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• 英文摘要	School-aged adolescents are in an important stage of development that is characterized by a dramatic change of biological and psychosocial challenges (Lord, Eccles, & McCarthy, 1994). Petersen et al. (1993) have noted that maladaptive symptoms, such as anxiety, depression, substance abuse, and conduct behaviors, increased markedly in this stage. Childhood and adolescent depression are often accompanied by suicidal behavior (Oldham & Riba, 2001); therefore, depression is really a growing and important problem in school-aged adolescents, and needs to be identified as early as possible (Oldham & Riba). In addition to the impact of depression on school-aged children and adolescents, adaptive functioning is another important indicator of mental health. According to Kellam (1990), the developmental challenges that the school-aged children and adolescents must face include academic achievement, social interaction with teachers and classmates, acceptance of authority, and the ability to maintain attention and concentration in the classroom. Rudolph, Lambert, Clark, and Kurlakowsky (2001) claimed that impaired adaptive functioning during school-aged childhood and adolescence might endanger developmental achievement that is important for future growth; therefore, it is vital to identify the determinants of children and adolescents'maladaptation to understand long-term mental health outcomes. Based on the above literature, both the absence of depression and the ability to function adaptively are important indicators of a youngster's mental health. It is crucial to explore these two outcome variables in populations of adolescents.		