



eCOMMONS

Loyola University Chicago
Loyola eCommons

Master's Theses

Theses and Dissertations

1994

Uplifts and Hassles in the Lives of Young Adolescents

Lynda L. Cafasso
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_theses

 Part of the [Psychology Commons](#)

Recommended Citation

Cafasso, Lynda L., "Uplifts and Hassles in the Lives of Young Adolescents" (1994). *Master's Theses*. 3964.
https://ecommons.luc.edu/luc_theses/3964

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](#).
Copyright © 1994 Lynda L. Cafasso

LOYOLA UNIVERSITY CHICAGO

UPLIFTS AND HASSLES IN THE LIVES OF YOUNG ADOLESCENTS

A THESIS SUBMITTED TO THE FACULTY
OF THE GRADUATE SCHOOL

DEPARTMENT OF PSYCHOLOGY

by

LYNDA L. CAFASSO

CHICAGO, IL

JANUARY, 1994

Copyright by Lynda L. Cafasso, 1994

All Rights Reserved

ACKNOWLEDGEMENTS

The author wishes to express sincere thanks and appreciation to the members of the thesis committee, Paul E. Jose Ph.D., and Fred B. Bryant Ph.D for their effort and encouragement during the course of this project. Special thanks are extended to Dr. Jose who, in the course of directing this project, provided invaluable guidance.

I would also like to express my deepest gratitude to my parents, Dr. and Mrs. Fred A. Cafasso to whom this work is dedicated.

TABLE OF CONTENTS

	Page
LIST OF FIGURES.....	vi
LIST OF TABLES.....	vii
Chapter	
I. INTRODUCTION AND REVIEW OF LITERATURE....	1
Daily Events and Coping	
Hassles Model	
Uplifts Model	
Objectives of Present Research	
II. METHOD.....	15
Subjects	
Procedure	
Measures	
III. RESULTS	20
Test of Proposed Models	
IV. DISCUSSION.....	32
Appendix.....	38
1. MODERATION GRAPHS	
Figure 4. Uplifts Path Moderated by Esteem-Enhancing Social Support for Depression	
Figure 5. Hassles Path Moderated by Uplifts for Depression	

2. MEASURES USED

Children's Everyday Life Events Scale

Children's Uplifts Scale

Children's Coping Strategies Scale

Survey of Children's Social Support

Self-Perception Profile for Children

Children's Depression Inventory

Savoring Beliefs Scale

State-Trait Anxiety Inventory for Children

Well-Being Scale-25

Index of Psychological Well-Being

REFERENCES.....65

VITA.....72

LIST OF FIGURES

Figure	Page
1. Hassles Model	8
2. Uplifts Model	12
3. Interaction Model	14
4. Uplifts Path Moderated by Social Support-EE for Depression	39
5. Hassles Path Moderated by Uplifts for Depression	40

LIST OF TABLES

Table	Page
1. Correlations between Daily Events and Outcome Measures	21
2. Correlations between Uplifts and Moderators of Proposed Uplifts Path	22
3. Correlations between Hassles and Moderators of Proposed Hassles Path	23
4. Correlations between Outcome Measures and Proposed Moderators	25
5. Significant Main Effects and Moderators of the Uplifts Path	27
6. Significant Main Effects and Moderators of the Hassles Path	30

CHAPTER 1

INTRODUCTION AND REVIEW OF THE LITERATURE

This research project will examine young adolescents' self-reports of positive and negative daily events, coping strategies, social supports, savoring and various outcome measures. The role of negative daily events (hassles) in the stress/coping process has been the subject of numerous recent investigations, however, the examination of the processes through which individuals experience positive daily events (uplifts) has been limited. Building on the concept of savoring, a model may be conceptualized in which savoring intensifies a positive daily experience and leads to positive adaptational outcomes. Uplifts have been shown to moderate the effects of hassles on negative adaptational outcomes. This raises the question of the reverse process: is there a moderating effect of hassles on the conceptualized uplifts path?

The lack of information concerning the existence of a uplifts/savoring/positive outcomes path constitutes a significant gap in our understanding of how individuals react to positive events, as does the lack of information on how the possible interaction of positive and negative

daily experiences impacts various measures of psychological functioning.

Daily Events and Coping

Research concerning the dynamics of coping processes has received considerable attention recently. While this research has focused largely on adult populations (e.g., Folkman & Lazarus, 1980; Patterson & McCubbin, 1984; Stone & Neale, 1984) the nature of coping processes in earlier stages of development has also been the subject of recent investigations (e.g., Bird & Harris, 1990; Jose, Cafasso & D'Anna, 1993). Coping events in childhood and adolescence have been viewed as important periods in an individual's development of later coping styles (Compas, 1987). In addition, childhood and adolescence have been explored to gain information regarding the characteristics of coping within a given stage.

Traditionally, and in the adult literature, coping has been defined by Folkman and Lazarus (1985) as the "... cognitive and behavioral efforts to manage (master, reduce, or tolerate) a troubled person-environment relationship" (p. 152). For children and adolescents, some examples of troubled relationships that have been studied are parental divorce or failing grades in school. More recently, researchers have begun to examine the influence of daily life events on coping (Kanner, Coyne, Schaefer & Lazarus, 1981; Lazarus & DeLongis, 1983; Stone & Neale, 1984). Daily

life events have been conceptualized in term of 'hassles' and 'uplifts'. Daily hassles have been defined as exasperating or aggravating events or demands that people face on a day-to-day basis. Daily uplifts is the term used to describe the day-to-day events which produce feelings of happiness, joy or contentment such as the completion of a long project or receiving a letter from a friend. Hassles and uplifts are important factors in the coping repertoire of an individual. Daily events can be both acute or chronic in nature (Lazarus & DeLongis, 1983). Transient hassles are not thought to affect long-range functioning, however, as hassles accumulate, the possibility of long-term effects increases (Kinney & Stephens, 1989). Lazarus and his colleagues (DeLongis, Coyne, Dakof, Folkman & Lazarus, 1982; Kanner et al., 1981) have found that hassles show a higher correlation to negative adaptational outcomes than do major life events. Uplifts have been hypothesized to intervene in the stress/coping process. Lazarus, Kanner and Folkman (1980) have identified three possible functions of uplifts: "sustainers" of coping mechanisms currently operating, "breathers" or respites from negative experiences, or "restorers" after the negative effects have been experienced.

Previous research has utilized Lazarus' view of stress and coping for assessing the importance of daily events in coping (Stone & Neale, 1984). Daily stress has also been

investigated in child and adolescent populations (Pearlin, 1989; Wagner & Compas, 1990). It is widely understood that during late childhood and adolescence, numerous biological, intellectual and social changes occur which are unique to these developmental stages. Given this fact, it can be assumed that children and adolescents will experience stresses which may differ from the stresses experienced by adults.

Many measures of late childhood and early adolescent daily stress have been developed (Bobo, Gilchrist, Elmer, Snow, & Schimke, 1986; Compas, Davis, Forsythe, & Wagner, 1987; Dise-Lewis, 1988; Jose, 1991; Kanner, Feldman, Weinberger, & Ford, 1987). In general, it has been found that young adolescents are able to identify and determine the severity of their daily hassles. While not as numerous, measures of positive daily experiences for young adolescents have also been developed (Compas et al., 1987; Kanner et al., 1987), and their use indicates that young adolescents can also identify and indicate the intensity of uplifts they experience. The application of these measures has also resulted in findings of relatively high frequencies of both hassles and uplifts in the lives of young adolescents.

The relevance of hassles and uplifts in the lives of young adolescents appears to be well established (Kanner et al., 1987). However, the processes through which these

affect adaptational outcomes is clearly defined only for hassles. Research concerning potential moderators of the daily event-to-outcome relationship has been dominated by a focus on negative events, outcomes of psychological distress and the moderators of coping and social support. Very limited attention has been given to uplifts, especially the process through which they lead to positive adaptational outcomes for young adolescents. This study will attempt to better define the important role of uplifts in this connection.

Hassles Model

It was discussed earlier that Lazarus and his colleagues (DeLongis et al., 1982; Kanner et al., 1981) have found that hassles show a higher correlation to negative adaptational outcomes than do major life events. The negative adaptational outcome most frequently examined in studies of coping is depression. The traditional view in the adult literature is that the more effective the coping mechanisms, the lower the depression.

There is evidence to suggest that a similar relationship exists for young adolescents (Dise-Lewis, 1988; Kurdek, 1987). For example, various studies (Barrera, 1981; Swearingen & Cohen, 1985; Wagner & Compas, 1990) that have utilized the Adolescent Perceived Events Scale (Compas et al., 1987) have found positive correlations between depressive symptoms and high

frequencies of negative events. Allgood-Merton, Lewinsohn and Hoops (1990) reported high correlations between stressful events and both depression and low self-esteem, while Kanner et al. (1987) found a similar relationship as well as a relationship between the frequency of negative events and anxiety. In addition to examining adaptational outcomes, it is important to look at the variables which serve as moderators of the stressor-to-negative outcome path.

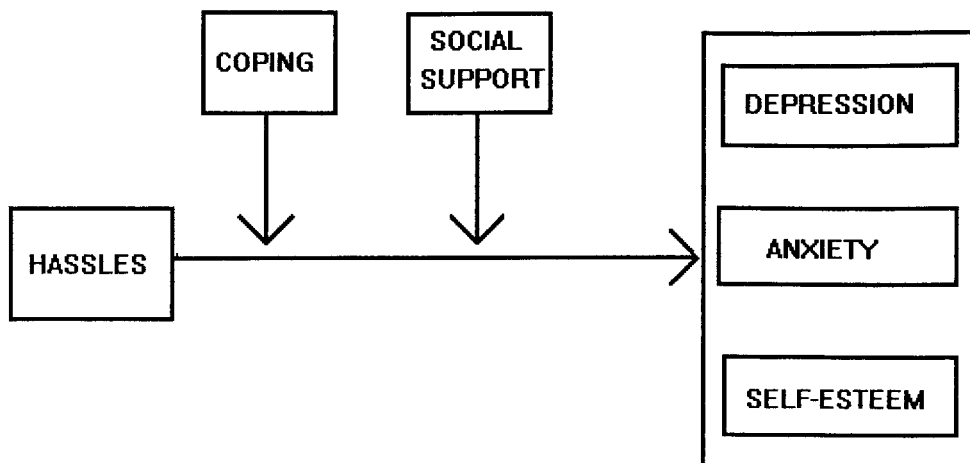
Social support has been extensively studied in the adult literature and is known to play a moderating role in the relationship of stressors and negative adaptational outcomes (Cohen & Wills, 1985). There are few analyses of the role of social support for child populations. Recently Dubow and Ullman (1989) devised a children's self-report survey of social support which assesses the frequency of supportive behaviors the child experiences, the child's subjective appraisals of the support received, and the size of the child's support network. As in the adult literature, these three aspects of social support were found by Dubow and Ullman to be salient for children. Different sources of social support have been found to have different effects on adaptational outcomes for both adults (Dunkel-Schetter, Folkman, & Lazarus, 1987) and school-age children. For example, various studies on children have shown that peer support is more strongly related to general

self-concept and social adjustment, while parental support is strongly related to positive academic self-concept, competence and security (Cauce & Srebnik, 1989; Dubow, Tisak & Causey, 1991).

