartney-Gibbs, 1985) reported higher incidences of courtship violence than in the Makepeace (1981) and Cate et al (1982) studies. Over 40% of the females and 30% of the males in the study reported both inflicting and receiving some sort of violence such as throwing, hitting, pushing, kicking, and biting. Female respondents admitted inflicting a wider array of conflict tactics but the males had a greater tendency to inflict extreme violence.

Bernard and Bernard (1983) surveyed college students to identify the importance of modeling abusive behavior observed or experienced in the family of origin. Thirty percent of the subjects reported having been abusive or abused in a partner relationship. Seventy-four percent of the abusive males in the study used the same form of abuse on their partners that they had experienced or observed in their family of origin (Bernard & Bernard, 1983). Of the 50% of females who were abusive, 77% used the same form of abuse on their partner that they had observed or experienced in their family of origin. Moreover, 23% of the non-abusive females in the study had observed or experienced abuse in their families of origin

(Bernard & Bernard, 1983).

In yet another study (Gully, Dengerink, Pepping & Bergstrom, 1981), the relative contribution of parents and siblings to later violence was assessed. Among the college students sampled, recollections of familial violence were consistently related to self-reports of having engaged in violent behavior and to self-predictions of engaging in family violence (Gully, et al, 1981). Females in both a nonviolent group and violent group reported observing more parent-to-parent violence than males in another study (Gully, Pepping, & Dengerink, 1982). The researchers noted that females may have a greater opportunity to observe parental violence.

In a study of family of origin violence and courtship abuse by Marshall & Rose (1988), 75% of the college sample reported they had expressed violence in an intimate relationship. Moreover, about 40% of the fathers and 40% of the mothers of these subjects were reported as abusive to their spouses.

Several studies (Laner & Thompson, 1982; Marshall & Rose, 1988) reported no significant difference in the sex, age, or school level of the subjects who observed parental violence. Expressing and receiving violence in an intimate relationship were found to be significantly correlated to observing spousal abuse by the parents. Similarly, those subjects who experienced childhood violence were more likely to have experienced courtship

violence (60% of women and 67% of the men) (Laner & Thompson, 1982). Subjects who had no experiences of childhood violence were less likely to have inflicted violent behaviors on their premarital partners (33% of the women and 25% of the men). Furthermore, no relationship was found between the extent of the dating experience and courtship violence.

Whereas much of the previously cited research on courtship violence used college students, the study by Henton, Cate, Koval, Lloyd and Christopher (1983) investigated courtship violence among high school students. Students between the ages of 15 and 19 comprised the sample group. The average age of high school students in the study at the onset of violent behaviors with dates was 15 years of age (Henton, et al, 1983).

Approximately half as many high school students experienced courtship or dating violence (12.1%) (Henton, et al, 1983) in comparison to studies of dating violence among college students (Cate, et al, 1982; Makepeace, 1981; Matthews, 1984). In 71.4% of the violent relationships, the pattern of violence was reciprocal. Furthermore, approximately half of this group perceived that both partners were responsible for starting the violence. Yet another study (O'Keeffe, Brockopp, & Chew, 1986) reported a higher level of courtship violence (35%) among the juniors and senior high school students in the

sample. Both studies (Henton, et al, 1983; O'Keeffe, et al, 1986) reported high rates of reciprocity.

O'Keeffe et al (1986) noted 51% of the students who witnessed their parents being abusive to each other had been involved in an abusive relationships themselves. The percentage of students in this study who reported beating up their partners (6.5%) and threatening with or using a gun or knife (4.5%) represent the most extreme end of the severity continuum. O'Keeffe et al (1986) also found much higher rates of being punched by a date (15%) and punching a date (27%) than in the Makepeace (1981) study.

Research as cited above clearly establishes courtship violence as a problem of high school-aged adolescents. Moreover, marital conflict has been documented as a problem for many couples. Little research has been done, however, on linking the parental marital conflict in the family of origin to the courtship violence experienced by high school-aged adolescents. Moreover, little research has been done utilizing theories from family therapy to explain parental marital conflict and its effects upon the children in the family. Hence a study that pursues a unique focus will expand understanding of marital conflict and its relationship to courtship violence experiences of high school students by applying both family systems theory from family therapy and modelling theory from social learning theory.

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APPENDIX B

INSTRUMENTS

Instruments

This appendix will describe the instruments utilized to measure the independent variables, family tension, observed parental marital conflict, triangulation of the adolescent, and adolescent courtship violence. Each section will describe the instrument, present previously reported studies of reliability and validity, discuss how it was utilized in this study, and conclude with reliability and validity information relating to this study.

Family Cohesion

The cohesion subscale from FACES III (Olson, Portner, Lavee, 1985) was utilized to measure family cohesion, more specifically emotional bonding and family supportiveness. Cohesion is one of two independent dimensions of FACES III which represents a shorter form of earlier scales. Although emotional bonding and supportiveness were the primary measures for this study, the complete scale was utilized in order to compare reliability and validity. Hence, items measuring the concepts of family boundaries, time and friends, and interest in recreation were also included in the scale.

The FACES III cohesion scale consists of ten items measuring the concept of family cohesion. The "real" form asks the subject to describe the family as it currently exists and the "ideal" form asks the subject how the family could be. For the purpose of this study,

only the real form was utilized.

The scaling for the FACES III (Olson, et al, 1985) is a five-item Likert type scale. Almost never is scored as 1, once in awhile is scored as 2, sometimes is 3, frequently is 4, and almost always is 5. To standardize the scaling for this study, and to force the subject to make a choice, the scale was revised so that 1 was almost never, 2 sometimes, 3 often, and 4 almost always.

The reliability, using Cronbach Alpha, for the cohesion scale, as reported by Olson and colleagues (1985) was .77. Moreover, reliability for split samples were reported as .76 and .75, respectively. Factor analysis of the cohesion subscale for FACES III (Olson, et al, 1985) resulted in the cohesion items loading on one factor. The cohesion subscale was normed for adults of all stages, parents and adolescent, and young couples. The norm for parents and adolescents were reported by raw scores and percentiles. Thus, 18.6% of the subjects scored between 10 and 31, 30.3% scored between 32 and 35, 36.4% scored between 37 and 42, and 14.7% scored between 43 and 50.

As the result of two pilot studies, it was decided to administer this scale to the subjects asking them to identify how their mother felt about the items and how their father felt about the same items. Earlier feedback from subjects in the pilot study indicated that it was difficult to make a decision on these items because the

mother and father in the family had such differing opinions. Hence, the mother family cohesion score is a score of how the subject perceives the mother feels about the items and the father family cohesion score represents how the adolescents felt the father feels about the items.

Factor analysis of both mother family cohesion and father family cohesion revealed that all ten items loaded on one factor. Reliability studies (Cronbach Alpha) for mother family cohesion was .81 while reliability for father family cohesion was .84. These reliabilities are well within the reliabilities reported by Olson (Olson et al, 1985) even with the modification of the scale.

Family Atmosphere

Subscales from the Family of Origin Scale (Hovestadt, Anderson, Piercy, Cochran & Fine, 1985) were utilized to measure family atmosphere. The family of origin scale purported to measure family health by tapping the concepts of autonomy and intimacy. Two subscales from the intimacy concept were selected to measure the family mood and tone and the family's ability to resolve conflicts. The scale in this tool is a 5-point Likert type scale that goes from 5 for strongly agree, 4, agree, 3 neutral, 2 disagree, and 1 strongly disagree. In order to standardize the responses for this study, the scale was revised to a four point Likert type scale.

The subjects in this study, therefore, were asked to respond with the same scale as used to measure family cohesion. In previous pilot studies, subjects appeared to have no difficulty in responding to these questions on the level of the family, i.e., mother, father, and subject. Hence the subjects in this study responded to these questions based upon the subject's perception of the total family.

Reliability studies reported on the family of origin scale (Hovestadt, et al, 1985) revealed a Cronbach Alpha of .75 for the total scale. A test-retest reliability coeffient of .97 ($p<.001$) was also reported. Test-retest coefficients for the intimacy concept ranged from .46 to .87 with a median of .73. Content validity for the tool was established by using a panel of authorities in family therapy (Hovestadt, et al, 1985).

Factor analysis of the scales were not reported in the original article. A more recent report (Lee, Gordon, & O'Dell, 1989) presented a detailed analysis of both validity and reliability of the scale. Factor analysis reported in this study revealed loading on primarily one factor that accounted for 39% to 41% of the variance for the groups in the study. The authors labelled this factor family encouragement of the expression of individual opinion. The second factor was labelled emotional climate in the home. Another factor was labelled openness of family members to one another. The

authors (Lee, at al, 1989) concluded there was a meaningful factor structure with "only one factor of any importance" (p. 25).

