

Characteristics of Life Events During Adolescence¹

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Two studies of the characteristics of life events during adolescence are reported. In the first, open-ended reports of major life events and daily events were obtained from early, middle, and late adolescents. Analyses of the frequency of past events perceived as positive versus negative revealed effects for type of event (major vs. daily), age, and gender. In contrast, anticipated events were perceived similarly across age and gender. The second study examined judgments by older adolescents of the valence, type, and domain of life events. Consensus regarding these characteristics was achieved on only a small portion of events. The implications of these findings for the measurement of life events during adolescence are highlighted.

Adolescence is an especially interesting and potentially significant period of development for the investigation of stress and coping processes. First, change is viewed by many researchers as an inherent component of stress, and adolescence is characterized by changes in biological functioning, cognitive development, social roles, and social environments (Hamburg, 1974). Second, other conceptualizations of stress have emphasized the importance of "transitions" or periods of change and adaptation (e.g., Felner, Farber, & Primavera, 1983). Adolescence involves a number of such transitions, including those from junior to senior high school, from high school to college or work, and from living with parents to living independently. Third, important growth in cognitive and social development during adolescence may make it an optimal time for learning new coping skills to reduce the adverse effects of stressful events. In spite of these reasons for research in this area, relatively few

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investigations have been carried out (see reviews by Compas, 1984; Johnson, 1982; Rutter, 1981).

The limited empirical work which has been conducted on stress during adolescence has focused almost exclusively on examining the relationship between major life events and psychological and/or physical disorder (e.g., Gad & Johnson, 1980; Newcomb, Huba, & Bentler, 1981). These investigations have consistently reported a modest relationship between negative life events and disorder in adolescents. However, they have failed to provide a broad perspective on the nature of life events during adolescence and have not clarified the mediational processes that may contribute to individual differences in reactions to such events.

A more complete understanding of the types of life events and mediational processes that characterize adolescence is important for interventions designed to reduce or prevent the problems associated with stressful events. Attempts to train coping skills will be enhanced by clearer knowledge of the types of events with which adolescents are attempting to cope. Further, identification of at-risk individuals and prediction of psychological and/or physical problems from the occurrence of events requires more sensitive indicators of the types and levels of stress which adolescents experience. However, interest in the association between life events and disorder during adolescence has led to premature closure on the study of the characteristics of adolescent life events. A broad description of events during this age period has not been developed.

Problems with research in this area are to a great extent the result of limitations in the five existing measures of life events during adolescence (Coddington, 1972; Johnson & McCutcheon, 1980; Newcomb et al., 1981; Swearingen & Cohen, 1985; Yeaworth, York, Hussey, Ingle, & Goodwin, 1980). First, the events included in a measure shape the results that can be obtained. Several authors have pointed out the necessity of generating items that are representative of events experienced by the population being studied (e.g., Monroe, 1982; Sandler, 1979). None of the five existing measures of life events in adolescence have attempted to elicit items from an extensive sample of adolescents. Four of the measures employ lists of events generated by adults, primarily researchers and mental health professionals (Coddington, 1972; Newcomb et al., 1981; Swearingen & Cohen, 1985; Yeaworth et al., 1980). The fifth measure comprises mainly items generated by adults, with a few additional events gathered from a small ($n = 44$) sample of adolescents (Johnson & McCutcheon, 1980). Adult professionals and researchers may not accurately identify the experiences of adolescents, because they are hindered by differences in age, the limits of existing knowledge in the field, theoretical biases, and the differences in perspective between individuals reporting on their own behavior and judgments made by external observers

(see Jones & Nisbett, 1971). In addition, the interest of physicians, mental health professionals, and researchers in identifying items that are potentially related to disorder has resulted in measures likely to be of limited utility in the study of normative developmental processes and adaptive, as opposed to maladaptive, outcomes (see Felner et al., 1983).

Second, existing measures have assessed only a limited portion of the types of events encountered by adolescents. A total of 81 different events are listed on the five measures but only seven events are common to all five questionnaires. Further, these scales focus exclusively on events of large magnitude, so-called "major life events," to the exclusion of more frequent events of lesser magnitude, i.e., "daily hassles." However, research with adults has shown that the relationship between daily hassles and disorder is substantial, with daily events being as or more predictive of disorder than major life events (DeLongis, Coyne, Dakof, Folkman, & Lazarus, 1982; Kanner, Coyne, Schaefer, & Lazarus, 1981; Monroe, 1983). Existing measures of life events during adolescence are insensitive to these processes.