One of the most important moderators of adaptational outcomes are the coping mechanisms used by an individual (Lazarus & DeLongis, 1983; Pearlin, 1989). The coping mechanism an individual chooses is dependent upon their appraisal of the impact of the event on their well-being and their appraisal of their personal resources for handling the situation (Lazarus & Folkman, 1980). Jose (1992) has developed the Children's Coping Strategies Scale which consists of five distinct coping strategies. This scale has been found to correlate highly with children's major and daily life stresses, social supports and various outcome measures. Jose found that for a large sample of 4th-8th grade children, maladaptive coping strategies (i.e., aggression and drug use) are positively correlated with depression and negatively correlated with self-esteem. Constructive coping strategies (rejuvenation, social support, problem-solving) were found to correlate positively with self-esteem and social skills, and to negatively correlate with depression.

The model which emerges from the existing literature is shown in Figure 1.

Figure 1: HASSLES MODEL



A need exists to clarify the moderating effects of coping and social support in this model. Moderating effects are thought to be important because they could dampen or strengthen the effects of stressors. For example, the use of constructive coping processes may enable an individual to manage the demands of stressors, while the use of maladaptive coping strategies would be less effective in protecting the individual from the negative effects of stress.

Uplifts Model

The role of positive experiences on emotional and psychological functioning is still relatively unclear. The ability to manage stressful events in ways that minimize distress is not necessarily the same ability required to

maximize well-being (e.g. Bryant, 1992). Kanner et al. (1987) has found that young adolescents' reports of frequency of uplifts is correlated positively to positive outcomes of perceived social support and self-esteem, and correlated negatively to depression and distress. However, the frequency of uplifts was not found by Kanner et al. to be significantly correlated with anxiety. Thus, for young adolescents, uplifts are not negatively correlated with all types of psychological distress. These results suggest that important information concerning the nature of uplifts could be obtained through investigation of the relationship between uplifts and a range of adaptational outcomes. Only recently has the direct effect of positive experiences on psychological and emotional functioning been examined. Previous research with adults has shown the frequency of positive experiences to be positively associated with well-being (Reich and Zautra, 1981; Schlosser, 1985).

Positive well-being also is thought to be influenced by an individual's ability to savor positive experiences in their lives (Bryant, 1992). Savoring beliefs are a form of perceived control over positive emotions. The concept of savoring was developed by Bryant (1989) within his Four-Factor Model of Perceived Control. This model suggests that individuals assess their control over events and the corresponding emotional reactions differently and independently for positive and negative events.

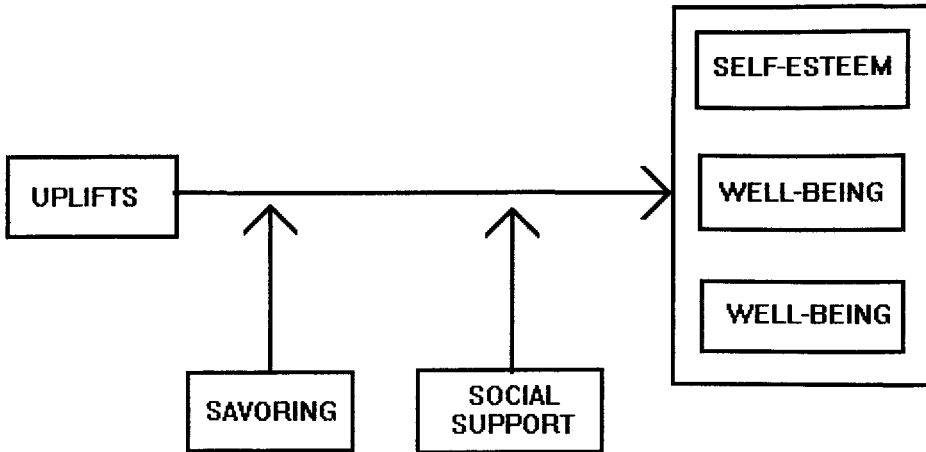
Individuals attempt to avoid and cope with negative events, while they try to obtain and savor positive events.

Positive experiences can promote well-being through savoring in three temporal dimensions (Bryant, 1989); present levels of well-being can be increased through 1) reminiscing about past positive experiences, 2) enjoying positive experiences at the time they occur and 3) anticipating future positive events.

Bryant (1992) has examined savoring in populations of college students and older adults using his Savoring Beliefs Scale. Savoring beliefs were found to be 1) positively correlated with affect intensity, extraversion, and self-esteem and intensity and frequency of happiness and 2) negatively correlated with neuroticism and anhedonia and the frequency of neutral and unhappy moods. Additionally, stronger relationships were found between the SBS and measures of subjective well-being than between the SBS and measures of subjective distress.

Subjective well-being and savoring have also been found to be related to social support. In a study of adolescents, Meehan, Durlak and Bryant (1993) found that satisfaction with received social support was positively correlated with the well-being dimensions of happiness, gratification and confidence and with the perceived ability to obtain and savor positive events. Additionally, Dubow and Ullman (1989) found that adolescents' perception of the

Figure 2. UPLIFTS MODEL



Two measures of well-being were used in this study to increase the range of outcome measures. The first well-being scale assesses children's physical, cognitive and affective well-being. The second scale is an affect balance scale which assesses both positive and negative affect.

Objectives of Present Research

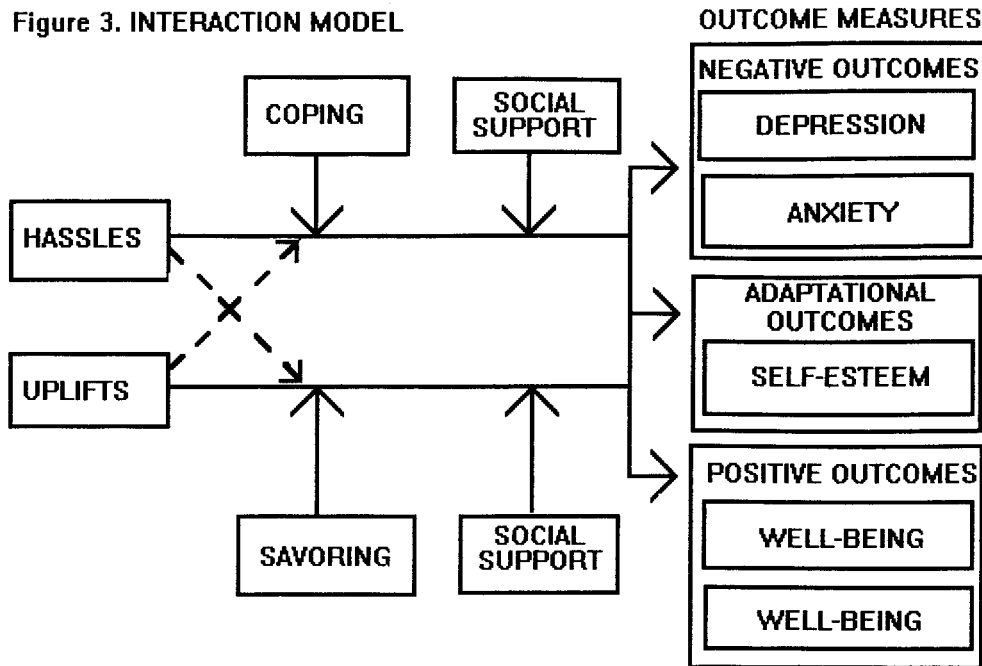
Kanner et al. (1987) examined the direct effects of hassles and uplifts upon measures of psychological functioning. It was found that uplifts contributed unique variance in outcomes beyond that attributable to hassles, yet Kanner et al. did not investigate whether hassles contributed unique variance in outcomes beyond that attributable to uplifts. Thus, the importance of examining

both uplifts and hassles as contributors to outcomes was established, but a question remains as to the nature of the influence of hassles on the proposed uplifts path.

The stress and coping literature highlights the importance of examining both main effects and moderating effects of variables. The "buffering" hypothesis (Cohen & Wills, 1985), for example, posits that coping strategies exert a direct effect upon outcome measures and also interact with stressors to moderate the effect of stress on outcomes. A question arises, therefore, as to whether or not uplifts moderate stress to outcome relationships as do coping and social support.

The existence of a buffering effect of uplifts would appear to be plausible. For example, at low levels of hassles, a high level of uplifts may dampen the negative effect of stress on outcomes. However, uplifts may not serve as a buffer when the level of hassles is extremely high. An analogous moderation effect of hassles upon the uplifts to outcome relationship can be envisioned. I hypothesize that interaction effects of this kind are operative and propose to investigate this proposition for the outcome measures of depression, anxiety, self-esteem and well-being. The specific model that results from this hypothesis is shown in Figure 3.

Figure 3. INTERACTION MODEL



The framework of this model rests upon the following four hypotheses which will be investigated in the present study:

Hassles Path

- 1) There exist direct effects of hassles, uplifts, coping strategies, and social support upon outcome measures.
- 2) There exist moderating effects (interactions with hassles) of uplifts, coping strategies and social support.

Uplifts Path

- 3) There exist direct effects of uplifts, hassles, savoring, and esteem-enhancing social support upon outcome measures.
- 4) There exist moderating effects (interaction with uplifts) of hassles, savoring, and esteem-enhancing social support.