Factor analysis of the items utilized in this study resulted in six of the eight items loading on one factor that accounted for 47% of the variance in the scale. Moreover, items loading on the family atmosphere scale were different than those reported by Lee (Lee, et al, 1989). Thses items tapped the concepts of negative family atmosphere and negative conflict resolution. Hence, the variable was labelled family atmosphere, to more accurately reflect the concept being measured. Reliability of the family atmosphere scale in this study was .83 (Alpha Cronbach).

Family Relationship

Two subscales from the relationship dimension of Moos's Family Environment Scale (1974) comprised the family relationship variable. The Family Environment Scale focuses on the measurement of interpersonal relationships among family members as well as the directions of personal growth and basic organizational structure of the family. Form R of the FES consists of ten subscales. The subscales, cohesion and expressiveness, therefore, measured the extent to which the subjects felt they belong to and are proud of their family and the extent to which there is open expression with the family.

Moos and colleagues (1974) have also developed a short form of the Form R, Form S. The Short Form was developed to permit rapid assessments of groups of families. Correlations between the scales in Form R and Form S were above .90, resulting in a family profile which is highly similar to that obtained using Form R.

The scoring for the FES is true or false. In order to standardize the scaling for this study, the scale was revised to the four-point Likert type scale used to measure the other variables. For the purpose of this study, items from the Short Form (Form S) were utilized to measure family relationship.

Internal consistencies, as calculated using the Kuder-Richardson Formula 20, for the two subscale were reported as .78 for cohesion and .71 for expressiveness (Moos, et al, 1974). Test-retest reliabilities for cohesion and expressiveness were reported as .86 and .73 respectively.

Factor analysis of the family relationship scale loaded the items in the appropriate factors. In this study, reliabilities (Cronbach Alpha) for the subscales, cohesion and expressiveness, were .80 and .44, respectively. Reliability (Cronbach Alpha) for the family relationship scale was .75.

Observed Parental Marital Conflict

The variable, observed parental marital conflict, was developed from Straus' Conflict Tactics Scale

(Straus, 1979). The Conflict Tactics Scale measures conceptually distinct types of conflict tactics based upon three modes. The Reasoning Scale measures the use of rational discussion, argument, and reasoning. The Verbal Aggression Scale measures the use of verbal and nonverbal acts which symbolically hurt the other, or the use of threats to hurt the other. The Physical Aggression Scale measures the use of physical force against another person. In the original forms, several items are used to measure each concept. These were collapsed into a scale of six questions including one not in the original scale that asked if the parents were using drugs or alcohol at the time. Of the remaining five items, one each measured reasoning and verbal aggression and three measured violence. This balance replicated the balance of items in each subscale on the original tool. Reliability (Cronbach Alpha) for the scale as used in this study was .76.

Adolescent Emotional Triangulation

The adolescent triangulation scale is a new scale developed specifically for this study. The scale consists of three subscales: 1) teen boundaries; 2) teen intervention; 3) teen distraction. The teen boundaries subscale measures the degree of emotional fusion and undifferentiation between the teen and parents. The teen intervention subscale measures intervention strategies the teen utilized when the parents experienced marital

anxiety and conflict. The teen distraction subscale measured distracting behaviors the adolescent utilized when parents were anxious and in conflict. A four-point Likert type scale was utilized to measure the concepts. All items in each of the subscales were reviewed for content validity by several experts in the family therapy field.

Factor analysis was done on the triangulation scale. The 21 items in the scale loaded on six separate factors, which, when reviewed, appeared to follow closely the concepts measured by the three subscales. These six factors accounted for 57% of the variance in the scale.

Reliabilities (Cronbach Alpha) were done for each of the subscales. Reliabilities for the three subscales ranged between .53 and .57 (Cronbach Alpha). The triangulation scale reliability was .72 (Cronbach Alpha).

Adolescent Courtship Violence

The variable, adolescent courtship violence, was measured using Straus' Conflict Tactics Scales (Straus, 1979; Straus, 1987). The Conflict Tactics Scales measure three modes of dealing with conflict. The Reasoning Scale measures the use of rational discussion, argument, and reasoning as techniques for handling conflict. The Verbal Aggression scale measures the use of verbal and nonverbal acts that symbolically hurt the other, or the use of threats to hurt the other, as techniques for handling conflict. The third subscale, Physical

Aggression, measures the use of physical force against another person as a means of resolving conflict.

The original form (Form A) of the scale consisted of 14 items. Subjects were asked to rate how often each item had occurred in the past year. A five-point Likert type scale was used. A revised version of the scale, Form N, expanded the original scale into 18 items. Form N focuses more on verbal aggression and violence by deleting one reasoning item and adding two verbal aggression and three violence items. The response categories were revised from 0 to 5 to 0 to 6.

Two pilot studies were done utilizing Form N of the Conflict Tactics Scale. A majority of the subjects in both studies had difficulty utilizing the response categories in Form N because they asked for specific numbers of times the subject had used the technique. Subjects reported that the responses were confusing and that they could not remember exactly how many times the tactics were used. Subsequently, the response categories were revised for this study. Subjects were given the response categories utilized in Form A.

The sequence of questions in the Conflict Tactics Scales begins with items measuring reasoning, followed by verbal aggression and physical aggression. The tool has been utilized primarily with adults of college age and older. Because of the age of the subjects in this study,

concerns about social desirability and the importance of completion of the tool, the items were scrambled.

Factor analysis was reported by Straus (1979) on both Form A and Form N. The analysis of Form A resulted in three factors which paralled the three subscales of the CTS. Factor analysis for Form N, however, resulted in four factors. The fourth factor consisted of items that referred to potentially lethal acts, which Straus (1979) described as "serious violence" (p. 82).

Several studies have utilized the Conflict Tactics Scales and reported reliability coefficients (Straus, 1987). Alpha reliability coefficients for the reasoning scale ranged from .43 to .76. The reliability coefficients for the verbal aggression scale ranged from .62 to .88. The physical aggression scale reliability ranged from .69 to .96. These studies have also supported the content validity and construct validity of the scale.

Factor analysis of the adolescent courtship violence scale loaded on four factors. As with Straus' report on the factor analysis of Form N, the fourth factor appeared to be more violent behaviors such as threatening with a knife and using a gun or knife.

Reliabilities (Cronbach Alpha) for this study paralled closely those reported by Straus (1979; 1987). The reasoning scale reliability coefficient was .47. Straus (1987) noted the lower reliability coefficient on

the reasoning scale and stated that it was due primarily to the small number of items in the scale. The reliability coefficient for the verbal aggression scale was .70. The physical aggression scale had a reliability coefficient of .89. Reliability for the total scale, adolescent courtship violence, was .84.

Each of the scales taken from previously standardized instruments appear to be reliable, even when the response categories were revised. Moreover, a new scale developed specifically for this study appears to be reliable.

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TEEN LIFE

PART A:

Below are statements about parents, teens, and families. Circle the number in the left column that most closely describes how YOU THINK YOUR MOTHER feels about each statement. Circle the number in the right column that most closely describes how YOU THINK YOUR FATHER feels about each statement.

1 ALMOST NEVER
2 SOMETIMES
3 OFTEN
4 ALMOST ALWAYS

MOTHER					FATHER			
1	2	3	4	1. Family members feel very close to each other.	1	2	3	4
1	2	3	4	2. My parents think it is *extremely* important for me to rely on myself.	1	2	3	4
1	2	3	4	3. When our family gets together for activities, everybody is present.	1	2	3	4
1	2	3	4	4. My parents control my behavior by spanking and hitting.	1	2	3	4
1	2	3	4	5. We like to do things with just our immediate family.	1	2	3	4
1	2	3	4	6. Family members consult other family members on their decisions.	1	2	3	4
1	2	3	4	7. Family togetherness is very important.	1	2	3	4
1	2	3	4	8. My parents think it is *extremely* important for me to obey and conform to their rules.	1	2	3	4
1	2	3	4	9. Family members like to spend free time with each other.	1	2	3	4
1	2	3	4	10. Tension between my parents is so thick you could cut it with a knife.	1	2	3	4
1	2	3	4	11. We approve of each other's friends.	1	2	3	4
1	2	3	4	12. My parents control my behavior by talking or explaining.	1	2	3	4
1	2	3	4	13. Family members ask each other for help.	1	2	3	4
1	2	3	4	14. Family members feel closer to other family members than to people outside the family.	1	2	3	4
1	2	3	4	15. We can easily think of things to do together as a family.	1	2	3	4

PART B:

