

## **Depressive Styles in Adolescence: Assessment, Relation to Social Functioning, and Developmental Trends**

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*Examined the relation of dependency and self-criticism to social functioning among adolescents. Subjects were 7th–11th graders from a suburban high school who completed the Depressive Experiences Questionnaire for Adolescents (DEQ-A) and the Inventory of Interpersonal Problems (IIP). The results showed that self-criticism was strongly associated with reporting a greater number of interpersonal problems, particularly in the areas of sociability and control. Dependency was only marginally related to interpersonal difficulties. The results also showed that levels of self-criticism tended to decline steadily across the high-school years, whereas levels of dependency followed a U-shaped curvilinear pattern in which it was higher in the early and late high school years relative to the middle years. Finally, the present study provides initial evidence of a reliable, shortened 20-item version of the DEQ-A.*

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## INTRODUCTION

There is some evidence that adolescents may be especially vulnerable to experiencing dysphoria and depression. Albert and Beck (1975), for example, found significant evidence of depression in approximately 60% of girls and 50% of boys enrolled in a parochial school. The heightened vulnerability to depression among adolescents likely reflects the difficulties involved in negotiating a complex developmental period that is marked by significant physical, psychological, and social transitions. Despite the fact that mood difficulties may be to some extent normative for adolescents, researchers have stressed the importance of examining individual factors that may heighten adolescents' vulnerability to dysphoria and depression (Carlson and Strober, 1983). The present study examined whether certain personality styles predispose adolescents to depression, and whether these "depressive styles" have more general effects on social functioning.

Blatt (1974) proposed that there are two personality variables, referred to as *dependency* and *self-criticism*, that predispose a person to one of two forms of depression. The dependent personality style is characterized by excessive concern about disruptions of interpersonal relations. When important relationships are threatened or lost, dependent individuals are prone to experiencing an anaclitic form of depression in which feelings of loneliness, helplessness, and weakness predominate (Blatt and Zuroff, 1992). The self-critical personality style is characterized by excessive concern over threats to identity and self-esteem. When their efforts to maintain a positive self-image fail, self-critics are prone to developing an introjective form of depression in which feelings of guilt, shame, and worthlessness predominate (Blatt and Zuroff, 1992).

Studies with adults have consistently found significant positive relations between dependency and self-criticism and dysphoric affect (Nietzel and Harris, 1990). For example, the link between dependency and self-criticism and dysphoric affect has been demonstrated cross-sectionally (Zuroff and Mongrain, 1987) and longitudinally over a 12-month period (Zuroff *et al.*, 1989). A recent study by Blatt *et al.* (1992) extended these findings to adolescents by showing that both dependency and self-criticism were significantly related to depression scores in both a suburban and urban sample. However, in the suburban sample of adolescents it was found that dependency was more strongly related to depression scores than was self-criticism. This is discrepant with the adult literature that has consistently shown self-criticism to be more strongly related to depression than is dependency (Nietzel and Harris, 1990). The first purpose of the present study was to further examine the relations of dependency and self-criticism to depression among adolescents.

Blatt's theory of depressive styles highlights developmental considerations (Blatt, 1974; Blatt and Homann, 1992; Blatt and Shichman, 1983). Early parenting experiences are expected to foster the development of a dependent or self-critical personality style that can be well established by early adolescence. These depressive styles can exert a continuing influence during later development not only in terms of vulnerability to affective disorders but also in terms of general social-personal adjustment. Two recent longitudinal studies found support for Blatt's developmental hypotheses regarding self-criticism. Thus, experiences with restrictive and rejecting parents in the first five years of life were significantly associated with level of self-criticism at age 12 (Koestner *et al.*, 1991). A follow-up study revealed that adolescents who scored high on self-criticism at age 12 were socially disengaged during high school and were less satisfied in both their marital and parenting relationships as adults, compared to those who were not self-critics (Zuroff *et al.*, 1993). Self-critics also scored significantly lower on a global measure of social personal adjustment that assessed the establishment of independence, peer relations, adult social-sexual life, and active participation in social organizations or groups.