CHAPTER 2

METHOD

Subjects

The sample consisted of 365 young adolescents (164 males, 201 females) from the 5th, 6th, 7th, and 8th grades (age range = 10 to 13). The subjects were students in five Chicago area parochial Catholic schools: one Chicago urban school and four Chicago suburban schools. 57% of the children were Caucasian, 21% were African-American, 9% were Asian-American, 7% were Hispanic-American and 6% were of other descent or mixed heritage.

Procedure

The students completed the measures in their classrooms. The measures were administered in two 45-minute sessions occurring within a single week. A graduate student in developmental psychology served as the experimenter for this study. It was explained to the students that this study was designed to find out what good and bad things children experience, and how they feel about and deal with things that happen in their daily lives. The experimenter fully explained the concept of confidentiality and how it allows the children to respond honestly. The instructions for each measure are relatively self-

explanatory. During data collection for this and previous related studies, students have experienced minimal problems understanding how to complete the measures.

Measures

Children's Everyday Life Events Scale. This scale (Jose, 1991) consists of a list of 50 negative everyday life events (hassles) across a variety of life domains such as school, family, and peer stressors. Subjects are asked to indicate whether each event occurred within the past month; if it did occur, they are asked to further rate whether or not the event was experienced as a problem. If the subject indicated an event was a problem, they are asked to rate the severity of the problem by answering the question "How much of a problem?" on a three point scale: 1 "a little", 2 "some", and 3 "a lot". Cronbach's alpha for this measure with this sample was .88.

Children's Uplifts Scale. This scale was created by the author and her advisor and consists of 50 positive everyday life events (uplifts) across the domains of family, friends, school, relaxation, and achievement. Items were generated from the responses of young adolescents (N = 120) to a questionnaire asking them to list events that make them happy. Additional items were adapted from a measure used by Kanner et al. (1987). The format of this scale is similar to the Everyday Life Events Scale. The subjects indicated whether or not an event had

occurred within the past month; if it did occur, they are asked to respond to the question "Did you feel happy?". If the subjects indicated that the event made them happy they were asked to rate the intensity of the events by answering the question "How happy?" on a three point scale: 1 "a little", 2 "some", and 3 "a lot". For this sample the Cronbach's alpha for this measure was found to be .93.

Children's Coping Strategies Scale. Jose's (1992) coping measure consists of five distinct types of coping strategies: social support (alpha = .82), rejuvenation (.61), problem-solving (.76), aggression (.77), and drug use (.76). Subjects respond to the 32 items by indicating the frequency of their endorsement of each strategy on a 5-point scale (1 = never to 5 = always). Preliminary analyses utilizing this measure has found the five coping strategies to be significantly correlated to adaptational outcomes in the expected directions (Jose, Cafasso, & D'Anna, in press).

Survey of Children's Social Support. This measure by Dubow and Ullman (1989) consists of 3 open-ended questions asking the subjects to list the people that provide various types of support, and 24 objective questions in which the subjects indicate the frequency of supportive behaviors on a 5-point scale (1 = never to 5 = always). The six subscales of objective questions consist of emotional/informational, emotional/esteem-enhancing,

tangible, peer, family and teacher support. The two-week test-retest reliability for this measure is .74; Cronbach's alpha for the subscales ranged between .74 to .88.

Self-Perception Profile for Children. The Harter (1985) self-esteem scale consists of 14 items for which the children choose one alternative from a pair of sentences which best describes themselves and then rate the accuracy of the description (very true or sort of true). Test-retest reliabilities have been found to be good and the Cronbach's alpha's range from .71 to .86 over the subscales.

Children's Depression Inventory. Kovacs' (1985) 26-item measure requires subjects to choose one alternative out of three sentences which best describes how they have felt for the past two weeks. There are 27 triads of sentences. Good test-retest reliability (.84) and internal consistency (alpha = .87) have been found for this measure.

Savoring Beliefs Scale. This measure is an adaptation of Bryant's (1992) original Savoring Beliefs Scale. The 24 items were rewritten to facilitate understanding by young adolescents. The revised scale was analyzed by the "Correct Grammar" (Wilson, 1990) reading level program and it was found that the revised version would be readable by subjects at a 5th grade reading level. The Savoring Beliefs Scale assesses subjects' ability to savor along three temporal dimensions, however the three factor model

was not found to be stable for this sample and all analyses were conducted using the overall savoring score.

Cronbach's alpha for this measure was found to be .90.

State-Trait Anxiety Inventory for Children.

Spielberger's (1983) widely used measure instructs subjects to indicate the frequency (1 = hardly ever to 3 = often) with which 20 items describe aspects of their anxiety.

The Trait subscale was used in this study. The test-retest reliability of this subscale over six weeks was found to be .68 and Cronbach's alphas range from .78 to .87.

Well-Being Scale-25. Schlosser's (1990) well-being scale consists of 25 items which assess the frequency (1 = never to 5 = always) of statements reflective of well-being. Three subscales of well-being were identified: physical, cognitive and affective well-being. This measure was found to have a Cronbach's alpha of .94.

Index of Psychological Well-Being. Berkman's (1971) revision of Bradburn's Affect Balance Scale measures the balance between the frequencies of positive and negative feelings rated on a 3-point scale (never, sometimes, often). The reliability and validity of this measure has been reported by Bradburn and Caplovitz (1965).

CHAPTER 3

RESULTS

Relation between Daily Events and Outcome Measures

Table 1 presents the correlations between the measures of daily events and outcomes. All correlations were in the expected direction. A significant correlation between uplifts and anxiety was not expected, given the absence of this relationship in earlier work by Kanner et. al (1987). Uplifts were positively correlated with well-being and self-esteem, and negatively correlated with depression. Hassles were positively correlated with depression and anxiety and negatively correlated with self-esteem and both measures of well-being. Overall, the magnitude of correlations between daily events and outcomes was higher for hassles (absolute value range .38 to .64) than for uplifts (.20 to .35).

Relation of Daily Events to Moderators

The correlations between the daily events and the moderators are presented in Tables 2 and 3. In the proposed model the daily events were hypothesized to be moderators. A small ($r = .18$, $p = .009$) but statistically

significant positive correlation was found between hassles and uplifts. An identical correlation between hassles and uplifts was found in previous work by Kanner et al. (1987).

Table 1. -- Correlations between Daily Events and Outcome Measures

	<u>Hassles</u>	<u>Uplifts</u>
<u>Depression</u>	.64*** (226)	-.22*** (235)
<u>Anxiety</u>	.60*** (226)	NS
<u>Self-Esteem</u>	-.44*** (222)	.20*** (237)
<u>Well-Being₁</u>	-.38*** (214)	.35*** (226)
<u>Well-Being₂</u>	-.48*** (220)	.25*** (231)

*** $p < .001$

Table 2. -- Correlations between Uplifts and Moderators of
Proposed Uplifts Path

	<u>Savoring</u>	<u>Social Support-EE</u>
<u>Uplifts</u>	.33*** (224)	.36*** (238)
<u>Savoring</u>		.60*** (323)

*** $p < .001$

For the uplifts path both savoring and esteem-enhancing social support were found to be significantly and positively related to uplifts (see Table 2). For the hassles path four of the proposed moderators were significantly correlated with hassles (see Table 3): social support and coping through rejuvenation were negatively correlated and aggression and problem-solving were positively correlated to hassles.

Table 3. -- Correlations between Hassles and Moderators of
Proposed Hassles Path

	<u>C-SS</u>	<u>C-PB</u>	<u>C-RJ</u>	<u>C-AG</u>	<u>C-DG</u>	<u>SoSup</u>
<u>Hassles</u>	NS	.22*** (223)	-.23*** (227)	.57*** (226)	NS	-.30*** (224)
<u>C-SS</u>		.42*** (345)	.14** (352)	-.10 (351)	NS	-.31*** (343)
<u>C-PB</u>			.19*** (348)	NS	NS	.20*** (340)
<u>C-RJ</u>				-.09~ (354)	.11* (354)	.21*** (346)
<u>C-AG</u>					.20*** (353)	-.35*** (345)
<u>C-DG</u>						-.14** (346)

*** p<.001 ** p<.01 * p<.05 ~ p<.10

C-SS = CCSS Social Support; C-PB = CCSS Problem Solving;
C-RJ = CCSS Rejuvenation; C-AG = CCSS Aggression;
C-DG = CCSS Drug Use; SoSup = Social Support

Correlations among the moderators

The correlations among all of the proposed moderators are also presented in Tables 2 and 3. Of particular interest are the correlations between the subscales of the coping measure. Due to the threat of multi-collinearity, low or non-significant correlations are desirable. Since the highest significant correlation exists between the subscales of social support and problem-solving ($r = .42$; $p < .000$) multi-collinearity among the subscales of the CCSS was judged not to be a problem.

Correlations between the moderators and outcome measures

As can be seen from Table 4, the majority of the proposed moderators are correlated with outcome measures in the expected directions. The two moderators of the proposed uplifts path, savoring and esteem-enhancing social support, are positively related to well-being and self-esteem and negatively related to depression and anxiety.

For the moderators of the hassles path, the maladaptive coping strategy of aggression is positively correlated with depression and anxiety and negatively correlated with self-esteem and well-being. The maladaptive strategy of drug use did not conform to this expected pattern. The adaptive coping strategies of social support and rejuvenation and the social support measure

Table 4. -- Correlations between Outcome Measures and
Proposed Moderators

	<u>Depres.</u>	<u>Anx.</u>	<u>SE</u>	<u>WB-1</u>	<u>WB-2</u>
<u>C-SS</u>	-.32*** (347)	-.12* (349)	-.18*** (335)	.34*** (320)	.22*** (328)
<u>C-PB</u>	-.15** (342)	NS	NS	.18*** (317)	NS
<u>C-RJ</u>	-.34*** (349)	-.25*** (352)	-.32*** (338)	.41*** (322)	.31*** (331)
<u>C-AG</u>	.60*** (348)	.41*** (351)	-.41*** (337)	-.30*** (321)	-.36*** (330)
<u>C-DG</u>	.12* (349)	NS	NS	NS	NS
<u>SoSup</u>	-.53*** (345)	-.53*** (345)	.35*** (334)	.48*** (318)	.37*** (325)
<u>Savor</u>	-.50*** (316)	-.28*** (318)	.45*** (320)	.59*** (307)	.43*** (313)
<u>SS-EE</u>	-.46*** (339)	-.28*** (342)	.39*** (343)	.54*** (327)	.40*** (336)

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

were found to be negatively related to depression and anxiety and positively related to self-esteem and well-being. The strategy of problem-solving did not conform to the pattern found for the other adaptive coping strategies.

