• 計畫中文名稱	驗證一理論模式以預測兒童及青少年的適應功能及憂鬱症狀 I(II)		
• 計畫英文名稱	Test of a Model to Predict Adaptive Functioning and Depression in Children and Adolescents in Taiwan (II)		
• 系統編號	PC9408-0447	• 研究性質	應用研究
• 計畫編號	NSC94-2314-B038-054	• 研究方式	學術補助
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• 執行機構	台北醫學院護理系		
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• 研究領域	護理學		
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• 中文關鍵字	--		
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• 中文摘要	查無中文摘要		
• 英文摘要	Within the context of Rosenbaum's learned resourcefulness theory and Beck's cognitive theory, this second year study, which is extended from the first year study, will examine the determinants of adaptive functioning and depression in school aged children and adolescents. Specifically, the mediating/moderating effects of resourcefulness on the inter-relationships among maternal resourcefulness, maternal depression, automatic thoughts, and mental health indicators of children including adaptive functioning and depression will be tested. Through the first year pilot study, three well-established English versions of instruments, the Children's Self-Control Schedule (CSCS), Children』s Community Living Skills Scale (CCLSS), and the Cognitive Triad for Children (CTI-C), have translated into Chinese language. Once the instruments』psychometric properties are well evaluated and established, they will be used with another three instruments which the Chinese had been developed to test a model derived from learned resourcefulness theory and cognitive theory of depression. The empirical data for the second year study will be obtained from a school-based sample of 5760 children and adolescents, as well as their mothers, from 8 elementary schools, 8 middle schools, and 8 high schools in Taipei city. Cluster sampling will be used to select 8 schools from each cluster of school and random sampling will be used to select two classes from each grade. Data will be analyzed using exploratory and restricted factor analyses, regression (using EQS software) and structural equation modeling. To account for the possible non-normally distributed distribution, item parceling will be utilized to develop a parsimonious measurement model. Data will also be analyzed using indicator level in order to make comparison with the results obtained from using item		

	parceling strategy. Adolescence is a key stage of developing learnedresourcefulness skills (Zauszniewski, 1999). This information could aid in early prevention of the onset of childhood and adolescent depression by training learned resourcefulness skills. It will also aid in applying learned resourcefulness training as a further nursing intervention to depressed children and adolescents.