A number of studies with young adults suggest that the social functioning of dependent and self-critical people differ. Dependency has been associated with a focus on achieving and maintaining intimate relationships, inhibitions concerning behavior that might disrupt such relationships, and at least in more disturbed samples, a conscious preoccupation with the danger of losing relationships (Blatt *et al.*, 1982; Mongrain and Zuroff, 1993; Riley and McCrainie, 1990; Zuroff and de Lorimier, 1989; Zuroff *et al.*, 1983). By contrast, there is evidence that adult self-critics are not motivated to establish intimate relationships, and remain distrustful, reticent about self-disclosing, and dissatisfied with the relationships they do establish (Blatt *et al.*, 1982; Mongrain and Zuroff, 1993; Zuroff, 1993).

The central purpose of our investigation was to consider the relation of depressive styles to aspects of social functioning among adolescents. The results of the Zuroff *et al.* (1993) study suggest that self-criticism in early adolescence thwarts people's social development in later adolescence and young adulthood. Their research, however, did not include an assessment of dependency. It would therefore seem important to further examine the relation of depressive styles to aspects of social functioning among adolescents. Such an investigation is timely as the questionnaire used by Blatt and his colleagues to assess depressive styles was recently adapted for use with adolescents (Blatt *et al.*, 1992). We sought to develop a shortened version of this new measure, the Depressive Experiences Questionnaire for Adolescents (DEQ-A), in order to examine the relation of dependency and self-criticism to aspects of teenagers' social functioning. A brief version of

this scale may be of great practical value in that researchers are often only allotted a limited time period when conducting studies with children and adolescents.

The present study considered the impact of the depressive styles on the frequency and nature of adolescents' interpersonal problems, as assessed by the Inventory of Interpersonal Problems (Horowitz *et al.*, 1988). It was hypothesized that although dependency and self-criticism would both be associated with a greater incidence of interpersonal problems, the relation would be stronger for self-criticism. We also expected that the two depressive styles would be associated with different types of interpersonal difficulties. Specifically, self-criticism was expected to be related to problems in the areas of sociability and intimacy, whereas dependency was expected to be associated with problems with assertiveness (Blatt and Zuroff, 1992).

The present study also sought to examine developmental trends in depressive styles across the high school years by sampling subjects across five scholastic grades. We offered no specific developmental predictions and planned to test for both linear and curvilinear patterns.

## METHOD

### Preliminary Study to Develop a Short Form of the DEQ-A

A preliminary study was conducted in order to reduce the 66-item DEQ-A (Blatt *et al.*, 1992) to a 20-item scale. We administered the original 66-item DEQ-A to 102 7th and 8th graders attending an English-speaking, private, Jewish high school in a predominantly upper middle class suburban section of Montreal. Subjects also completed the Community Epidemiological Survey of Depression for Children (CES-DC; Weissman *et al.*, 1980) and the Inventory of Parent and Peer Attachments (Armsden and Greenberg, 1987). These measures were included in order to examine the predictive validity of the short scales relative to the original full-length scales.<sup>4</sup> Previous research has shown that both self-criticism and dependency are associated with depression and poor attachments; however, the relations are generally stronger for self-criticism (Nietzel and Harris, 1990; Zuroff, 1993). (The CES-DC is described below.)

<sup>4</sup>The Armsden and Greenberg (1987) Inventory of Parent and Peer Attachment (IPPA) was shortened from 60 items to include 15 peer-attachment items and 15 parent-attachment items. Items were selected by choosing those 5 that had the highest loadings on the 3 factors of Communication, Trust, and Alienation. In the present study we obtained excellent internal reliabilities for the 15-item scales,  $\alpha = .86$  for parent attachment and  $\alpha = .85$  for peer attachment.