Tests of Proposed Models

The question of which variables serve as moderators of daily events on outcome measures was answered by using separate multiple regressions on each outcome measure. The first variable entered was always the daily events (hassles or uplifts), the other variables entered were the main effects of the proposed moderators, followed by the interaction terms (i.e. the product) of the daily events and moderators.

Uplifts Path Table 5 lists the significant main effects and moderators of the uplifts path for each outcome measure. Examination of the Total R^2 reveals that for all five outcome measures the proposed model accounts for a large amount of the possible variance (range .38 to .64). Main effects are those variables which exert a direct effect on outcome measures. A main effect of uplifts was found for all outcomes except anxiety. Main effects of hassles were found for all outcomes, justifying inclusion of hassles in the proposed model of uplifts-to-outcomes. Esteem-enhancing social support exerted a main effect upon

Table 5. -- Significant Main Effects and Moderators of
the Uplifts Path

<u>Outcome</u>	<u>Total R²</u>	<u>Main Effects</u>	<u>R²Chg</u>	<u>Beta</u>	<u>Moderators R²Chg</u>
Depression	.64	Uplifts (.04)		[-.2019]	SoSup-EE (.02)
		Hassles (.51)		[.7249]	
		SoSup-EE(.06)		[-.2930]	
		Savoring(.01)~		[-.1166]	
Anxiety	.51	Hassles (.47)		[.6996]	None
		SoSup-EE(.02)		[-.4215]	
Self-Esteem	.38	Uplifts (.03)		[.1757]	None
		Hassles (.23)		[-.4215]	
		SoSup-EE(.09)		[.5080]	
		Savoring(.02)		[.4260]	
Well-Being ₁	.57	Uplifts (.11)		[.3334]	None
		SoSup-EE(.36)		[.6830]	
		Hassles (.08)		[-.4395]	
		Savoring(.02)		[.5780]	
Well-Being ₂	.46	Uplifts (.06)		[.2383]	None
		SoSup-EE(.33)		[.6177]	
		Hassles (.07)		[-.4293]	

All R² Changes, $p > .05$.

all outcomes and savoring was found to exert a significant main effect upon depression, self-esteem and the WBS-25 which assesses physical, cognitive and affective well-being.

With regard to moderation, the situation is different. Moderating variables are those which in combination with daily events exert an effect on the outcome variables. Only one significant moderator of the uplifts path was found. Esteem-enhancing social support moderated the uplifts-to-depression relationship. As can be seen from Figure 4, as the intensity of uplifts increases, the level of depression decreases across all levels of esteem-enhancing social support. However, across all intensities of uplifts, children who report higher levels of support report lower levels of depression. Thus the children who experience many uplifts and high levels of esteem-enhancing social support will experience the least amount of depression.

Hassles Path Table 6 lists the significant main effects and moderators of the hassles path for each outcome measure. Examination of the Total R^2 reveals that for all five outcome measures the proposed model accounts for a large amount of the possible variance (range .35 to .73). As would be expected, the proposed model accounts for more variance in the negative outcome measures of depression and

anxiety than in the adaptational and positive outcome measures of self-esteem and well-being.

Note that for each outcome measure there is a different pattern of main effects and moderators. For all outcomes, significant main effects of hassles were found. In addition, for all outcomes (except anxiety) significant main effects of uplifts were found. This is an important finding, justifying inclusion of uplifts in the proposed model of daily events-to-outcomes. A significant main effect of social support was found for all outcomes and at least one coping strategy was found to exert a significant main effect on all outcomes except self-esteem and one well-being measure.

As predicted, uplifts were found to significantly moderate the daily events-to-outcome relationship for the outcome of depression. Figure 5 illustrates the buffering effect of uplifts. As the intensity of hassles increases, the level of reported depression increases. However, at all intensities of hassles, children who experienced higher intensities of uplifts reported lower levels of depression regardless of the intensity of hassles. Thus, uplifts buffered, or dampened, the impact of stress on depression.

Coping strategies and social support were also found to be moderators of the hassles-to-outcome relationship. The effect of these moderators differed, however, as a

Table 6. -- Significant Main Effects and Moderators of
the Hassles Path

<u>Outcome</u>	<u>Total R²</u>	<u>Main Effects</u>	<u>R²Chg</u>	<u>Beta</u>	<u>Moderators (R²Chg)</u>
Depression	.73	Hassles (.43)	[.6588]	SoSup (.01)	
		Uplifts (.12)	[-.3480]	Uplifts(.02)	
		CCSS-AG (.06)	[.3225]	CCSS-AG(.01)~	
		SoSup (.03)	[-.1944]		
		CCSS-RJ (-.02)	[-.1440]		
		CCSS-SS (.02)	[-.1348]		
Anxiety	.61	Hassles (.43)	[.6571]	CCSS-PB(.01)~	
		SoSup-EE(.13)	[-.3772]		
		CCSS-RJ (.01)~	[-.1050]		
Self-Esteem	.35	Hassles (.18)	[-.4224]	CCSS-PB(.02)	
		Uplifts (.07)	[.2651]		
		SoSup (.03)	[.1894]		
Well-Being ₁	.49	Hassles (.18)	[-.4293]	CCSS-AG(.02)	
		SoSup (.19)	[.4782]		
		Uplifts (.05)	[.2429]		
Well-Being ₂	.41	Hassles (.18)	[-.4266]	SoSup (.02)	
		Uplifts (.09)	[.3122]		
		SoSup (.04)	[.2255]		
		CCSS-SS (.02)	[.1704]		
		CCSS-RJ (.01)~	[.1300]		

All R^2 Changes, $p > .05$.

function of the nature of the moderator and the particular outcome. For example, as predicted, social support buffered the effect of hassles on depression.

Additionally, aggressive coping strategies, which had been predicted to be maladaptive, did serve to exacerbate, or worsen, the effect of hassles on depression. The other variables showed cross-over patterns of moderation.

Problem-solving coping as a moderator of the hassles-to-anxiety relationship illustrated this cross-over effect.

At low levels of hassles, children who utilized higher levels of problem-solving coping experienced higher levels of anxiety. At high levels of hassles, however, higher anxiety was experienced by children who utilized lower levels of problem-solving coping.

CHAPTER 4

DISCUSSION

Many questions relating to the manner in which daily events influence psychological outcomes for young adolescents were answered by this study. In general, evidence was obtained which supports the existence of the two proposed paths including both main effects and moderating effects. This evidence is discussed below in terms of the four hypotheses which evolve from the Interaction Model.

Hassles Path

Hypothesis 1: There exist direct effects of hassles, uplifts, coping strategies, and social support upon outcome measures

The finding that all of the above variables, except for two coping strategies (problem-solving and social support), exerted significant direct effects upon outcome measures strongly supports this hypothesis. The relative contribution of each main effect varied as a function of outcome. This suggests that different outcomes are influenced by differing patterns of main effects. For example, six variables (hassles, uplifts, social support, and the coping strategies of aggression, rejuvenation, and

social support) exerted main effects upon depression, while only three variables (hassles, uplifts, and social support) were significant contributors to self-esteem. Previous work by Kanner et al. (1987) found that, after controlling for hassles, uplifts contributed unique variance in depression and self-esteem. This work not only reproduced those findings, but also showed a unique contribution of uplifts to psychological well-being. Therefore, this finding implies that hassles and uplifts make unique contributions to outcomes comprised of positive psychological functioning and psychological distress.

Hypothesis 2: There exist moderating effects of uplifts, coping strategies, and social support

This hypothesis was also confirmed. Uplifts were observed to function as a moderator of the hassles path as were the coping strategies and social support. However, the variable of uplifts was not found to be a universal moderator. In fact they moderated only the hassles-to-depression relationship. Nevertheless, the novel moderation effect found of uplifts for the hassles path is consistent with the buffering hypothesis proposed by Lazarus (1966).

With respect to the various coping strategies and social support that were found to moderate the effects of stress upon depression and other outcomes, buffering,

exacerbating and cross-over patterns of moderation were found. These results are consistent with previous work by Jose et al. (1993). The range of patterns of moderation and the range of variables that served as moderators suggest that different psychological outcomes should be investigated separately. These data highlight that all psychological outcomes are not influenced by the same variables in the same way. Young adolescents utilize different resources to manage stress depending upon which aspect of their psychological functioning is being threatened. For example, it appears that when faced with anxiety-provoking stressors, young adolescents draw upon their problem-solving ability, as evidenced by the significant moderation effect found of problem-solving coping for the outcome of anxiety. However, young adolescents utilize social support and the positive events they have experienced to protect themselves from depression.

Uplifts Path

Hypothesis 3: There exist direct effects of uplifts, hassles, savoring, and esteem-enhancing social support upon outcome measures

The existence of the proposed uplifts-to-outcome path was confirmed by the results of this work. Every variable exerted a main effect upon at least three outcome measures. The variables of uplifts, hassles and esteem-enhancing

social support were found to significantly contribute to all outcomes, except for anxiety to which uplifts did not contribute. This last finding is not surprising given the fact that previous research (Cohen, Burt, & Bjork, 1987; Kanner et al., 1987) has found uplifts and anxiety to be uncorrelated.

Savoring was found to be associated with daily events, social support and outcome measures in the expected directions. Significant main effects of savoring were found for depression, self-esteem, and well-being. This is the first study to examine young adolescents' beliefs about their ability to savor positive events. A greater perceived savoring ability was associated with greater subjective well-being, a higher frequency of positive events and with less distress. This is an exciting finding in that savoring was found to contribute unique variance in psychological outcomes beyond that attributable to positive daily events. Thus, inclusion of savoring in the model of uplifts-to-outcomes is justified.

Hypothesis 4: There exist moderating effects of hassles, savoring, and esteem-enhancing social support

To a large extent this hypothesis was not supported. Hassles and savoring did not serve as moderators. Only esteem-enhancing social support moderated the uplifts-to-depression relationship. At all levels of uplifts, greater amounts of esteem-enhancing social support were associated

with lower levels of depression. This suggests that the interaction of uplifts and esteem-enhancing social support served as a protective factor against feelings of depression among young adolescents.