AS A TEEN IN MY FAMILY, I THINK

1 - ALMOST NEVER
2 - SOMETIMES
3 -- OFTEN
4 - ALMOST ALWAYS

1. Conflicts between my parents get resolved.	1	2	3	4
2. My parents are warm and supportive to me.	1	2	3	4
3. The atmostphere between my parents is unpleasant.	1	2	3	4
4. I can talk things out and settle conflicts between my parents.	1	2	3	4
5. My parents are able to work out their conflicts.	1	2	3	4
6. The atmosphere between my parents is cold and negative.	1	2	3	4
7. Mealtimes are friendly and pleasant	1	2	3	4
8 Family members really help and support one another.	1	2	3	4
9. Resolving conflicts in my family is a very stressful experience.	1	2	3	4
10. Family members keep their feelings to themselves.	1	2	3	4
11 We seem to be killing time at home.	1	2	3	4
12 We say anything we want around home.	1	2	3	4
13 We put a lot of energy into what we do at home.	1	2	3	4
14. It is hard to "blow off steam" at home without upsetting somebody	1	2	3	4
15. There is a feeling of togetherness in our family.	1	2	3	4
16 We tell each other about our personal problems.	1	2	3	4
17 I can talk things out and settle conflicts in my family	1	2	3	4

PART C:

IN MY RELATIONSHIP WITH MY PARENTS

1 ALMOST NEVER
2 SOMETIMES
3 OFTEN
4 - ALMOST ALWAYS

1. It is okay to want privacy and emotional space.	1	2	3	4
2. My mother and father make decisions without including me.	1	2	3	4
3. One person speaks for another person.	1	2	3	4
4. We interrupt each other when talking.	1	2	3	4
5. My business is their business.	1	2	3	4
6. It is hard for me to have any secrets.	1	2	3	4
7. It is difficult to tell them I do not like their behavior because I am afraid of hurting their feelings.	1	2	3	4
8. I am treated as an equal	1	2	3	4

PART D:

WHEN THERE IS UNSPOKEN TENSION OR OPEN CONFLICT BETWEEN MY PARENTS,

I

1 - ALMOST NEVER
2 -- SOMETIMES
3 -- OFTEN
4 - ALMOST ALWAYS

1. Get actively involved in settling their disagreements.	1	2	3	4
2. Take over the role of caring for my brother(s) and sister(s) to help my parents out.	1	2	3	4
3. Get involved in helping my parents express their true feelings to each other.	1	2	3	4
4. Am used as a weapon by one parent against the other.	1	2	3	4
5. Get involved in my parents's disagreements by being asked to take sides with one of them.	1	2	3	4
6. Am helpful and extra cooperative.	1	2	3	4
7. Hear one parent be verbally aggressive to the other.	1	2	3	4
8. See my parents handle conflict between themselves by discussing the issue calmly.	1	2	3	4
9. Know one or both parents has/have been using drugs and/or alcohol.	1	2	3	4
10. Get sick or complain of symptoms.	1	2	3	4
11. Get mad and angry.	1	2	3	4
12. Get my parents to recognize the special things I do, like sports, grades, arts.	1	2	3	4
13. Am extra sweet, nice, and cuddly.	1	2	3	4
14. See one parent push and shove the other.	1	2	3	4
15. Do most of the housework while my parents spend their energy in other areas.	1	2	3	4
16. See or hear one parent slap and hit the other.	1	2	3	4
17. Get into trouble in some way.	1	2	3	4
18. See or hear one parent threaten the other with a knife or gun.	1	2	3	4
19. Leave the house until the air clears.	1	2	3	4

PART E:

Circle the number below that indicates how often the following have happened to you with your MOST SIGNIFICANT TEEN DATING RELATIONSHIP, even if the relationship has ended.

IN MY DATING RELATIONSHIP...

1 - ALMOST NEVER
2 SOMETIMES
3 - OFTEN
4 - ALMOST ALWAYS

1. My partner tends to check up on me and wants to know what I am doing most of the time.	1	2	3	4
2. My partner gets angry when I spend a lot of time with my friends.	1	2	3	4
3. My partner wants to spend more time together than I want to spend.	1	2	3	4
4. We do not share equally in making decisions about what we are going to do.	1	2	3	4
5. When we have an argument, we ask another family member or friend to take sides.	1	2	3	4
6. It is okay to want privacy and emotional space.	1	2	3	4
7. One person usually speaks for the other person.	1	2	3	4
8. We often interrupt each other when talking	1	2	3	4
9. It is hard to have any secrets.	1	2	3	4
10. My business is everyone else's business.	1	2	3	4
11. It is difficult to tell my partner I do not like their behavior because I am afraid of hurting the person's feelings.	1	2	3	4
12. I am treated as an equal.	1	2	3	4

PART F:

Circle the number in the left column to indicate how often IN THE PAST YEAR YOU HAVE USED these techniques with any date to resolve disagreements. Then, circle the number in the right column to indicate how often IN THE PAST YEAR YOUR MOST SIGNIFICANT DATING PARTNER used these techniques on you.

0 - NEVER
1 - ONCE THAT YEAR
2 -- TWO OR THREE TIMES THAT YEAR
3 – OFTEN, LESS THAN ONCE A MONTH
4 - ABOUT ONCE A MONTH
5 - MORE THAN ONCE A MONTH

FOR EXAMPLE:

MYSELF		MY DATE
0 1 2 3 4 5	Drove the car too fast and dangerously.	0 1 2 3 4 5

MYSELF		MY DATE
0 1 2 3 4 5	1. Sulked and/or refused to talk about it.	0 1 2 3 4 5
0 1 2 3 4 5	2. Slapped the other one.	0 1 2 3 4 5
0 1 2 3 4 5	3. Threw or smashed or hit or kicked something.	0 1 2 3 4 5
0 1 2 3 4 5	4. Discussed the issue calmly.	0 1 2 3 4 5
0 1 2 3 4 5	5. Threatened with a gun or knife.	0 1 2 3 4 5
0 1 2 3 4 5	6. Got information to back up your/others side of things.	0 1 2 3 4 5
0 1 2 3 4 5	7. Kicked, bit, or hit with a fist	0 1 2 3 4 5
0 1 2 3 4 5	8. Cried.	0 1 2 3 4 5
0 1 2 3 4 5	9. Insulted or swore at the other one.	0 1 2 3 4 5
0 1 2 3 4 5	10. Used a knife or gun.	0 1 2 3 4 5

PART F: (continued)

0 - NEVER
1 -- ONCE THAT YEAR
2 – TWO OR THREE TIMES THAT YEAR
3 - OFTEN, LESS THAN ONCE A MONTH
4 -- ABOUT ONCE A MONTH
5 -- MORE THAN ONCE A MONTH

MYSELF		MY DATE
0 1 2 3 4 5	11. Brought in or tried to bring in someone to help settle things.	0 1 2 3 4 5
0 1 2 3 4 5	12. Was using drugs and/or alcohol.	0 1 2 3 4 5
0 1 2 3 4 5	13. Hit or tried to hit with something.	0 1 2 3 4 5
0 1 2 3 4 5	14. Pushed, grabbed, or shoved the other one.	0 1 2 3 4 5
0 1 2 3 4 5	15. Stomped out of the room, house, yard or car.	0 1 2 3 4 5
0 1 2 3 4 5	16. Beat up on the other one.	0 1 2 3 4 5
0 1 2 3 4 5	17. Threw something at the other one	0 1 2 3 4 5
0 1 2 3 4 5	18. Went out and got drunk, high, or stoned.	0 1 2 3 4 5
0 1 2 3 4 5	19. Did or said something to spite the other	0 1 2 3 4 5
0 1 2 3 4 5	20. Threatened to hit or throw something at the other one.	0 1 2 3 4 5

PART G:

SOME INFORMATION ABOUT YOU

1. What is your age? Sex: Male [ ] Female [ ]
   Race: White [ ] Black [ ] Am Ind [ ] Hispanic [ ] Asian [ ] Other [ ]

2. Check below the people you live with at this time (or lived with before you entered treatment). Check all that apply.

   [ ] Mother
   [ ] Father
   [ ] Brother/sister
   [ ] Adoptive mother
   [ ] Adoptive father
   [ ] Step-mother
   [ ] Step-father
   [ ] Step-brother/step-sister
   [ ] Grandparent
   [ ] Other

3. What is your feeling about your current relationship with your parents?

   Mother: [ ] Very Satisfied [ ] Satisfied [ ] Dissatisfied [ ] Very Dissatisfied

   Father: [ ] Very Satisfied [ ] Satisfied [ ] Dissatisfied [ ] Very Dissatisfied

   I don't feel I have a relationship at all with my: [ ] Mother
   [ ] Father

4. If you have a non custodial parent, how often do you see that parent?

   [ ] Once a week
   [ ] Once a month
   [ ] Once every 3 months
   [ ] Once every 6 months
   [ ] Once a year
   [ ] Less than once a year

5. How religious would you say the following people are? Circle the appropriate number.

	Extremely	Very	Somewhat	Not Very	Not at All
Yourself	5	4	3	2	1
Your mother	5	4	3	2	1
Your father	5	4	3	2	1

6. What is your current grade level in school?

   [ ] 6th [ ] 7th [ ] 8th [ ] 9th [ ] 10th [ ] 11th [ ] 12th [ ] grad

7. Has anyone at any time told you that you have a problem with

   Alcohol [ ] Yes [ ] No Mental Illness [ ] Yes [ ] No
   Drugs [ ] Yes [ ] No Physical Illness [ ] Yes [ ] No