The DEQ-A was adapted from the adult Depressive Experiences Questionnaire (Blatt *et al.*, 1976). Items were rephrased and simplified to make them appropriate for youngsters (Blatt *et al.*, 1992). It consists of 66 items, requiring subjects to judge the extent to which they agree or disagree with each statement on a 7-point scale. An example of an item loading on the dependency factor is, "I worry a lot about upsetting or hurting someone who is close to me." An example of a self-criticism item is, "I often find that I fall short of what I expect of myself." The questionnaire also includes items related to feelings of efficacy (e.g., "What I do and say has a strong impact on those around me"); results for this subscale are rarely reported, however. The reliability, internal consistency, and validity of the DEQ-A have been recently documented (Blatt *et al.*, 1992).

The DEQ-A was shortened by selecting the 8 statements with highest loadings on the Dependency and Self-Criticism factors and low cross-loadings, and the four statements with the highest loading on the Efficacy subscale. The new 8-item depressive style scales showed acceptable internal reliabilities ( $\alpha = .65$  for self-criticism and  $\alpha = .70$  for dependency) and strong relations with the full-length scale scores ( $r = .77$  for self-criticism and  $r = .65$  for dependency). The short depressive style scales were moderately related to each other,  $r = .30$ .

Importantly, the shorter scales showed almost exactly the same relations to depression and attachment measures as the full-length scales. Table I presents the correlations between the short and long-form scales and the depression and attachment measures. It can be seen that both self-criticism and dependency were significantly positively related to depression scores; however, the effect was stronger for self-criticism than dependency. It can also be seen that self-criticism was significantly negatively related to

**Table I.** Correlations of Depression and Attachments with Self-Criticism and Dependency Measured on Long and Short Forms

	Depression	Parent Attachment	Peer Attachment
Self-Criticism (full length)	.47 <sup>b</sup>	-.44 <sup>b</sup>	-.41 <sup>b</sup>
Self-Criticism (short form)	.52 <sup>b</sup>	-.60 <sup>b</sup>	-.47 <sup>b</sup>
Dependency (full length)	.31 <sup>a</sup>	-.20	-.01
Dependency (short form)	.34 <sup>a</sup>	-.15	-.11

<sup>a</sup> $p < .05$ .

<sup>b</sup> $p < .01$ .

both parent and peer attachments, whereas dependency was unrelated to attachments.

These preliminary results suggest that depressive styles among adolescents relate to depression in the same ways they do for adults. That is, although both self-criticism and dependency significantly predict depression in adolescents, the relation is stronger for self-criticism. The results also suggest that it is self-criticism, and not dependency, which is particularly associated with weaker attachments for adolescents.

## Central Study

### *Subjects*

The subjects were 71 males and 35 females in Grades 7–11, attending an English-speaking public high school in a predominantly upper middle class suburb of Montreal. There were 15 subjects in Grade 7, 27 in Grade 8, 16 in Grade 9, 23 in Grade 10, and 25 in Grade 11.

### *Procedure*

The study was described as focusing on how teenagers feel about themselves. The questionnaires were distributed in six classrooms of 15–30 children and required approximately 30 minutes to complete. After subjects had filled out the questionnaire, a discussion was led by the researcher in which students asked questions and discussed ways in which relationships with friends and family contribute to how they feel about themselves. Students were then thanked for their participation and were told that a follow-up report would be sent to them.

### *Measures*

*Shortened Version of DEQ-A.* The 66-item DEQ-A (Blatt *et al.*, 1992) was reduced to a 20-item scale by selecting the 16 statements with highest loadings on the two main factors and low cross-loadings in the preliminary study. Four items with the highest loading on the Efficacy scale were also included as buffers. Items for this shortened scale are presented in Appendix 1.

*Measure of Depression: CES-DC.* The CES-DC (Weissman *et al.*, 1980) consists of 20 items to which the child responds on a 4-point scale. The items assess behavioral, cognitive, and affective components of depression.