Given the finding here that children did savor positive experiences, the lack of a significant moderating interaction between savoring and uplifts is puzzling. In addition, contrary to expectation, the presence of hassles did not interact with uplifts to decrease well-being. This leads to the conclusion that although inclusion of the four variables (uplifts, hassles, savoring, and esteem-enhancing social support) which comprised the uplifts path is justified due to their significant direct effects upon outcomes, the variables conformed to a main effect model and not a moderation model. Thus, given the numerous moderators found for the hassles path, and the lack of moderators found for the uplifts path, the assumption of parallelism between the two paths, with respect to moderation, may be invalid. Reasons for this conclusion are obscure and should be the subject of future investigation.

Conclusions:

This work shows that both positive and negative daily events are significant contributors to many important aspects of the psychological functioning of young adolescents. Consequently, the examination of positive and

negative events simultaneously will provide a more realistic portrayal of young adolescents' experiences. This notion is incorporated in the proposed model which has been shown to be a good representation of the processes through which daily events influence psychological functioning. Finally, this work has produced the first evidence that young adolescents savor and that savoring in young adolescents is related to an array of adaptational outcomes. Further definition of the role of savoring in the lives of young adolescents would be a subject worthy of future investigation.

APPENDIX 1
MODERATION GRAPHS

Figure 4. Uplifts Path Moderated by Esteem-Enhancing Social Support for Depression

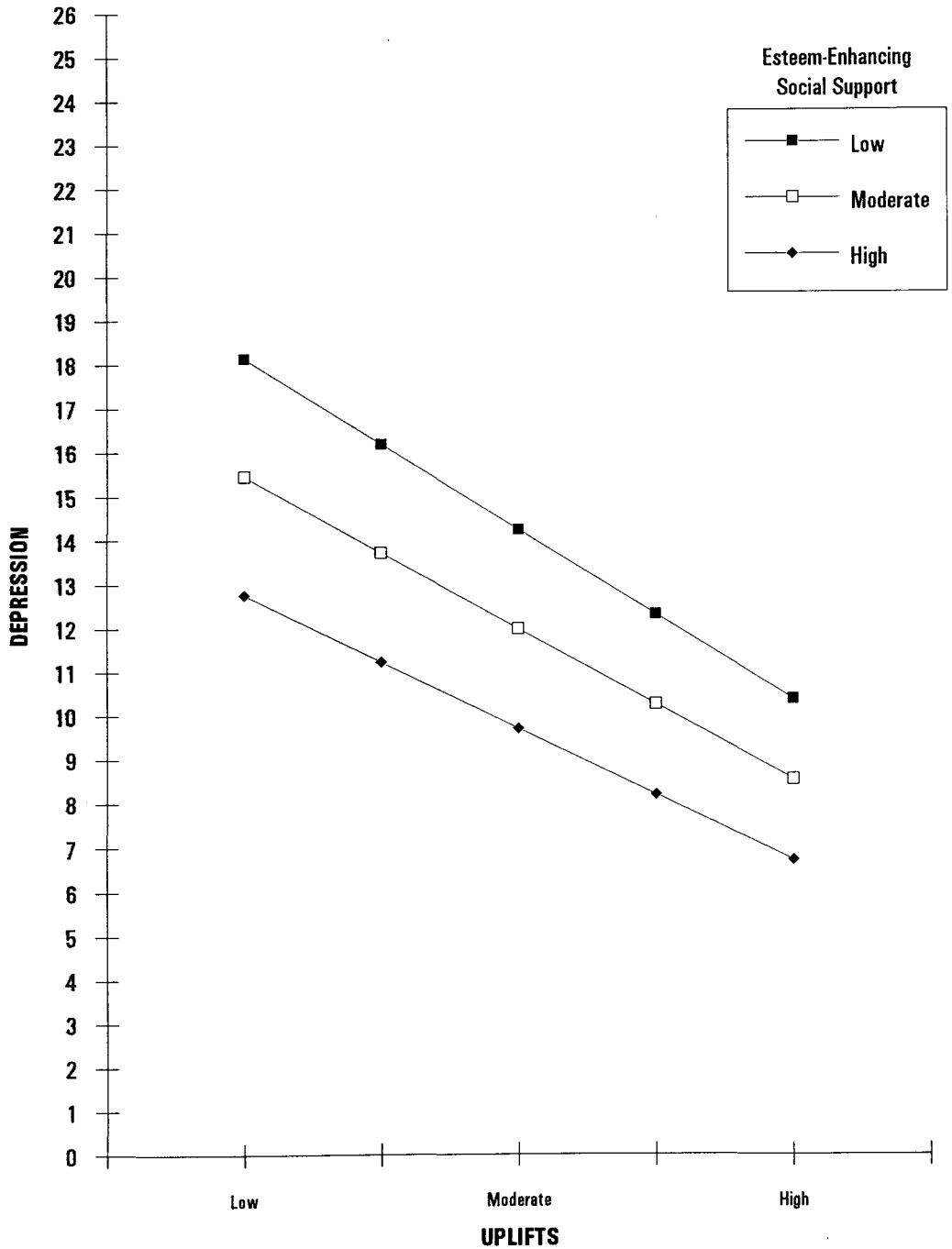
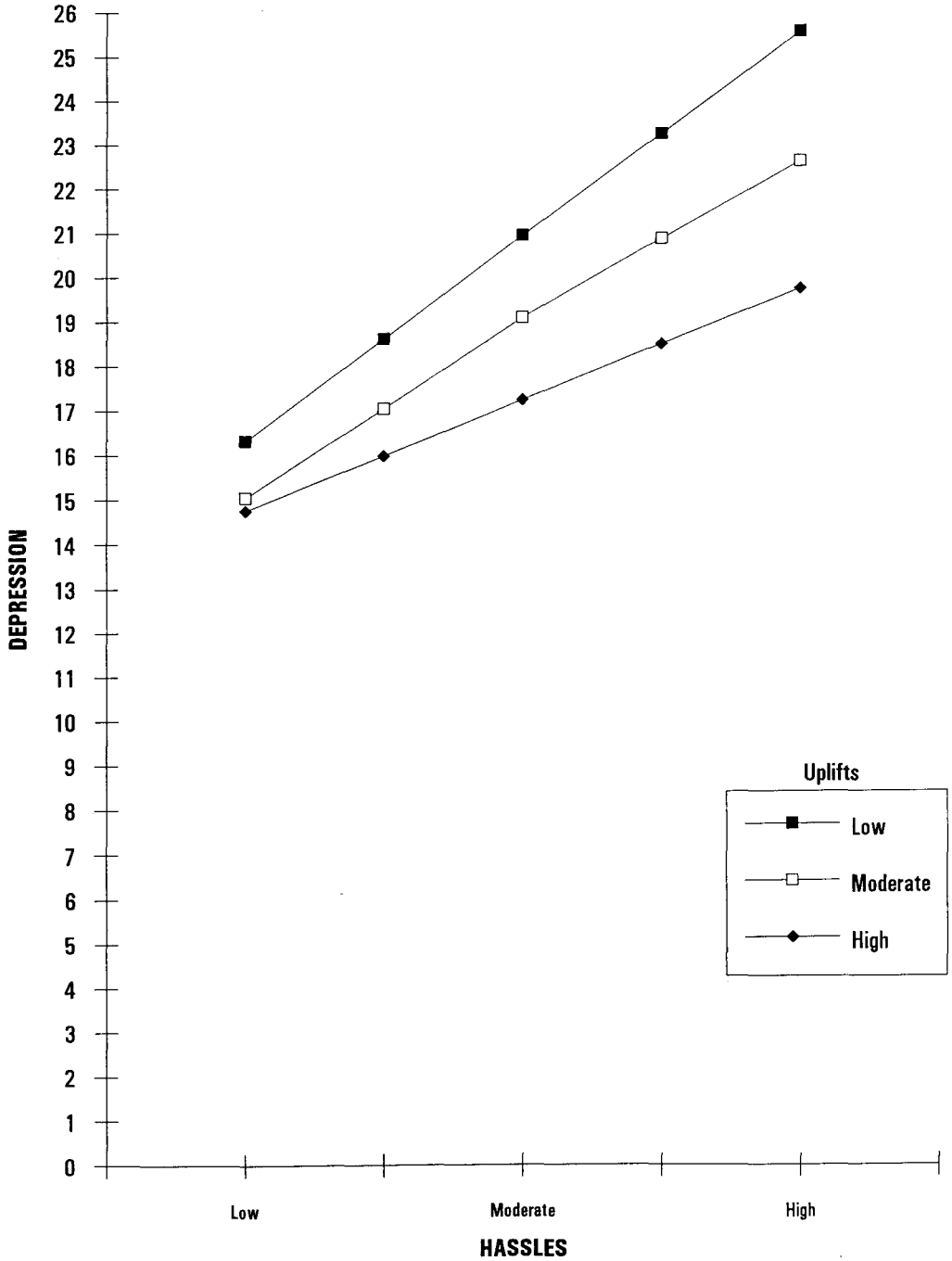


Figure 5. Hassles Path Moderated by Uplifts for Depression



**APPENDIX 2
MEASURES USED**

Everyday Life Event Scale

Directions: Below is a list of different things that can happen to anyone. If one of these things has happened to you in the last month, make a check next to the number under the "yes" column. Go through all of the items marking whether they have happened or not. Then go back and indicate whether you considered them to be a problem or not: circle the "no" or "yes" under the "Problem?" heading. Finally, if it was a problem, please indicate how much of a problem it was by circling a number from 1 to 3.