8. In the past, do you think you had a problem with

   Alcohol [ ] Yes [ ] No Mental Illness [ ] Yes [ ] No
   Drugs [ ] Yes [ ] No Physical Illness [ ] Yes [ ] No

9. At this time, do you think you have a problem with

   Alcohol [ ] Yes [ ] No Mental Illness [ ] Yes [ ] No
   Drugs [ ] Yes [ ] No Physical Illness [ ] Yes [ ] No

10. Are you currently receiving professional help for a problem(s)? If so, where? Check all that apply.

Problem		Location	Length of time in months
Alcohol	[ ] Yes	[ ] Inpatient	
	[ ] No	[ ] Outpatient	
Drugs	[ ] Yes	[ ] Inpatient	
	[ ] No	[ ] Outpatient	
Mental Illness	[ ] Yes	[ ] Inpatient	
	[ ] No	[ ] Outpatient	
Physical Illness	[ ] Yes	[ ] Inpatient	
	[ ] No	[ ] Outpatient	

11. Do you think any of the following family members have a problem with

	Mother	Father	Others
Alcohol	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
Drugs	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
Mental Illness	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
Physical Illness	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

12. Circle the number below that describes how you get along with the following people.

	Very Well	Fairly Well	Poorly	Not at All	Does Not Apply
Your mother	4	3	2	1	0
Your father	4	3	2	1	0
Your sister(s)					
List by age	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
Your brother(s)					
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0

13. While growing up, how often were you told by your parents to defend yourself if you were physically hit by another child?

[ ] Almost never [ ] Sometimes [ ] Often [ ]Almost always

14. Circle the number in the LEFT COLUMN to indicate how often and under what conditions YOUR MOTHER AND YOUR FATHER use (used) violence in your home. Circle the number in the RIGHT COLUMN to indicate how often and under what conditions YOU use (used) violence in your home.

1 - ALMOST NEVER
2 SOMETIMES
3 - OFTEN
4 - ALMOST ALWAYS

MOTHER	FATHER		YOURSELF
1 2 3 4	1 2 3 4	To get someone to do something you want.	1 2 3 4
1 2 3 4	1 2 3 4	For punishment.	1 2 3 4
1 2 3 4	1 2 3 4	When someone use physical or verbal violence first.	1 2 3 4
1 2 3 4	1 2 3 4	When no other method for resolving a problem would work.	1 2 3 4
1 2 3 4	1 2 3 4	When the person identified is using alcohol and/or drugs.	1 2 3 4
1 2 3 4	1 2 3 4	Under no conditions whatsoever.	1 2 3 4

15. When conflict occurred in your family, how often did family members call the following to attempt to stop the conflict. Circle the number that describes how often.

WHEN CONFLICT HAPPENS (HAPPENED) IN OUR FAMILY, WE CALL IN

1 ALMOST NEVER
2 SOMETIMES
3 OFTEN
4 ALMOST ALWAYS

Minister, pastor	1 2 3 4
Professionals	1 2 3 4
Relatives	1 2 3 4
Friends	1 2 3 4
Neighbors	1 2 3 4
Police	1 2 3 4

16. Circle the number in the LEFT COLUMN that describes how often each of the following happens or has happened in your family. Circle the number in the RIGHT COLUMN that describes how often each event happens (or happened) while the person is (was) using drugs and/or alcohol.

1 -- ALMOST NEVER
2 -- SOMETIMES
3 -- OFTEN
4 -- ALMOST ALWAYS

HOW OFTEN		WHILE USING DRUGS/ALCOHOL
1 2 3 4	Children argue with each other.	1 2 3 4
1 2 3 4	Mother hit father.	1 2 3 4
1 2 3 4	Your father hit the children.	1 2 3 4
1 2 3 4	Your father argue with your mother.	1 2 3 4
1 2 3 4	Brother(s)/sister(s) hit each other.	1 2 3 4
1 2 3 4	Father hit mother.	1 2 3 4
1 2 3 4	Children argue with either/both parents.	1 2 3 4
1 2 3 4	Your mother hit the children.	1 2 3 4
1 2 3 4	Your mother argue with your father.	1 2 3 4
1 2 3 4	Children hit either/both parents.	1 2 3 4

17. Circle the number in the LEFT COLUMN that describes how often your temper created a problem with the following relationships. Circle the number in the RIGHT COLUMN that describes how often this occurred while YOU and the OTHER PERSON were using drugs and/or alcohol.

1 - ALMOST NEVER
2 - SOMETIMES
3 - OFTEN
4 - ALMOST ALWAYS

		WHILE USING DRUGS AND/OR ALCOHOL	
YOUR TEMPER	RELATIONSHIP WITH	YOU	OTHER PERSON
1 2 3 4	Your mother	1 2 3 4	1 2 3 4
1 2 3 4	Your father	1 2 3 4	1 2 3 4
1 2 3 4	Your brother(s)	1 2 3 4	1 2 3 4
1 2 3 4	Your sister(s)	1 2 3 4	1 2 3 4
1 2 3 4	Your date(s)	1 2 3 4	1 2 3 4
1 2 3 4	Your teacher(s)	1 2 3 4	1 2 3 4
1 2 3 4	Your employer(s)	1 2 3 4	1 2 3 4
1 2 3 4	Your friend(s)	1 2 3 4	1 2 3 4

THANK YOU

RESPONSE BOOKLET

TEEN LIFE

**CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES.
PLEASE RESPOND TO EACH QUESTION.**

1 -- ALMOST NEVER
2 - SOMETIMES
3 - OFTEN
4 -- ALMOST ALWAYS

PART A:

MOTHER	FATHER
1. 1 2 3 4	1. 1 2 3 4
2. 1 2 3 4	2. 1 2 3 4
3. 1 2 3 4	3. 1 2 3 4
4. 1 2 3 4	4. 1 2 3 4
5. 1 2 3 4	5. 1 2 3 4
6. 1 2 3 4	6. 1 2 3 4
7. 1 2 3 4	7. 1 2 3 4
8. 1 2 3 4	8. 1 2 3 4
9. 1 2 3 4	9 1 2 3 4
10. 1 2 3 4	10. 1 2 3 4
11. 1 2 3 4	11. 1 2 3 4
12. 1 2 3 4	12 1 2 3 4
13 1 2 3 4	13. 1 2 3 4
14 1 2 3 4	14 1 2 3 4
15 1 2 3 4	15. 1 2 3 4

PART B:

1. 1 2 3 4
2. 1 2 3 4
3. 1 2 3 4
4. 1 2 3 4
5. 1 2 3 4
6. 1 2 3 4
7. 1 2 3 4
8. 1 2 3 4
9. 1 2 3 4
10. 1 2 3 4
11. 1 2 3 4
12. 1 2 3 4
13. 1 2 3 4
14 1 2 3 4
15. 1 2 3 4
16 1 2 3 4
17 1 2 3 4

**CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES.
PLEASE RESPOND TO EACH QUESTION.**

1 - ALMOST NEVER
2 - SOMETIMES
3 - OFTEN
4 - ALMOST ALWAYS

PART C:

1. 1 2 3 4
2. 1 2 3 4
3. 1 2 3 4
4. 1 2 3 4
5. 1 2 3 4
6. 1 2 3 4
7. 1 2 3 4
8. 1 2 3 4

PART D:

1. 1 2 3 4
2. 1 2 3 4
3. 1 2 3 4
4. 1 2 3 4
5. 1 2 3 4
6. 1 2 3 4
7. 1 2 3 4
8. 1 2 3 4
9. 1 2 3 4
10. 1 2 3 4
11. 1 2 3 4
12. 1 2 3 4
13. 1 2 3 4
14. 1 2 3 4
15. 1 2 3 4
16. 1 2 3 4
17. 1 2 3 4
18. 1 2 3 4
19. 1 2 3 4

PART E:

1. 1 2 3 4
2. 1 2 3 4
3. 1 2 3 4
4. 1 2 3 4
5. 1 2 3 4
6. 1 2 3 4
7. 1 2 3 4
8. 1 2 3 4
9. 1 2 3 4
10. 1 2 3 4
11. 1 2 3 4
12. 1 2 3 4

**CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES.
PLEASE RESPOND TO EACH QUESTION.**

PART F:

0 -- NEVER
1 - ONCE THAT YEAR
2 -- TWO OR THREE TIMES THAT YEAR
3 - OFTEN, LESS THAN ONCE A MONTH
4 - ABOUT ONCE A MONTH
5 - MORE THAN ONCE A MONTH