Faulstich *et al.* (1986) reported that the scale has adequate test-retest reliability, internal consistency, and concurrent validity.

*Inventory of Interpersonal Problems (IIP; Horowitz et al., 1988)*. This 127-item self-report inventory measures the severity of interpersonal problems. The items were derived from problems mentioned by patients during an intake interview prior to beginning psychotherapy. Horowitz *et al.* (1988) describe the impressive psychometric characteristics of the IIP. The IIP was shown to discriminate psychiatric patients from normal college students, and was shown to be sensitive to changes resulting from brief psychotherapy. We selected 68 items (from six subscales) that seemed most appropriate for adolescents.

The IIP is comprised of six subscales that previously showed high internal consistency and high test-retest reliability: hard to be assertive (e.g., "It is hard for me to tell a person to stop bothering me"), hard to be sociable (e.g., "It is hard for me to join in groups"), hard to be submissive (e.g., "It is hard for me to do what another person wants me to do"), hard to be intimate (e.g., "It is hard for me to make a long-term commitment to another person"), too responsible (e.g., "I blame myself too much for causing other people's problems"), and too controlling (e.g., "I try to control other people too much"). Each statement was rated by subjects on a 3-point scale ranging from *Not at all*, to *Moderately*, to *Extremely*. A summary score of total interpersonal problems was also computed.

The various subscales showed acceptable internal reliabilities in the present study: Cronbach  $\alpha$ 's ranged from .71 to .83.

## RESULTS

### Relations Among Self-Criticism, Dependency, and Sex

Self-criticism and dependency, as measured on the short form of the DEQ-A, were moderately positively related,  $r(104) = .26, p < .01$ . Females scored higher than males on dependency ( $M$ 's = 3.89 vs. 3.43),  $t(104) = -3.58, p < .001$ , but there was no sex difference for self-criticism,  $t(104) = -0.86$ .

### Depressive Styles and Depression

Depression scores were subjected to hierarchical multiple regression analyses with Sex, Self-Criticism, and Dependency entered together as a first set, and the three two-way interaction terms entered together as a

second set. This regression revealed a highly significant multiple  $R$  of .62,  $F(6,99) = 10.26, p < .01$ . It can be seen in Table II that both self-criticism and dependency were significantly positively related to depression scores. As in the preliminary study, self-criticism was more strongly associated with depression than was dependency. Sex was also significantly associated with depression scores, indicating that females reported more depressive affect than males. No interaction effects were significant.

### Depressive Styles and Total Number of Interpersonal Problems

An identical hierarchical multiple regression analysis was conducted with Total Interpersonal Problem Scores as the dependent variable. The analysis revealed a highly significant multiple  $R$  of .61,  $F(6,99) = 9.62, p < .01$ . Table II shows that self-criticism was significantly positively related to interpersonal problems, whereas dependency was only marginally associated with interpersonal problems ( $p < .07$ ). It can also be seen that Sex was significantly associated with interpersonal problems, reflecting the fact that males reported significantly more problems than females.

Two significant interaction effects were also obtained: Sex  $\times$  Dependency and Self-Criticism  $\times$  Dependency. Regression analyses conducted separately by sex revealed that for males dependency related to a greater number of interpersonal problems ( $\beta = .23, p < .05$ ), whereas for females there was no relation ( $\beta = -.07$ ). To interpret the Self-Criticism  $\times$  Dependency interaction, a median split was performed to divide the sample into low vs. high self-critics. Regressions conducted separately by level of self-criticism revealed that among subjects low in self-criticism, dependency

Table II. Depression and Total Interpersonal Problems by Sex, Dependency, Self-Criticism, and Their Interactions

	<i>df</i>	Depression		Total problems	
		$\beta$	<i>F</i>	$\beta$	<i>F</i>
Sex	1,100	.17	4.16 <sup>a</sup>	-.21	5.00 <sup>a</sup>
Self-Criticism	1,100	.37	20.97 <sup>b</sup>	.49	33.18 <sup>b</sup>
Dependency	1,100	.30	12.25 <sup>b</sup>	.16	3.24
Sex $\times$ Self-Criticism	1,97	-.61	1.51	.49	0.98
Sex $\times$ Dependency	1,97	.94	2.07	-1.36	4.33 <sup>a</sup>
Self-Criticism $\times$ Dependency	1,97	-.10	0.03	-1.31	6.10 <sup>a</sup>

<sup>a</sup> $p < .05$ .