<u>Happened to you?</u>		<u>A problem?</u>		<u>How much?</u>		
Yes	No	No	Yes	1 a little	2 some	3 a lot
___	___	1.	you misplaced or lost things	No	Yes	1 2 3
___	___	2.	kids teased or avoided you	No	Yes	1 2 3
___	___	3.	someone in your family was sick	No	Yes	1 2 3
___	___	4.	you didn't have enough money	No	Yes	1 2 3
___	___	5.	schoolwork was too hard	No	Yes	1 2 3
___	___	6.	you were rushed, you couldn't relax or take it easy	No	Yes	1 2 3
___	___	7.	you were sick	No	Yes	1 2 3
___	___	8.	doing your jobs at home (cleaning your room, setting table, etc.)	No	Yes	1 2 3
___	___	9.	difficulty in finding a quiet place at home	No	Yes	1 2 3
___	___	10.	you were bored, not enough fun things to do	No	Yes	1 2 3
___	___	11.	you were punished for something that you did or didn't do	No	Yes	1 2 3
___	___	12.	you did something foolish or embarrassing in front of others	No	Yes	1 2 3
___	___	13.	you don't have nice clothes	No	Yes	1 2 3
___	___	14.	you were picked on because of your nationality or skin color	No	Yes	1 2 3
___	___	15.	you were picked last for a team	No	Yes	1 2 3
___	___	16.	trying to get along with other kids in your class	No	Yes	1 2 3
___	___	17.	not being able to go back to live in the country you came from	No	Yes	1 2 3
___	___	18.	you went to the doctor or dentist or took medicine	No	Yes	1 2 3
___	___	19.	your mom or dad were mean to you	No	Yes	1 2 3

<u>Happened to you?</u>		<u>A problem?</u>		<u>1</u>	<u>2</u>	<u>3</u>
Yes	No	No	Yes	a little	some	a lot
___	___	20.	your mom and dad argued in front of you	No	Yes	1 2 3
___	___	21.	you translated for family members	No	Yes	1 2 3
___	___	22.	your mom or dad told you about their problems or worries	No	Yes	1 2 3
___	___	23.	you were unable to talk to other people about your feelings	No	Yes	1 2 3
___	___	24.	not being able to see grandparents or other relatives because they live far away	No	Yes	1 2 3
___	___	25.	not liking the way you look	No	Yes	1 2 3
___	___	26.	not being liked by someone in your class	No	Yes	1 2 3
___	___	27.	your mom or dad not speaking English	No	Yes	1 2 3
___	___	28.	your mom or dad complained about not having enough money	No	Yes	1 2 3
___	___	29.	going to bed too early or too late	No	Yes	1 2 3
___	___	30.	you had to take care of younger children	No	Yes	1 2 3
___	___	31.	you received lower grades than you expected	No	Yes	1 2 3
___	___	32.	schoolwork was boring	No	Yes	1 2 3
___	___	33.	not being with your mom or dad as much as you wanted	No	Yes	1 2 3
___	___	34.	not enough food to eat	No	Yes	1 2 3
___	___	35.	you dealt with someone from another culture who didn't understand your culture	No	Yes	1 2 3
___	___	36.	someone in your family was very angry or cried a lot	No	Yes	1 2 3
___	___	37.	you were not able to watch TV programs or play video games	No	Yes	1 2 3
___	___	38.	you had trouble speaking English well	No	Yes	1 2 3
___	___	39.	gangs in the school or in the neighborhood	No	Yes	1 2 3
___	___	40.	you took the bus to school	No	Yes	1 2 3
___	___	41.	you saw a family member who was drunk	No	Yes	1 2 3
___	___	42.	too many people live in your house or apartment	No	Yes	1 2 3

Happened to you?		A problem?		1	2	3
Yes	No	No	Yes	a little	some	a lot
___	___	43.	arguing with your parents	No	Yes	1 2 3
___	___	44.	arguing with your brother(s) or sister(s)	No	Yes	1 2 3
___	___	45.	fighting or violence in the school or neighborhood	No	Yes	1 2 3
___	___	46.	being alone too much	No	Yes	1 2 3
___	___	47.	weighing too much or too little	No	Yes	1 2 3
___	___	48.	not enough time for play	No	Yes	1 2 3
___	___	49.	someone has stolen something that belongs to you	No	Yes	1 2 3
___	___	50.	not feeling safe	No	Yes	1 2 3

Have we missed anything that bothers you? Please describe these things below:

51.	_____	No	Yes	1	2	3
52.	_____	No	Yes	1	2	3
53.	_____	No	Yes	1	2	3
54.	_____	No	Yes	1	2	3
55.	_____	No	Yes	1	2	3

Uplifts Checklist

Directions: Below is a list of different things that can happen to anyone. If one of these things has happened to you in the last month, make a check next to the number under the "yes" column. For the items that you marked as "yes", indicate whether that event made you feel happy by circling the "yes" or "no" under the "Did you feel Happy?" heading. Finally, if it did make you feel happy, please indicate how happy it made you feel by circling a number from 1 to 3.

Happened to you?		Did you feel		How happy?				
Yes	No	Happy?		a little	some	a lot		
—	—	1.	There was a school holiday.	Yes	No	1	2	3
—	—	2.	I talked with a friend on the phone.	Yes	No	1	2	3
—	—	3.	I spent time with my brother or sister.	Yes	No	1	2	3
—	—	4.	I got to see a movie I wanted to see.	Yes	No	1	2	3
—	—	5.	I read a book.	Yes	No	1	2	3
—	—	6.	I hung out with the kids at school.	Yes	No	1	2	3
—	—	7.	I ate food that I like.	Yes	No	1	2	3
—	—	8.	I got some new clothes.	Yes	No	1	2	3
—	—	9.	A friend shared a secret with me.	Yes	No	1	2	3
—	—	10.	I went on a vacation.	Yes	No	1	2	3
—	—	11.	My mother or father spent time with me.	Yes	No	1	2	3
—	—	12.	I played sports.	Yes	No	1	2	3
—	—	13.	My parents were pleased with a good grade.	Yes	No	1	2	3
—	—	14.	I had free time on the weekend.	Yes	No	1	2	3
—	—	15.	Someone gave me a present.	Yes	No	1	2	3
—	—	16.	I listened to my favorite radio station.	Yes	No	1	2	3
—	—	17.	I spent time with someone of the opposite sex who I like.	Yes	No	1	2	3
—	—	18.	I helped someone in my family.	Yes	No	1	2	3

Happened to you?		Did you feel		How Happy?				
<u>Yes</u>	<u>No</u>	<u>Happy?</u>		<u>a little</u>	<u>some</u>	<u>a</u>		
<u>lot</u>								
—	—	19.	I finished something I was working on.	Yes	No	1	2	3
—	—	20.	I watched sports.	Yes	No	1	2	3
—	—	21.	I went to a family party to celebrate a special occasion.	Yes	No	1	2	3
—	—	22.	I played a game or contest.	Yes	No	1	2	3
—	—	23.	I spent time outdoors.	Yes	No	1	2	3
—	—	24.	I made a friend or met someone new.	Yes	No	1	2	3
—	—	25.	I got some money.	Yes	No	1	2	3
—	—	26.	I wrote a poem or story.	Yes	No	1	2	3
—	—	27.	I saw relatives or friends I hadn't seen in awhile.	Yes	No	1	2	3
—	—	28.	I got a new tape or CD I wanted.	Yes	No	1	2	3
—	—	29.	I did something special with my mother or father.	Yes	No	1	2	3
—	—	30.	Someone I like of the opposite sex likes me.	Yes	No	1	2	3
—	—	31.	I went to a party with friends.	Yes	No	1	2	3
—	—	32.	I watched TV.	Yes	No	1	2	3
—	—	33.	I played with a pet or other animal.	Yes	No	1	2	3
—	—	34.	I told someone how I felt.	Yes	No	1	2	3
—	—	35.	I went to see a baseball game, football game, etc..	Yes	No	1	2	3
—	—	36.	My teacher was pleased with me.	Yes	No	1	2	3
—	—	37.	I got to dance.	Yes	No	1	2	3
—	—	38.	I got to sleep longer than usual.	Yes	No	1	2	3
—	—	39.	I learned something interesting in a subject at school.	Yes	No	1	2	3
—	—	40.	I helped someone.	Yes	No	1	2	3
—	—	41.	I got a good grade on a paper or exam.	Yes	No	1	2	3
—	—	42.	I made something: a craft, a hobby, I cooked...	Yes	No	1	2	3
—	—	43.	My class went on a field trip.	Yes	No	1	2	3

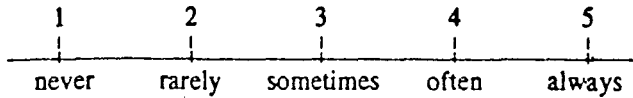
Happened to you?		Did you feel		How happy?				
Yes	No	Happy?		a little	some	a lot		
—	—	44.	I went to a friend's house.	Yes	No	1	2	3
—	—	45.	I played a musical instrument.	Yes	No	1	2	3
—	—	46.	I was given a job to do at school.	Yes	No	1	2	3
—	—	47.	I got a letter or note from a friend.	Yes	No	1	2	3
—	—	48.	I got to go shopping	Yes	No	1	2	3
—	—	49.	I told a funny joke.	Yes	No	1	2	3
—	—	50.	I got to play a video game I wanted to play.	Yes	No	1	2	3

Have we missed anything that makes you happy? Please describe these things below and rate them as you did above:

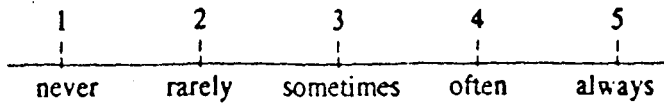
51.	_____	Yes	No	1	2	3
52.	_____	Yes	No	1	2	3
53.	_____	Yes	No	1	2	3
54.	_____	Yes	No	1	2	3
55.	_____	Yes	No	1	2	3

CCSS

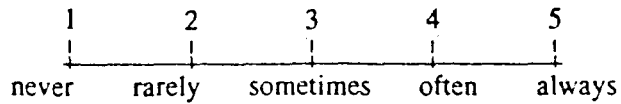
I am interested in how you usually respond to stressful episodes. Could you please tell below how you usually respond to upsetting situations? Please think about how you reacted to the major life events and the everyday life events that you listed above. Remember: there are no right or wrong answers, please tell me honestly what you really do.



- ___ 1. I cry.
- ___ 2. I do something that I enjoy.
- ___ 3. I get into fights or argue with people.
- ___ 4. I smoke cigarettes.
- ___ 5. I talk to others about how I'm feeling.
- ___ 6. I try to change something about the situation to make it better.
- ___ 7. I avoid the problem.
- ___ 8. I change myself to make things better.
- ___ 9. I release my feelings.
- ___ 10. I exercise or play a sport.
- ___ 11. I take out my frustration on someone or something else.
- ___ 12. I think about hurting myself.
- ___ 13. I succeed at telling others how I feel.
- ___ 14. I try to convince somebody to act differently.
- ___ 15. I keep my feelings and thoughts to myself.
- ___ 16. I change my actions to be a better person.
- ___ 17. I just let my feelings out.