MYSELF	MY DATE
1. 0 1 2 3 4 5	1. 0 1 2 3 4 5
2. 0 1 2 3 4 5	2. 0 1 2 3 4 5
3. 0 1 2 3 4 5	3. 0 1 2 3 4 5
4. 0 1 2 3 4 5	4. 0 1 2 3 4 5
5. 0 1 2 3 4 5	5. 0 1 2 3 4 5
6. 0 1 2 3 4 5	6. 0 1 2 3 4 5
7. 0 1 2 3 4 5	7. 0 1 2 3 4 5
8. 0 1 2 3 4 5	8. 0 1 2 3 4 5
9. 0 1 2 3 4 5	9. 0 1 2 3 4 5
10. 0 1 2 3 4 5	10. 0 1 2 3 4 5
11. 0 1 2 3 4 5	11. 0 1 2 3 4 5
12. 0 1 2 3 4 5	12. 0 1 2 3 4 5
13. 0 1 2 3 4 5	13. 0 1 2 3 4 5
14. 0 1 2 3 4 5	14. 0 1 2 3 4 5
15. 0 1 2 3 4 5	15 0 1 2 3 4 5
16. 0 1 2 3 4 5	16 0 1 2 3 4 5
17. 0 1 2 3 4 5	17. 0 1 2 3 4 5
18. 0 1 2 3 4 5	18 0 1 2 3 4 5
19 0 1 2 3 4 5	19 0 1 2 3 4 5
20. 0 1 2 3 4 5	20 0 1 2 3 4 5

PART G:

SOME INFORMATION ABOUT YOU

1. What is your age? Sex: Male [ ] Female [ ]

   Race. White [ ] Black [ ] Am Ind [ ] Hispanic [ ] Asian [ ] Other [ ]

2. Check below the people you live with at this time (or lived with before you entered treatment). Check all that apply.

   [ ] Mother
   [ ] Father
   [ ] Brother/sister
   [ ] Adoptive mother
   [ ] Adoptive father
   [ ] Step-mother
   [ ] Step father
   [ ] Step-brother/step-sister
   [ ] Grandparent
   [ ] Other

3 What is your feeling about your current relationship with your parents?

   Mother: [ ] Very Satisfied [ ] Satisfied [ ] Dissatisfied [ ]Very Dissatisfied

   Father: [ ] Very Satisfied [ ]Satisfied [ ] Dissatisfied [ ] Very Dissatisfied

   I don't feel I have a relationship at all with my: [ ] Mother
   [ ] Father

4 If you have a non-custodial parent, how often do you see that parent?

   [ ] Once a week
   [ ] Once a month
   [ ] Once every 3 months
   [ ] Once every 6 months
   [ ] Once a year
   [ ] Less than once a year

5. How religious would you say the following people are? Circle the appropriate number.

	Extremely	Very	Somewhat	Not Very	Not at All
Yourself	5	4	3	2	1
Your mother	5	4	3	2	1
Your father	5	4	3	2	1

6 What is your current grade level in school?

   [ ]6th [ ]7th [ ]8th [ ]9th [ ]10th [ ]11th [ ]12th [ ]grad

7. Has anyone at any time told you that you have a problem with

   Alcohol [ ] Yes [ ] No Mental Illness [ ] Yes [ ] No
   Drugs [ ] Yes [ ] No Physical Illness [ ] Yes [ ] No

8. In the past, do you think you had a problem with

   Alcohol [ ] Yes [ ] No Mental Illness [ ] Yes [ ] No
   Drugs [ ] Yes [ ] No Physical Illness [ ] Yes [ ] No

9. At this time, do you think you have a problem with

   Alcohol [ ] Yes [ ] No Mental Illness [ ] Yes [ ] No
   Drugs [ ] Yes [ ] No Physical Illness [ ] Yes [ ] No

10. Are you currently receiving professional help for a problem(s)? If so, where? Check all that apply

Problem		Location	Length of time in months
Alcohol	[ ] Yes	[ ] Inpatient	
	[ ] No	[ ] Outpatient	
Drugs	[ ] Yes	[ ] Inpatient	
	[ ] No	[ ] Outpatient	
Mental Illness	[ ] Yes	[ ] Inpatient	
	[ ] No	[ ] Outpatient	
Physical Illness	[ ] Yes	[ ] Inpatient	
	[ ] No	[ ] Outpatient	

11. Do you think any of the following family members have a problem with

	Mother	Father	Others
Alcohol	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
Drugs	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
Mental Illness	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No
Physical Illness	[ ] Yes [ ] No	[ ] Yes [ ] No	[ ] Yes [ ] No

12. Circle the number below that describes how you get along with the following people.

	Very Well	Fairly Well	Poorly	Not at All	Does Not Apply
Your mother	4	3	2	1	0
Your father	4	3	2	1	0
Your sister(s)					
List by age	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
Your brother(s)					
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0

13. While growing up, how often were you told by your parents to defend yourself if you were physically hit by another child?

[ ] Almost never [ ] Sometimes [ ] Often [ ]Almost always

14. Circle the number in the LEFT COLUMN to indicate how often and under what conditions YOUR MOTHER AND YOUR FATHER use (used) violence in your home. Circle the number in the RIGHT COLUMN to indicate how often and under what conditions YOU use (used) violence in your home.

1 ALMOST NEVER
2 SOMETIMES
3 OFTEN
4 ALMOST ALWAYS

MOTHER	FATHER		YOURSELF
1 2 3 4	1 2 3 4	To get someone to do something you want	1 2 3 4
1 2 3 4	1 2 3 4	For punishment	1 2 3 4
1 2 3 4	1 2 3 4	When someone use physical or verbal violence first.	1 2 3 4
1 2 3 4	1 2 3 4	When no other method for resolving a problem would work.	1 2 3 4
1 2 3 4	1 2 3 4	When the person identified is using alcohol and/or drugs.	1 2 3 4
1 2 3 4	1 2 3 4	Under no conditions whatsoever.	1 2 3 4

15. When conflict occurred in your family, how often did family members call the following to attempt to stop the conflict. Circle the number that describes how often.

WHEN CONFLICT HAPPENS (HAPPENED) IN OUR FAMILY, WE CALL IN

1 ALMOST NEVER
2 SOMETIMES
3 OFTEN
4 ALMOST ALWAYS

Minister, pastor	1 2 3 4
Professionals	1 2 3 4
Relatives	1 2 3 4
Friends	1 2 3 4
Neighbors	1 2 3 4
Police	1 2 3 4

16. Circle the number in the LEFT COLUMN that describes how often each of the following happens or has happened in your family. Circle the number in the RIGHT COLUMN that describes how often each event happens (or happened) while the person is (was) using drugs and/or alcohol.

1 -- ALMOST NEVER
2 -- SOMETIMES
3 - OFTEN
4 -- ALMOST ALWAYS

HOW OFTEN		WHILE USING DRUGS/ALCOHOL
1 2 3 4	Children argue with each other.	1 2 3 4
1 2 3 4	Mother hit father.	1 2 3 4
1 2 3 4	Your father hit the children	1 2 3 4
1 2 3 4	Your father argue with your mother.	1 2 3 4
1 2 3 4	Brother(s)/sister(s) hit each other	1 2 3 4
1 2 3 4	Father hit mother.	1 2 3 4
1 2 3 4	Children argue with either/both parents.	1 2 3 4
1 2 3 4	Your mother hit the children	1 2 3 4
1 2 3 4	Your mother argue with your father	1 2 3 4
1 2 3 4	Children hit either/both parents	1 2 3 4

17. Circle the number in the LEFT COLUMN that describes how often your temper created a problem with the following relationships. Circle the number in the RIGHT COLUMN that describes how often this occurred while YOU and the OTHER PERSON were using drugs and/or alcohol.

1 ALMOST NEVER
2 SOMETIMES
3 - OFTEN
4 ALMOST ALWAYS

		WHILE USING DRUGS AND/OR ALCOHOL	
YOUR TEMPER	RELATIONSHIP WITH	YOU	OTHER PERSON
1 2 3 4	Your mother	1 2 3 4	1 2 3 4
1 2 3 4	Your father	1 2 3 4	1 2 3 4
1 2 3 4	Your brother(s)	1 2 3 4	1 2 3 4
1 2 3 4	Your sister(s)	1 2 3 4	1 2 3 4
1 2 3 4	Your date(s)	1 2 3 4	1 2 3 4
1 2 3 4	Your teacher(s)	1 2 3 4	1 2 3 4
1 2 3 4	Your employer(s)	1 2 3 4	1 2 3 4
1 2 3 4	Your friend(s)	1 2 3 4	1 2 3 4

THANK YOU

APPENDIX C

SUPPLEMENTARY TABLES

Table 1. Characteristics of the Sample (n=146)

Age:	M 16 years, range 13-19 years		
Sex:	Females (85) Males (61)		
Race:	White	88.9% (128)	
	Black	.7% (1)	
	American Indian	6.9% (10)	
	Hispanic	1.4% (2)	
	Asian	.7% (1)	
	Not reported	6.9% (4)	
Residence:	Farm		6.6%
	Rural, non-farm		7.9%
	Town, <2500		2.6%
	Town, 2500-25,000		3.9%
	Small city,25,000+		16.4%
	Large city >100,000		5.9%