<sup>b</sup> $p < .0001$ .



was significantly positively related to interpersonal problems ( $\beta = .41, p < .01$ ), whereas among high self-critics, no relation was obtained ( $\beta = .01$ ).

### Depressive Styles and Specific Problem Areas

Hierarchical multiple regression analyses were performed separately on self-criticism and dependency to examine which types of interpersonal problems were most strongly related to the depressive styles. These analyses controlled for the overlap of self-criticism and dependency by entering one or the other as the first step in the regression, followed by the six problem areas assessed by the IIP (assertiveness, sociability, submissiveness, intimacy, responsibility, and controllingness), entered as one block of variables. Table III presents the standardized regression coefficients and significance tests of the depressive styles by the specific problem areas. These coefficients indicate the relation between self-criticism (or dependency) and each interpersonal problem area, controlling for the other depressive style and all the other problem areas. It can be seen that self-criticism was significantly related to finding it difficult to be sociable and to behaving in a too controlling manner in relationships. Dependency was significantly positively related to having problems being assertive and behaving in a too responsible manner in relationships. Surprisingly, dependency was also significantly related to reporting *fewer* problems in the area of intimacy.

### Depressive Styles by Grade

In order to assess linear developmental trends of self-criticism and dependency, correlations were calculated between grade and the depressive

Table III. Depressive Styles by Specific Types of Interpersonal Problems<sup>a</sup>

	Self-Criticism		Dependency	
	$\beta$	<i>F</i>	$\beta$	<i>F</i>
Hard to be assertive	-.05	0.20	.21	4.01 <sup>b</sup>
Hard to be sociable	.23	3.92 <sup>b</sup>	.15	1.72
Hard to be submissive	-.12	1.08	.01	0.02
Hard to be intimate	.14	1.12	-.42	13.32 <sup>d</sup>
Too responsible	.09	0.62	.26	6.00 <sup>b</sup>
Too controlling	.34	9.67 <sup>c</sup>	.04	0.16

<sup>a</sup>The *df* for all reported effects are 1,98.

<sup>b</sup> $p < .05$ .

<sup>c</sup> $p < .01$ .

<sup>d</sup> $p < .001$ .

styles; these analyses revealed no linear effect of grade for dependency,  $r(104) = -.14$ , ns, but a marginally significant negative relation for self-criticism  $r(104) = -.23$ ,  $p = .07$ . The latter relation indicates that adolescents' level of self-criticism tended to diminish over the high school years.

In order to examine possible curvilinear developmental trends, we examined the mean dependency and self-criticism scores for each grade. A U-shaped pattern emerged for the dependency scores. That is, dependency decreased from a mean of 3.66 ( $SD = 0.65$ ) in Grades 7 and 8, to a mean of 3.40 ( $SD = 0.70$ ) in Grades 9 and 10, and then increased to a mean of 3.76 ( $SD = 0.52$ ) in Grade 11. A one-way analysis of variance of Dependency scores with 3 levels of Grade (7–8/9–10/11) revealed a significant curvilinear pattern, Contrast  $F(1,102) = 5.50$ ,  $p < .05$ . No curvilinear pattern was evident for self-criticism.