- ___ 18. I go somewhere in order to relax.
- ___ 19. I throw things or break things.
- ___ 20. I take drugs or drink alcohol.
- ___ 21. I find a close friend or family member to talk to about my problem.
- ___ 22. I act to correct the problem in somebody or something else.
- ___ 23. I act as though nothing has happened.
- ___ 24. I change something about myself to solve the problem.
- ___ 25. I yell and scream.
- ___ 26. I take a nap or go to sleep.
- ___ 27. I hurt somebody who didn't have anything to do with the problem.
- ___ 28. I do something dangerous or risky.
- ___ 29. I show people I'm close to how I'm feeling.
- ___ 30. I solve the problem by getting someone else to change.
- ___ 31. I go off by myself.
- ___ 32. I try to act differently myself in order to solve the problem.



- ___ 8. How often can you find somebody to be with when you don't feel good?
- ___ 9. When you want to go someplace, how often does somebody take you?
- ___ 10. When you want to play with somebody's new toy or game, how often do they share it with you?
- ___ 11. How often does someone give you money when you want to buy candy or something else?
- ___ 12. How often do you get a special reward or treat?
- ___ 13. Do your friends make fun of you?
- ___ 14. Do your friends like to hear your ideas?
- ___ 15. Can you count on your friends for help or advice when you have problems?
- ___ 16. Do your friends make you feel bad?
- ___ 17. Can you count on your family for help or advice when you have problems?
- ___ 18. Do you and your family do a lot of things for each other?
- ___ 19. Does your family make you feel bad?
- ___ 20. Do you feel like your family is never there when you need them?
- ___ 21. Do you think your teachers care about you?
- ___ 22. Are your teachers good to ask for help or advice about your problems?
- ___ 23. Do your teachers make you feel like you are not good enough?
- ___ 24. Do you have a hard time talking to your teachers?

SOCSS-EE

Directions: Please answer the questions below using the scale provided.

	never	rarely	sometimes	often	always
1. When you have a secret you want to share, how often can you find someone to tell it to?	1	2	3	4	5
2. How often does somebody say nice things to you when you do something well?	1	2	3	4	5
3. When you are happy, how often can you find someone who will be happy with you?	1	2	3	4	5
4. When you do work (like drawings or other papers), how much are people interested in it (by hanging it up, or sending it to your grandparents)?	1	2	3	4	5
5. How often do people listen to you when you have ideas?	1	2	3	4	5
6. How often do people say things that make you feel good, happy or important?	1	2	3	4	5
7. How often are people happy for you when you do something well?	1	2	3	4	5

WHAT I AM LIKE

1. Read the sentences in the 2 boxes below. Choose the one that is most like you and circle it.

I have a lot
of friends.

or

I don't have
a lot of
friends.

Now say how much this is true for you. Put an X in one of the 2 boxes.

very true

sort of true

2.

I am not
popular with
other kids.

or

I am popular
with other
kids.

very true

sort of true

3.

I am
easy to
like.

or

I am not
easy to
like.

very true

sort of true

4.

I don't do
things with
other kids.

or

I do things
with other
kids.

very true

sort of true

5.

It is easy for
me to make
friends.

or

It is not easy
for me to make
friends.

very true

sort of true

6. Read the sentences in the 2 boxes below. Choose the one that is most like you and circle it.

I am not very important to my classmates.

or

I am important to my classmates.

Now say how this much is true for you. Put an X in one of the 2 boxes.

very true

sort of true

7.

Most other kids like me.

or

Most other kids don't like me.

very true

sort of true

8.

I am not sure of myself.

or

I am usually sure of myself.

very true

sort of true

9.

I am happy with the way I am.

or

I am not happy with the way I am.

very true

sort of true

10.

I don't feel good about the way I act.

or

I feel good about the way I act.

very true

sort of true

11. Read the sentences in the 2 boxes below. Choose the one that is most like you and circle it.

I am sure I
am doing the
right thing.

or

I am not sure
I am doing the
right thing.

Now say how much this is true for you. Put an X in one of the 2 boxes.

very true

sort of true

12.

I am not a
good person.

or

I am a
good person.

very true

sort of true

13.

I want to
stay the
same.

or

I want to
change.

very true

sort of true

14.

I don't do
things
well.

or

I do things
well.

very true

sort of true

How I Feel

Kids sometimes have different feelings and ideas.

For each number below, pick one sentence out of each group of three that describes best how you have felt for the past two weeks.

There is no right answer or wrong answer. Just pick the sentence that best describes the way you have felt recently. Put a check mark on the line next to your answer.

Here is an example of how this form works. Try it. Put a check mark next to the one sentence that describes you best.

Example:

- I read books a lot
 I read books once in a while
 I never read books

Remember, pick out the sentences that describe your feelings and ideas in the past two weeks.

- | | |
|---|--|
| 1. <input type="checkbox"/> I am sad once in a while | 5. <input type="checkbox"/> I am bad all the time |
| <input type="checkbox"/> I am sad many times | <input type="checkbox"/> I am bad many times |
| <input type="checkbox"/> I am sad all the time | <input type="checkbox"/> I am bad once in a while |
| 2. <input type="checkbox"/> Nothing will ever work out for me | 6. <input type="checkbox"/> I think about bad things happening to me once in a while |
| <input type="checkbox"/> I am not sure if things will work out for me | <input type="checkbox"/> I worry that bad things will happen to me |
| <input type="checkbox"/> Things will work out for me O.K. | <input type="checkbox"/> I am sure that terrible things will happen to me |
| 3. <input type="checkbox"/> I do most things O.K. | 7. <input type="checkbox"/> I hate myself |
| <input type="checkbox"/> I do many things wrong | <input type="checkbox"/> I do not like myself |
| <input type="checkbox"/> I do everything wrong | <input type="checkbox"/> I like myself |
| 4. <input type="checkbox"/> I have fun in many things | 8. <input type="checkbox"/> All bad things are my fault |
| <input type="checkbox"/> I have fun in some things | <input type="checkbox"/> Many bad things are my fault |
| <input type="checkbox"/> Nothing is fun at all | <input type="checkbox"/> Bad things are not usually my fault |

9. I do not think about harming myself
 I think about harming myself but I would not do it
 I want to harm myself
10. I feel like crying everyday
 I feel like crying many days
 I feel like crying once in a while
11. Things bother me all the time
 Things bother me many times
 Things bother me once in a while
12. I like being with people
 I do not like being with people many times
 I do not want to be with people at all
13. I cannot make up mind about things
 It is hard to make up my mind about things
 I make up my mind about things easily
14. I look O.K.
 There are some bad things about my looks
 I look ugly
15. I have to push myself all the time to do my schoolwork
 I have to push myself many times to do my schoolwork
 Doing schoolwork is not a big problem
16. I have trouble sleeping every night
 I have trouble sleeping many nights
 I sleep pretty well
17. I am tired once in awhile
 I am tired many days
 I am tired all of the time
18. Most days I do not feel like eating
 Many days I do not feel like eating
 I eat pretty well
19. I do not worry about aches and pains
 I worry about aches and pains many times
 I worry about aches and pains all the time
20. I do not feel alone
 I feel alone many times
 I feel alone all the time
21. I never have fun at school
 I have fun at school only once in a while
 I have fun at school many times
22. I have plenty of friends
 I have some friends but I wish I had more
 I do not have any friends

23. My school work is alright
 My schoolwork is not as good as before
 I do very badly in subjects I used to be good in
24. I can never be as good as other kids
 I can be as good as other kids if I want to
 I am just as good as other kids
25. Nobody really loves me
 I am not sure if anybody loves me
 I am sure that somebody loves me
26. I usually do what I am told
 I do not do what I am told most times
 I never do what I am told
27. I get along with people
 I get into fights many times
 I get into fights all the time

Savoring Beliefs Scale

Directions: For each statement listed below, please circle the one number that best indicated how true each statement is for you. There are no right or wrong answers. Please be as honest as you can.

- | | strongly
disagree | | | | strongly
agree | | |
|--|----------------------|---|---|---|-------------------|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I know how to have a good time. | | | | | | | |
| 2. I don't like to look forward to good times too much before they happen. | | | | | | | |
| 3. It's hard for me to hold onto a good feeling for very long. | | | | | | | |
| 4. It makes me happy to think about good things that are going to happen. | | | | | | | |
| 5. I don't look back on good things after they are over. | | | | | | | |
| 6. It is a waste of time to think about good things that may happen. | | | | | | | |
| 7. I enjoy looking back on happy times that have already happened. | | | | | | | |
| 8. I often stop myself from having a good time. | | | | | | | |
| 9. I feel excited when I think about good things that are going to happen. | | | | | | | |
| 10. When I remember good memories, I feel bad or let down. | | | | | | | |

	strongly disagree				strongly agree		
	1	2	3	4	5	6	7
11. When fun times are over, I can make good feelings from those fun times last longer by thinking or doing certain things.							
12. It's hard for me to get excited about fun times before they happen.	1	2	3	4	5	6	7
13. I feel happy when I think about good things from my past.	1	2	3	4	5	6	7
14. I can enjoy good things before they happen.	1	2	3	4	5	6	7
15. It is a waste of time to think about good things that happened in the past.	1	2	3	4	5	6	7
16. I am able to enjoy good things that happen to me.	1	2	3	4	5	6	7
17. It bothers me when I think about good things before they happen.	1	2	3	4	5	6	7
18. I like to remember fun times so that I can think about them later.	1	2	3	4	5	6	7
19. I am not able to feel joy at happy times.	1	2	3	4	5	6	7
20. I can feel good by thinking about a good thing that is going to happen.	1	2	3	4	5	6	7

	strongly disagree				strongly agree		
21. When a fun time is over, I don't think about it anymore.	1	2	3	4	5	6	7
22. I don't enjoy good things as much as other people do.	1	2	3	4	5	6	7
23. It is easy to bring back the good feeling from happy memories.	1	2	3	4	5	6	7
24. When I want to, I am able to enjoy something.	1	2	3	4	5	6	7

Well-Being Scale-25

Directions: Below is a list of statements that describe different beliefs and feelings. Please read each statement carefully and circle the number that indicates how true each statement is for you.