Table 2. Variables

VARIABLE	CONCEPT	ITEMS	RESPONSE FORMAT	THEORETICAL RANGE	ACTUAL * RANGE
Teen's perception of mother's family cohesion (Cohesion subscale, FACES III)	Emotional bonding family members have toward one another	A. 1,3,5,6 7,9,11,13, 14,15 (mother)	1 Almost Never 2=Sometimes 3=Often 4=Always	10-40	10-38
Teen's perception of father's family cohesion (Cohesion subscale, FACES III)	Including emotional bonding, supportiveness, family boundaries, time, and friends interest in recreation	A. 1,3,5,6, 7,9,13, 14,15 (father)	1=Almost never 2=Sometimes 3=Often 4=Always	10-40	6-39
Family cohesion (Cohesion subscales from relationship dimension of Family Environment Scale, Moos)	Degree to which family members are helpful and supportive of each other	B. 8,11,13, 15	1=Almost never 2=Sometimes 3=Often 4=Always	4-16	6-14
Family expressiveness (Expressiveness subscale from relationship dimension of family Environment Scale, Moos)	Extent to which family members allowed & encouraged to act openly, express feelings directly	B.10,12,14, 16	1=Almost never 2=Sometimes 3=Often 4=Always	4-16	6-14
Family atmosphere (Mood and tone, conflict resolution subscales, Family of Origin Scale, Hovestadt)	Warm and positive atmosphere in family; normal conflicts resolved without undue stress	B. 1,2,3,4, 5,6,7,9	1=Almost never 2=Sometimes 3=Often 4=Always	8-32	9-32

*Actual range represents missing data dealt with

in analysis through mean substitution

VARIABLE	CONCEPT	ITEMS	RESPONSE FORMAT	THEORETICAL RANGE	ACTUAL * RANGE
Teen Triangulation	Emotional fusion & undifferentiated boundaries between teen and parents as well as distracting & intervening behaviors used by teen when parents involve teen in their marital conflict	C. 1,2,3,4, 5,6,7,8 D.1,2,3,4,5, 6,10,11,12, 13,15,17, 19,20	1=Almost never 2=Sometimes 3=Often 4=Always	21-84	20-71
Teen conflict tactics (Conflict Tactics Scale, Form N, Straus)	Use of verbal reasoning,verbal aggression and physical violence within the family	F. 1,2,3,4,5 9,10,11,13, 14,15,16, 17,19,20	1=Never 2=Once that yr 3=2-3 Times/yr 4=Often less than 1/Mo. 5=About 1/Mo. 6=More than 1/Mo.	18-108	10-98
Teen observation of parental Marital conflict (Shortened CTS, Straus)	Shortened version of measure of verbal reasoning, verbal aggression & physical violence	D. 7,8,14,16, 18	1=Almost never 2=Sometimes 3=Often 4=Always	5-20	3-20
Religiosity	Teen's perception of own religiosity	G. 5	1=not at all 2=Not very 3=Somewhat 4=Very 5=Extremely	1-5	1-5

*Actual range represents missing data dealt with in analysis through mean substitution

VARIABLE	CONCEPT	ITEMS	RESPONSE FORMAT	THEORETICAL RANGE	ACTUAL * RANGE
Defend self	How often told by parents when growing up to defend self if hit by another child	G. 13	1=Almost never 2=Sometimes 3=Often 4=Always	1-4	1-4
Parental Violence	How often mother and father used violence in home	G. 14 (first four items for mother father combined)	1=Almost never 2=Sometimes 3=Often 4=Almost always	8-32	8-32
Temper	Teen's perception of own temper a problem with family, dates, friends	G.17	1=Almost never 2=Sometimes 3=Often 4=Almost Always	6-24	6-24

*Actual range represents missing data dealt with in analysis through mean substitution

Table 3. Scale Means and Standard Deviations

	M	SD	Theoretical Range	Actual* Range
Triangulation	42.47	8.68	21-84	20-71
Observed parental marital conflict	10.01	3.30	5-20	3-20
Family atmosphere	22.12	5.84	8-32	9-32
Mother family cohesion	25.48	6.65	10-40	10-30
Father family cohesion	25.36	7.17	10-40	6-39
Adolescent courtship violence	46.62	16.94	18-108	19-98

*Actual range represent missing data dealt with in analysis through mean substitution.

Table 4. Means and Standard Deviations of Triangulation Scale

	M	SD
Boundaries Subscale		
T51 It is okay to want privacy and emotional space.	1.89	.94
T52 My mother and father make decisions without including me.	2.33	1.02
T53 One person speaks for another person.	2.20	1.05
T54 We interrupt each other when talking.	2.55	1.05
T55 My business is their business.	2.17	1.07
T56 It is hard for me to have any secrets.	2.05	1.06
T57 It is difficult to tell them I do not like their behavior because I am afraid of hurting their feelings.	2.55	1.05
T58 I am treated as an equal.	2.52	1.13

table continues

	M	SD
Intervention Subscale		
T62 Get actively involved in settling their disagreements.	1.61	.92
T63 Take over the role of caring for my brother(s) and sister(s) to help my parents out.	1.83	1.03
T64 Get involved in helping my parents express their true feelings to each other.	1.37	.66
T65 Am used as a weapon by one parent against the other.	1.76	1.09
T66 Get involved in my parents' disagreements by being asked to take sides with one of them.	1.50	.90
T76 Do most of the housework while my parents spend their energy in other areas.	2.10	1.14
Distracting Subscale		
T67 Am helpful and extra cooperative.	2.08	.94
T71 Get sick or complain of symptoms.	1.54	.83
T72 Get mad and angry.	2.29	1.09
T73 Get my parents to recognize the special things I do, like sports, grades, arts.	2.17	1.13

table continues

	M	SD
T74 Am extra sweet, nice, and cuddly.	1.92	1.02
T78 Get into trouble in some way.	2.05	1.05
T80 Leave the house until the air clears.	2.40	1.21

Table 5. Reliabilities of Scales (Alpha Cronbach)

	Alpha	Std Alpha
Triangulation	.722	.729
Observed parental conflict	.763	.795
Family atmosphere	.833	.831
Mother family cohesion	.840	.841
Father family cohesion	.859	.861
Adolescent courtship violence	.835	.845

Table 6. Regression Analysis Using Adolescent Courtship Violence as Outcome

A. Main Model ($R=.494$, $R^2=.22$, $F=9.032$, $p<.001$)

	B	beta	F
Triangulation	.432	.225	7.238*
Observed parental conflict	.380	.085	.370
Family atmosphere	-.939	-.329	11.277*
Mother family cohesion	-.747	-.298	2.303
Father family cohesion	.850	.366	3.344

B. For females ($R=.554$, $R^2=.26$, $F=6.980$, $p<.001$)

	B	beta	F
Triangulation	.432	.228	4.349*
Observed parental conflict	.259	.057	.235
Family atmosphere	-1.221	-.435	11.116**
Mother family cohesion	-.307	-.126	.220
Father family cohesion	.522	.223	.697

C. For males ($R=.454$, $R^2=.13$, $F=2.856$, $p<.05$)

	B	beta	F
Triangulation	.365	.185	1.544
Observed parental conflict	.658	.153	.827
Family atmosphere	-.528	-.181	1.352
Mother family cohesion	-1.452	-.561	3.314
Father family cohesion	1.493	.605	4.010

*$p<.05$ **$p<.001$

Table 7. Regression Analysis for Females and Males With Significant Background Variables

A. For Females ($R=.585$, $R^2=.29$, $F=6.769$, $p<.001$)

	B	beta	F
Triangulation	.453	.240	4.975*
Observed parental conflict	.410	.091	.603
Family atmosphere	-1.243	-.443	11.994**
Mother family cohesion	-.118	-.048	.033
Father family cohesion	.264	.118	.178
Told defend self as child	-3.020	-.206	4.268*

B. For Males ($R=.568$, $R^2=.25$, $F=4.279$, $p<.05$)

	B	beta	F
Triangulation	.189	.096	.456
Observed parental conflict	-.399	-.093	.277
Family atmosphere	-.540	-.186	1.629
Mother family cohesion	-1.488	-.575	4.003
Father family cohesion	1.266	.513	3.275
Parents violent in home	2.525	.457	9.242*

*$p<.05$ **$p<.001$

APPENDIX D

SUMMARY OF ANALYSES AND LIMITATIONS

This appendix will deal with the analyses and limitations of the data. First the methodology of data collection will be reviewed. Then the sample will be described. The research hypothesis will be presented along with the results of the statistical analyses done to test the hypothesis, followed by a discussion of the results. The appendix will conclude with a discussion of the limitations to the study.

Method

Procedure

The questionnaire utilized to collect data for this study was piloted twice with 200 college students in a large southwestern university. After several revisions, the questionnaire was finalized. Because of concerns about the reading comprehension level of the subjects for the study, confidentiality of responses, and sensitivity of the material, a decision was made to create a response booklet for the subjects to circle their answers in as the researcher read each question. Thus, both a questionnaire booklet and a response booklet were developed. The booklets were labeled Teen Life and included additional questions about the family of origin, alcohol and drug abuse, and demographics.