## DISCUSSION

The present study showed that both self-criticism and dependency were significantly positively related to teenagers' level of depression; however, self-criticism was *more* strongly related to depression than was dependency. The stronger relation of self-criticism to depression has been previously highlighted in a meta-analytic literature review of research with adults conducted by Nietzel and Harris (1990). These authors suggested that the stronger association of self-criticism and depression may be due to self-critics' tendency to evaluate themselves with scrupulous honesty, termed "depressive realism." In other words, self-critics may lack the ability to "distort reality in a direction that enhances self-esteem, maintains beliefs in personal efficacy, and promotes an optimistic view of the future" (Taylor and Brown, 1988, p. 204). Other theorists suggest that self-critics' heightened vulnerability to depression stems primarily from active cognitive distortion, which leads them to constantly engage in privately focused fault finding of their accomplishments (Blatt and Zuroff, 1992).

A factor that may account for the larger effect of self-criticism than dependency in the present study is the measure used to assess depression. The CES-DC contains more items pertaining to cognitive, affective, and self-evaluative matters than to interpersonal-dependency issues. Thus, the shared content of the Self-Criticism subscale and the measure of depression, as compared to concerns involved in dependency, may have contributed to the stronger effect of self-criticism.

Another explanation may focus on why dependency is not more strongly related to depression. An interesting possible explanation is based on the finding that dependent high schoolers report significantly *fewer* difficulties related to intimacy. Because intimate experiences form an important component of social support (Reis, 1990), it may be that dependent individuals are able to withstand certain negative life events despite their vulnerabilities, as they have established supportive social networks and relationships.

### Depressive Styles and Social Functioning

The results showed that self-criticism was more strongly related to poor interpersonal functioning than was dependency. Furthermore, the nature of interpersonal problems were different for self-critical and dependent adolescents. Self-critical adolescents reported finding it hard to be sociable and also experiencing difficulties because they behaved in a too controlling manner in their relationships. Examples of items that were strongly related to self-criticism are "It's hard for me to join in groups," and "I fight with other people too much." It should be noted that the results of the preliminary study suggest that self-critics' interpersonal problems are quite general, extending to both parents and peers.

These results are consistent with Blatt and Shichman's (1983) proposal that self-critics are fundamentally concerned with "issues of self-definition, self-control, self-worth, and identity" (p. 203), rather than with the establishment of close relationships. The concern with sociability expressed by self-critics may reflect their ambivalence about close interpersonal relationships. While they desire approval, respect, and admiration, they fear disapproval and loss of control. Even casual peer relationships may be difficult for self-critics, as they fear both disapproval and being manipulated, defeated, outperformed, or humiliated.

Dependency was only marginally related to reporting more interpersonal problems, although dependent teenagers did report difficulties in two specific areas. They described themselves as being unassertive and as taking too much responsibility within relationships. Examples of specific items that were very strongly related to dependency are, "It's hard for me to argue with another person" and "I worry too much about disappointing other people." The relation of dependency to excessive interpersonal responsibility probably reflects the dependent individual's desire to meet others' needs and expectations so as to ward off conflict and maintain positive

relationships. It is noteworthy that dependency was related to reporting fewer problems in the domain of intimacy—it is *not* hard for dependent individuals to “really care about another person’s problems” and “put someone else’s needs before their own.”

An unexpected Sex  $\times$  Dependency interaction emerged for interpersonal problems. Dependency was related to the total number of interpersonal problems for men, but not women. In a study using an experience-sampling procedure to examine the quality of everyday social interactions, Zuroff *et al.* (1993) found that dependency was related to having more frequent unpleasant interactions for men but not women. These authors suggested that because dependent behavior may be inconsistent with the male sex role, it can lead to criticism and rejection from others.

An unexpected Dependency  $\times$  Self-Criticism interaction effect was also obtained. Dependency was related to more interpersonal problems only when subjects were also low in self-criticism. Perhaps self-criticism serves to inhibit the display of dependent behaviors by dependent individuals and thus forestalls the occurrence of interpersonal problems. No previous study has suggested such an inhibitory function for self-criticism, however.