	never	rarely	sometimes	often	always
1. I feel like laughing.	1	2	3	4	5
2. I make decisions well.	1	2	3	4	5
3. I feel energetic.	1	2	3	4	5
4. I have a good appetite.	1	2	3	4	5
5. I like myself.	1	2	3	4	5
6. I feel vigorous.	1	2	3	4	5
7. I feel hopeful.	1	2	3	4	5
8. I am in control.	1	2	3	4	5
9. I feel better off than most people.	1	2	3	4	5
10. I feel pretty good.	1	2	3	4	5
11. I am self-confident.	1	2	3	4	5
12. My digestive system works well.	1	2	3	4	5
13. I feel really great.	1	2	3	4	5
14. I feel fantastic.	1	2	3	4	5
15. I sleep very well.	1	2	3	4	5
16. I feel strong.	1	2	3	4	5
17. I am happy.	1	2	3	4	5
18. I feel healthy.	1	2	3	4	5
19. I am in good spirits.	1	2	3	4	5

	never	rarely	sometimes	often	always
20. I feel physically fit.	1	2	3	4	5
21. I feel cheerful.	1	2	3	4	5
22. I feel relaxed.	1	2	3	4	5
23. I feel balanced mentally and physically.	1	2	3	4	5
24. I feel well.	1	2	3	4	5
25. I feel alert.	1	2	3	4	5

IPWB

Directions: Here is a list that describes some of the ways people feel at different times. How often do you feel each of these ways?

	never	sometimes	often
1. Very lonely from other people.	1	2	3
2. Pleased about having accomplished something.	1	2	3
3. Bored.	1	2	3
4. Particularly excited or interested in something.	1	2	3
5. Anxious about something without knowing why.	1	2	3
6. So restless I can't sit long in a chair.	1	2	3
7. On top of the world.	1	2	3
8. Depressed or very unhappy.	1	2	3

REFERENCES

- Allgood-Merton, B., Lewinsohn, P. M., & Hops, H. (1990). Sex differences and adolescent depression. Journal of Abnormal Psychology, 99, 55-63.
- Barrera, M. (1981). Social support in the adjustment of pregnant adolescents: Assessment issues. In B. H. Gottlieb (Ed.), Social networks and social support (pp. 69-96). Beverly Hills, CA: Sage.
- Berkman, P. L. (1971). Measurement of mental health in a general population survey. American Journal of Epidemiology, 94, 105-111.
- Bird, G. W., & Harris, R. L. (1990). A comparison of role strain and coping by gender and family structure among early adolescents. Journal of Early Adolescence, 10, 141-158.
- Bobo, J. K., Gilchrist, L. D., Elmer, J. F., Washington, Snow, W. H., & Schinke, S. P. (1986). Hassles, role strain, and peer relations in young adolescents. Journal of Early Adolescence, 6, 339-352.
- Bradburn, N. M., & Caplovitz, D. (1965). Reports on happiness: A pilot study of behavior related to mental health. Chicago, IL: Aldine Press.

- Bryant, F. B. (1989). A four-factor model of perceived control: Avoiding, coping, obtaining, and savoring. Journal of Personality, 57, 773-797.
- Bryant, F. B. (August, 1992). A scale for measuring beliefs about savoring. Paper presented at the 1992 convention of the American Psychological Association.
- Cauce, A. M., & Srebnik, D. S. (1989). Returning to social support systems: a morphological analysis of social networks. American Journal of Community Psychology, 18, 609-616.
- Cohen, L. H., Burt, C. E., & Bjork, J. P. (1987). Effects of life events experienced by young adolescents and their parents. Developmental Psychology, 23, 583-592.
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. Psychological Bulletin, 98, 310-357.
- Compas, B. E., Davis, G. E., Forsythe, C. J., & Wagner, B. M. (1987). Assessment of major and daily stressful events during adolescence: The adolescent perceived events scale. Journal of Consulting and Clinical Psychology, 55, 534-541.
- Compas, B. E. (1987). Stress and life events during childhood and adolescence. Clinical Psychology Review, 7, 775-802.

- DeLongis, A., Coyne, J. C., Dakof, G., Folkman, S., & Lazarus, R. S. (1982). Relationship of daily hassles, uplifts, and major life events to health status. Health Psychology, 1, 199-136.
- Dise-Lewis, J. E. (1988). The life events and coping inventory: An assessment of stress in children. Psychosomatic Medicine, 50, 484-499.
- Dubow, E. F., Tisak, J., & Causey, D. (1991). A two-year longitudinal study of stressful life events, social support, and social problem-solving skills: Contributions to children's behavioral and academic adjustment. Child Development, 55, 1969-1982.
- Dubow, E. F., & Ullman, D. G. (1989). Assessing social support in elementary school children: The survey of children's social support. Journal of Clinical Child Psychology, 18, 52-64.
- Dunkel-Schetter, C., Folkman, S., & Lazarus, R. S. (1987). Correlates of social support receipt. Journal of Personality and Social Psychology, 53, 71-80.
- Folkman, S., & Lazarus, R. S. (1985). If it changes it must be a process: Study of emotion and coping during three stages of a college examination. Journal of Personality and Social Psychology, 48, 150-170.

- Folkman, S., & Lazarus, R. S. (1980). An analysis of coping in a middle-aged community sample. Journal of Health and Social Behavior, 21, 219-239.
- Harter, S. (1985). Manual for the Self-Perception Profile for Children. Denver, CO: University of Denver.
- Jose, P. E. (1991). The Everyday Life Events Scale for Children. Unpublished manuscript, Loyola University Chicago, Chicago, Illinois.
- Jose, P. E., D'Anna, C., & Cafasso, L. (June, 1992). Coping strategies and social support moderate the effects of stress upon outcome measures for children. Paper presented at the 1992 convention of the American Psychological Society.
- Jose, P. E., Cafasso, L. L., & D'Anna, C. A. (in press). Ethnic group differences in children's coping strategies. Sociological Studies of Children.
- Kanner, A. D., Feldman, S. S., Weinberger, D. A., & Ford, M. E. (1987). Uplifts, hassles, and adaptational outcomes in early adolescents. Journal of Early Adolescents, 7, 371-394.
- Kanner, A. D., Coyne, J. C., Schaefer, C., & Lazarus, R. S. (1981). Comparison of two modes of stress management: Daily hassles vs. major life events. Journal of Behavioral Medicine, 4, 1-39.

- Kinney, J. M., & Stephens, M. P. (1989). Hassles and uplifts of giving care to a family member with dementia. Psychology and Aging, 4, 402-408.
- Kovacs, M. (1985). The children's depression inventory (CDI). Psychopharmacological Bulletin, 21, 995-998.
- Kurdek, L. A. (1987). Gender differences in the psychological symptomology and coping strategies of young adolescents. Journal of Early Adolescence, 7, 395-410.
- Lazarus, R. S., & DeLongis, A. (1983). Psychological stress and coping in aging. American Psychologist, March, 245-254.
- Lazarus, R. S., DeLongis, A., Folkman, S., & Gruen, R. (1985). Stress and adaptational outcomes: the problem of confounded measures. American Psychologist, July, 770-779.
- Lazarus, R. S., Kanner, A. D., & Folkman, S. (1980). Emotions: A cognitive-phenomonological analysis. In R. Plutchik, and H. Kellerman (Eds.), Theories of emotion (pp. 189-217). New York: Academic Press.
- Lazarus, R. S. (1966). Psychological stress and the coping process. New York, NY: McGraw-Hill.
- Meehan, M. P., Durlak, J. A., & Bryant, F. B. (1993). The relationship of social support to perceived control and subjective mental health in adolescents.

Journal of Community Psychology, 21, 49-55.

Patterson, J. M., & McCubbin, H. I. (1984). Gender roles and coping. Journal of Marriage and the Family, 46, 95-104.

Pearlin, L. I. (1989). The sociological study of stress. Journal of Health and Social Behavior, 30, 241-256.

Reich, J. W., & Zautra, A. (1981). Life events and personal causation: Some relationships with satisfaction and distress. Journal of Personality and Social Psychology, 41, 1002-1012.

Schlosser, M. B. (1985). Stress, coping, hardiness, and health-protective behaviors. Dissertation Abstracts International, University Microfilms.

Schlosser, B. (1990). The assessment of subjective well-being and its relationship to the stress process. Journal of Personality Assessment, 54, 128-140.

Spielberger, C. D. (1983). Manual for the State Trait Anxiety Inventory. Palo Alto, CA: Consulting Psychologists Press.

Stone, A. A., & Neale, J. M. (1984). New measure of daily coping: Development and preliminary results. Journal of Personality and Social Psychology, 46, 892-906.

Swearington, E. M., & Cohen, L. H. (1985). Life events and psychological distress: A prospective study of young adolescents. Developmental Psychology, 21, 1045-1054.

Wagner, B. M., & Compas, B. E. (1990). Gender, instrumentality, and expressivity: Moderators of the relation between stress and psychological symptoms during adolescence. American Journal of Community Psychology, 18, 383-406.

Wilson, C. (1990). Correct grammar [Computer program]. San Francisco: Lifetree Software, Inc.

VITA

Ms. Cafasso attended Loyola University Chicago where she graduated magna cum laude with the degree of Bachelor of Arts in Psychology in May, 1991. While attending Loyola Ms. Cafasso completed a research internship at the School of Public Health of the University of Illinois at Chicago. The article entitled "Gender Differences in Caregiving: Fact or Artifact?" published in The Gerontologist, Vol 32, 1992, resulted from her internship work. In the fall of 1991, Ms. Cafasso entered the doctoral program in Developmental Psychology at Loyola University Chicago with a research assistantship in psychology. Her graduate work includes investigations of children's stress and coping processes and children's savoring beliefs. The results of her work have been presented at several psychological conferences. Ms. Cafasso will complete her Masters of Arts degree in January, 1993.

APPROVAL SHEET

The thesis submitted by Lynda L. Cafasso has been read and approved by the following committee:

Dr. Paul E. Jose
Associate Professor, Psychology
Loyola University Chicago

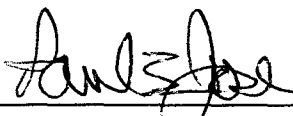
Dr. Fred B. Bryant
Professor, Psychology
Loyola University Chicago

The final copies have been examined by the director of the thesis and the signature which appears below verifies the facts that any necessary changes have been incorporated and that the thesis is now given final approval by the Committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

12/1/93

Date



Director's Signature