Data were collected over a period of five months during the spring and summer of 1988. The researcher read the questions to subjects as groups. Time of administration of the total questionnaire took

approximately 45 minutes. The researcher then took time to answer any questions subjects had about the study, anticipated results, sources of the questions, and reasons for asking certain questions.

The questionnaire was reviewed and approved by the university institutional review board. Moreover, because data were collected in drug and alcohol treatment facilities, the research protocol and questionnaire were reviewed by appropriate staff in each of the facilities. The university institutional review board waived the requirement for signed consent forms by the subjects and their parents. However, the treatment facilities did require internal consent forms for their records. Subsequently these forms were developed by the researcher. These documents are included in Appendix D. The treatment facilities asked to remain anonymous in any reports of the study. Thus, specific treatment facilities are not identified on any forms, letters, or discussions.

Subjects

Subjects for this purposive, non-randomized study were volunteers recruited from several groups of high school-aged adolescents. Four of these groups (n=46) represented adolescents who were receiving inpatient services for drug and/or alcohol abuse. One group (n=68) represented adolescents gathered at a southwestern university for a state meeting. Two other groups

represented church groups (n=26) and athletic groups (n=6).

A total of 146 adolescents agreed to participate in the study. Slightly more than half of the sample were female (n=85). Their age range was from 13 to 19, with a mean age of 16 years. A majority of the subjects were white (89%), with American Indian (7%) and Hispanic (1.4%) the next largest groups. The subjects ranged in grade level from 6th grade through high school graduation, with most reporting their grade level as the eleventh grade.

Seventy percent of the adolescents came from intact nuclear families. Parents of these adolescents had been married an average of 17 years. The adolescents came from families where parents had attended at least some college (66% for mothers and 73% for fathers). Approximately 36% of the families lived in small cities of more than 25,000 while 29% reported they lived either on the farm or in a rural area. Thirty-eight percent of the mothers were professionals while 25% reported they were employed in the business/clerical area. Sixty-three percent of the fathers were professionals and 24% reported they were laborers. The average age of mothers of this group was 41.5 years and fathers were approximately two years older (43.8 years).

Design

The following hypothesis formed the basis of the analysis of the data. (See Figure 1 in the first article in this dissertation.) It was hypothesized that there is a relationship between the adolescent's perception of mother's family cohesion, the adolescent's perception of father's family cohesion, the adolescent's perception of the family relationship and family atmosphere, the adolescent's perception of emotional triangulation into the parental marital conflict, the adolescent's observations of parental marital conflict, and the adolescent's experiences with courtship violence. More specifically, it was hypothesized that subjects with perceptions of high mother family cohesion, high father family cohesion, negative family relationship, negative family atmosphere, high emotional triangulation, as well as high levels of observation of parental marital conflict would also experience higher levels of adolescent courtship violence.

Multiple regression, using the regression program for SPSS (1988), was utilized to test the hypothesis. Each of the scales were entered independently into the model so that they were considered of equal weight. The adolescent's perception of the mother's family cohesion made up the mother family cohesion variable, with high scores in cohesion reflecting high family cohesion or enmeshment. The adolescent's perception of the father's

family cohesion made up the father family cohesion variable, and was scored similarly. The family atmosphere variable consisted of the adolescent's perception of the family's mood and tone and conflict resolution techniques, with high scores reflecting positive mood and tone and conflict resolution techniques. The family relationship variable was the adolescent's perception of the expressiveness and cohesiveness of the family, with high scores reflecting positive family expression and cohesiveness. Due to high multicollinearity between this cohesion subscale and the mother family cohesion and father family cohesion subscales, this subscale was deleted from the analysis. The expressiveness subscale was also deleted from the analysis because of low reliability (.440). The adolescent's observation of overt parental marital conflict was another variable. The emotional triangulation scale measured emotional triangulation into the parental marital conflict. The adolescent courtship violence variable measured the frequency with which the subjects utilized different conflict tactic techniques in their dating relationships. See Appendix C for charts of the regressions run in this study.

Results

Hypothesized Model

The regression analysis, utilizing the enter method, accounted for 22% of the variance in the dependent

variable, adolescent courtship violence (R=.494, R^2=.22, F=9.032, p<.001). Both the emotional triangulation variable and family atmosphere variable were significant in the model (p<.05 and p<.001 respectively). The emotional triangulation variable was positive in the model while the family atmosphere variable was negative.

Model for Females and Males

Because the original hypothesis did not differentiate between males and females, regression analyses were done for both males and females to determine whether sex of the subjects would alter the original model. When the regression analysis was done on the original model, with only the females (n=85) in the study, the variance in the original model increased from 22% to 26% (R=.554, R^2=.26, F=6.980, p<.001). Both the emotional triangulation variable (p<.05) and family atmosphere variable (p<.05) were significant, as they were in the main model.

When regression analysis was done on the males in the group (n=61), the model accounted for 13% of the variance in the dependent variable (R=.454, R^2=.13, F=2.856, p<.05). None of the variables were significant at the .05 level. (Both the mother family cohesion variable and father family cohesion variable were significant at the .10 level.)

Model with background variables for females and males

Several other variables have been identified in studies of courtship violence, including problems with temper, religiosity, previous socialization experiences of the child, and parental violence in the home (Laner & Thompson, 1982; Marshall & Rose, 1988; Walker, 1988; Wetzel & Ross, 1983). Questions about these variables were asked in the background component of the questionnaire and entered into the regression analysis for the females and males.

More specificially, the background variable, teen temper, measured how the adolescents perceived their temper to be a problem in relationships with family members, friend, and dates. The six items in this scale loaded on one factor. The Cronbach's coefficient alpha for this scale was .79. The four items in the parental violence scale measured the adolescent's perception of how often mother and father used violence in the home to get someone to do something and for punishment. The items in this scale loaded on one factor, with a Cronbach's coefficient alpha of .83. The adolescent's religiosity was measured by asking them how religious they perceived themselves. The response range for this variable was from "not at all" to "extremely". Finally, respondents were asked how often, when growing up, they had been told by parents to defend themselves if physically hit by another child. The range of responses

were from "almost never" to "almost always."

Each of the four background variables were added to the regression equation for females and males. For the females in the study, only the background variable measuring hitting back when hit as a child was significant ($R=.585$, $R^2=.29$, $F=6.769$, $p<.05$). The relationship, however, was negative rather than positive. The variance in the dependent variable, adolescent courtship violence, increased to 29%. Both emotional triangulation ($p<.05$) and family atmosphere ($p<.001$) were also significant in the model for the females with the additional background variable.

The same four background variables were entered separately into the regression equation for the males in the study. The only background variable significant in this regression was parental violence ($R=.568$, $R^2=.25$, $F=4.279$, $p<.05$) that measured how often mother and father were violent in the home to get someone to do something and for punishment. No attempt was made to define violence in the base of the question. None of the hypothesized variables in the original model were significant, yet the variance in the dependent variable, adolescent courtship violence, increased for the males to 25%.

Discussion

Analysis of the data suggests that two models, one for females, and one for males, provide stronger

assessments of the dependent variable, adolescent courtship violence. Both emotional triangulation and family atmosphere were important variables in assessing courtship violence experiences of adolescents when analysis was done on the total sample group. The emotional triangulation scale specifically developed for this study appears to be an important factor in assessing courtship violence experiences. Moreover, a negative family atmosphere appears to relate to courtship violence. The other variables identified in the hypothesized model were not statistically significant in this study.

Regression analysis on the females and males in the group resulted in a change in the model. For the females, emotional triangulation and family atmosphere remained significant variables. However, for the males in the study, none of the hypothesized variables were significant at the .05 level. The lack of statistical significance for the males in the study may be due to their relatively smaller number (n=61) when compared to the females in the group (n=85).

This study provides a different perspective on courtship violence as other studies have not described different models that explain courtship violence experiences for males and females. Moreover, the emotional triangulation scale was developed from a family systems perspective that evolved from family therapy.

Perhaps the females in the study are emotionally more sensitive to family relationships and family issues. Moreover, the females in the group may spend more actual time in the home, thereby, being exposed to more family factors such as conflict, mood and family atomsphere. This difference may reflect the sex-role orientation of the females, which researchers report is more expressive, as compared to males who are more instrumental in their relationships (Bem, 1977).

The traditional family system often seen in southwestern states may have influenced these differences between the sexes. For example, the males in the study may have been encouraged to separate more from the family system and become more autonomous. Females, on the other hand, may have been encouraged to remain in the home and be more involved in the maintenance of the home and family.