### **Developmental Trends in Depressive Styles Across the High School Years**

Self-criticism declined across the high school years, whereas dependency initially declined and then rose again as graduation approached. Feelings of dependency may be intensified in the earlier grades, when a youngster is entering high school, as he or she may be immersed in a new setting that calls for greater independence than is required in elementary school. Moreover, because early adolescence is often marked by a transition from strong parental influence to gradually more intense peer influence, the youngster may be holding onto familial ties as a way of coping with the interpersonal changes. The more moderate levels of dependency in the intermediate high school years may be an indication of the adolescent’s adjustment to academic and interpersonal pressures and expectations. However, feelings of dependency rise when the teenager is ending his or her high school career; this may be a signal of the adolescent’s attachment to the school environment and to the friends that may be left behind upon graduating from high school.

### A Short Form of the DEQ-A

The present study provides initial evidence for the usefulness of a shortened 20-item version of the Depressive Experiences Questionnaire for adolescents. Such a measure may be called for when researchers are allotted a limited time period to conduct studies with children and adolescents, for example one class period of 30–40 minutes. The results of both the preliminary and central studies suggest that the new measure possesses acceptable psychometric properties and appears to demonstrate good predictive validity. Nonetheless, if time permits, it would certainly be advisable to use the full-length DEQ-A, as it has been developed in a more systematic and rigorous fashion.

### Limitations

The central limitation of the current study was our reliance on self-report measures to assess social functioning. A study involving more objective measures, such as sociometric ratings, is essential in order to be more confident of the relation of self-criticism to social functioning. Another limitation is that we employed a cross-sectional design with a modest sample size to examine developmental patterns in depressive styles across adolescence. It should be particularly noted that the U-shaped developmental trend for dependency may not actually be due to school transitions, as proposed in the discussion, but may be an age-related phenomenon. Thus, a study comparing students of the same age and grade who are in educational programs with a different age structure would help sort out whether the pattern observed was age-related or transition-related (for example, in Ontario, high school continues to Grade 13 compared to Grade 11 in Quebec).

### Conclusion

This questionnaire study demonstrated that self-criticism and dependency relate to depression in adolescents the same way as they do in adults. It also showed that self-criticism is strongly related to difficulties in the social domain for adolescents. Furthermore, distinctive developmental paths were identified for self-criticism and dependency across the high school years. Future research should confirm the nature of these developmental paths and more closely examine the various qualities of important interpersonal relationships, such as level of intimacy within parent and peer dyads, and how they relate to depressive styles in adolescence.

APPENDIX 1<sup>5</sup>

## Shortened Version of DEQ-A

- eff 1. I set my goals at a very high level.
- dep 2. Sometimes I feel very big, and other times I feel very small.
- sc 3. I often find that I fall short of what I expect of myself.
- sc 4. I feel I am always making full use of my abilities. (Reversal)
- dep 5. It bothers me that relationships with people change.
- sc 6. There is a big difference between how I am and how I wish I were.
- eff 7. I enjoy competing with others.
- sc 8. Usually I am not satisfied with what I have.
- dep 9. I have difficulty breaking off a friendship that is making me unhappy.
- sc 10. Often, I feel I have disappointed others.
- dep 11. I very often go out of my way to please or help people I am close to.
- sc 12. I never really feel safe in a close relationship with a parent or a friend.
- dep 13. I generally watch carefully to see how other people are affected by what I say or do.
- dep 14. I worry a lot about upsetting or hurting someone who is close to me.
- eff 15. I am a very independent person.
- dep 16. Anger frightens me.
- dep 17. If someone I cared about became very angry with me, I would feel frightened that he or she might leave me.
- eff 18. What I do and say has a very strong impact on those around me.
- sc 19. The people in my family are very close to each other. (Reversal)
- sc 20. I am very satisfied with myself and the things I have achieved. (Reversal)

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<sup>5</sup>eff: An efficacy item; sc: a self-criticism item; dep: a dependency item.

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