The addition of background variables identified in previous studies of courtship violence resulted in two different variables being significant, again based upon the sex of the respondents. The background variable, parental violence in the home, was significant for the males in the study, but not for the females. This is of particular interest since the variable measuring observations of parental marital conflict was not statistically significant for either group. The variables in the scale measuring observed conflict asked

the teen to identify specific acts of violence such as slapping, hitting, threatening with a knife or gun. The questions in the parental violence scale asked, instead, the purpose behind the violence, without defining violence for the respondent.

The other background variable that was significant in the analysis was the variable measuring whether the respondents had been told as children to hit back when hit by a child. It was hypothesized that this would be a positive relationship for the males in the study and not significant for the females. To the contrary, this variable was not statistically significant for the males, and significant, but in a negative relationship, for the females in the study. The question, however, did not ask the respondents if they actually followed through with the permission. Apparently those females who were told often to hit back when hit experienced less courtship violence than those who did not hit back. This relationship needs to be studied in more depth.

Two other variables in the hypothesized model that were not statistically significant include the mother family cohesion variable and father family cohesion variable. Scores for both the mother family cohesion scale and father family cohesion scale placed many of these families toward the disengaged end of the cohesion continuum. The subjects in this study were responding as outsiders in reporting family cohesion, unlike in Olson's

studies where the adolescents reported as insiders. The norms for families with adolescents as reported by Olson (Olson, et al, 1985) were more toward the enmeshment end of the continuum. Even though the variables were not significant, the mother family cohesion variable had a negative relationship to the other variables in the model. This may indicate that adolescents who perceived mother family cohesion more toward the disengagement end of the cohesion continuum experienced more courtship violence. This needs to be studied in more detail in future work.

The developmental task of adolescence is separation from the family of origin. Researchers have noted that adolescents may see the family more negatively than it is in real life in order to adopt a position outside of the family system (Noller & Callan, 1986). This developmental task may have some relationship to the low cohesion scores and needs to be studied in more depth.

Several limitations to this purposive, non-randomized study make generalizations to the general population of adolescents inappropriate. The scoring systems for the standardized scales used in the study were revised, so comparisons to the nationally standardized scales could not be done. The original 4-point summated rating scale needs to be revised to the more commonly utilized 5-point Likert type scale. Based upon factor analysis of the new emotional triangulation

scale, it appears this scale needs to be revised. The presence of six factors in the factor analysis suggests further evaluation of this scale.

The development of two new models specific for females and males that appear to explain a significant amount of the variance in adolescent courtship violence is an important addition to the literature on courtship violence and family violence. The task now is to replicate the study with a larger sample of adolescents. Moreover, the study needs to be expanded by utilizing samples of engaged couples, married couples, and cohabiting couples, to see if the model assesses violent relationships with these other groups.

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APPENDIX E

CONSENT LETTERS TO PARENTS AND SUBJECTS

OSU

Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 624-5057

Dear Teen,

You're probably wondering what this letter is about. Let me explain. Your name was especially chosen to help with an important study about teen agers.

We need your help!!!!

This study asks you about life as a teen in your family. It covers many aspects of personal and family life. These questions are really important so we hope you will respond to <u>every</u> question. This study will help us understand how parents and teens talk to each other about problems.

You may be asked to sign a consent form agreeing to participate in this study. Your parents may be asked to sign consent forms, too. These forms will remain in the files.

The booklet (or answer sheet) has a number code that identifies only your family as a unit. Write your responses in the booklet (or on the answer sheet).

Perhaps you're worried about someone seeing what you said. No one except the researcher will see your responses. Your parents are also helping with the study. They will not be allowed to look at your responses either.

We really appreciate your help with this study. It's not much, but we'd like you to keep the pencil you use to complete the answers as our gift to you for helping out. You may request a copy of the entire report by contacting the researcher.

Sincerely,

Mary K. Lawler
Visiting Assistant Professor

TEEN INFORMED CONSENT FORM

FOR STUDY: FAMILY LIFE WITH A TEEN

I voluntarily agree to participate in the study on "Family Life With A Teen" being conducted by faculty in the Department of Family Relations and Child Development from Oklahoma State University. I understand that no record of my name and code number will be made in order to guarantee anonymity. I understand that no one will have access to my responses. I understand I can withdraw from the study at any time.

_____ _____

Date Teen Signature

Researcher: Mary K. Lawler
Visiting Assistant Professor
Department of Family Relations and Child Development
Oklahoma State University
Stillwater, OK 74078-0337

OSU

Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 624-5057

Dear Parent,

You and your teen have been selected to participate in an extremely important study being conducted by faculty at Oklahoma State University. This study will help us understand how parents and teens talk to each other about problems.

This study asks you about your life as a parent of a teen so we hope you will respond to every question. All responses will be confidential and available only to the researcher. Neither your teen nor your spouse will see your responses.

You may be asked to sign a consent form for you and your teen to participate in the study. Your teen may be asked to sign a consent form, too. These forms will remain in the files. To maintain anonymity, no record connecting names to the family group code will be kept by the agency or by the researcher.

The booklet (or answer sheet) that you, your spouse, and your teen are completing have a code number so that the responses can be analyzed as a family unit. Write your responses in the booklet (or on the answer sheet).

Your cooperation in this research study is greatly appreciated. It will help us to share information on how families with teens handle their problems. The pencil you are using to complete the answers is a small gift to you for participating in this study. You may request a copy of the entire study by contacting the principal researcher.

Sincerely,

Mary K. Lawler

Mary K. Lawler
Visiting Assistant Professor

PARENTAL INFORMED CONSENT FORM

FOR STUDY: FAMILY LIFE WITH A TEEN

I voluntarily agree to participate in the study on "Family Life With A Teen" being conducted by faculty in the Department of Family Relations and Child Development from Oklahoma State University. I understand that no record of my name and code number will be made in order to guarantee anonymity. I understand that no family member or agency personnel will have access to my responses. I understand I can withdraw from the study at any time.

I also grant permission for my child _____ to participate in the study on "Family Life With A Teen" under the same conditions as explained above.

_____ _____
Date Parent/Guardian

_____ _____
Date Parent/Guardian

_____ _____
Date Witness

Researcher: Mary K. Lawler, Visiting Assistant Professor
Department of Family Relations and Child Development
Oklahoma State University
Stillwater, OK 74078-0337

APPENDIX F

PRESS RELEASE

PRESS RELEASE

Courtship violence has been the subject of many studies in the past ten years. Recently a study was completed at a southwestern state university that examined courtship violence among high-school age adolescents. This study asked the adolescents to identify the types of courtship violence experiences they had had in the past year. The study also asked the adolescents to identify how often they had seen their parents involved in conflict and violence.

The purpose of the study was to identify a model that could assess factors related to adolescent courtship violence. Information about the marital relationship of the parents, the relationship between the adolescents and the parents, and other family factors were assessed to identify factors related to the adolescents' experiences with courtship violence.

Results of the study revealed two separate patterns for assessing courtship violence experiences. The patterns are different for the females and the males in this study. For the females, the primary factors related to their courtship violence experiences were the perceptions that they were overly involved in their parents marital conflict and experiencing a family atmosphere where conflicts were not resolved easily. The

primary factor for the males in this study was their perceptions that parents were violent in the home to get people to do things and for punishment.

This study is of particular importance because it identifies a different pattern for courtship violence for females and males of high-school age. This information can be utilized by many professionals who work with adolescents as well as with the parents of adolescents.

VITA

Mary K. Lawler

Candidate for the Degree of

Doctor of Philosophy

Thesis: ADOLESCENT COURTSHIP VIOLENCE AND VIOLENCE IN THE FAMILY OF ORIGIN

Major Field: Home Economics

Area of Specialization: Family Relations and Child Development

Biographical:

Personal Data: Born in Washington, D.C., July 24, 1942, the daughter of Maurice and Gertrude Kennedy. Married James Lawler August, 1971, mother of Craig, Diane, Jill, and Erin.

Education: Graduated from Dearborn High School, Dearborn, Michigan in June, 1960; received Bachelor of Science in Nursing Degree from the University of Michigan School of Nursing in May, 1964; received Master in Nursing Degree from the University of Pittsburgh School of Nursing in December, 1968; completed requirements for the Doctor of Philosophy degree from Oklahoma State University in July, 1989.

Professional Experience: Staff and administrative positions in a variety of clinical settings at University Hospital, Ann Arbor, Michigan from June 1964 to August 1967; clinical specialist, Children's Hospital of Pittsburgh from January 1969 to December 1969; instructor in nursing, University of Pittsburgh School of Nursing from January 1970 to August 1971; instructor in nursing, Northern Oklahoma College from January 1972 to June 1972; inservice education director, Stillwater Municipal Hospital from 1973 to 1974; director of health occupations and coordinator of pratical nursing program, Indian Meridian

Area Vocational Technical School from 1974 to 1975; instructor in nursing and assistant professor at Langston University from 1982 to 1985; teaching assistant at Oklahoma State University from 1985 to 1987; visiting assistant professor at Oklahoma State University from 1987 to 1989.