Finally, little is known about the mechanisms through which life events during adolescence exert their impact on individuals. Specifically, considerable debate has centered around the question of whether it is the "objective" or "subjective" characteristics of events that influence well-being. Objective qualities are those inherent in events themselves, unaffected by differences among individuals who experience them. They should result in relatively similar responses from all who experience them. Subjective qualities are those that are affected by individuals' perceptions or cognitive appraisals of events. Examples of event characteristics that have been assessed objectively include whether the event is a major life event or a daily hassle and the domain of the individual's life which the event represents (e.g., family, school, health). Events are classified on the basis of researchers' judgments or the factor analyses used to identify clusters of events that tend to occur together (e.g., Newcomb et al., 1981; Sandler & Ramsey, 1980). The relationship of these different types of events with dysfunction is then assessed. The subjective characteristics of events assessed most frequently have been individuals' ratings of the desirability (positive vs. negative) and amount of impact of events. However, no effort has been made to determine empirically whether events are perceived similarly by most or all who experience them or are responded to on the basis of subjective appraisals.

The studies reported here were designed to address these problems. In the first study, adolescents generated open-ended lists of major and daily events that had occurred during the previous 6 months of their lives and those they anticipated during the next 6 months. Differences as a function of sex and age of the respondents, as well as the valence (positive vs. negative) and type (major vs. daily) of events were examined. In the second study, the sub-

jective versus objective nature of three event characteristics were examined. Two of the characteristics were those examined in the first study, i.e., classification of the events as major or daily and positive or negative. The third characteristic was the "content" of the event (e.g., family, school, work), a dimension used by previous researchers to classify events of adolescence (e.g., Newcomb et al., 1981).

STUDY 1

Method

Subjects

A total of 658 adolescents (411 female and 247 male) participated in this study. The sample was divided into three groups on the basis of age. The "early adolescent" group consisted of 138 females and 101 males ($n = 239$) between the ages of 12 and 14. The "middle adolescent" group consisted of 152 females and 105 males ($n = 257$) between the ages of 15 and 17. The youths in these two groups were volunteers drawn from public junior high and high schools in Vermont. A third group of "older adolescents" consisted of 121 females and 41 males ($n = 162$) between the ages of 18 and 20 who participated for extra credit in an introductory psychology class at the University of Vermont. Enrollment in the course was approximately 70% female. Reflective of the population in Vermont, less than 1% of the sample were members of ethnic minority groups. The population centers from which subjects were drawn were primarily of middle socioeconomic status and were a mixture of rural and small urban settings.

Procedure

After supplying basic demographic data, subjects completed an open-ended questionnaire which asked them to provide lists of events in response to the following sets of instructions:

1. During our day-to-day lives, each of us experiences events which can either cause problems or which bring us pleasure. "Daily Hassles" can be events that irritate, annoy, or upset us or can cause problems, pressures, or difficulties for us. "Daily Pleasures" are events which make us feel happy, joyful, or at peace. Daily hassles and pleasures can happen once, twice, or many times during a month. In the blank spaces below, please describe in your own words any *daily hassles or pleasures* which have happened to you during the past 6 months.

2. List what you would consider the *major events*, either positive or negative, which have happened in the past 6 months of your life. This should include those events which have had a large effect on your life or led to changes in how you feel about yourself, your health or well-being, your relationships with other people, or how well you do at school. Each of these events has probably happened only once during the last 6 months but had a large effect on you when it occurred. List what you feel have been the major events of the past 6 months of your life in the blanks below.

3. On this page please list events which you think might happen in the next 6 months of your life. These *anticipated events* are things which you either hope will happen or worry might happen during the next 6 months.

Ten blank spaces were provided for listing events following each set of instructions. Subjects were asked to indicate whether each event was positive or negative.

Results

Mean numbers of events reported as a function of age group, gender, type of event (major vs. daily), and valence of event (positive vs. negative) are presented in Table I. Results for the total sample are described first, followed by a description of age and gender differences.

Total Sample

Overall, subjects reported more positive than negative events during the prior 6 months of their lives ($\chi^2(1) = 14.7, p < .001$). More daily events were reported during the previous 6 months than major life events ($\chi^2(1) = 334.3, p < .001$). The valence of major and daily events differed. Significantly more positive than negative major events were reported ($\chi^2(1) = 81.6, p < .001$), whereas more negative than positive daily events were reported ($\chi(1) = 5.3, p < .05$). With regard to events anticipated during the next 6 months, overwhelmingly more positive than negative events were expected ($\chi^2(1) = 410.5, p < .001$).

Age and Gender Differences

Males and females differed in the number and valence of prior events reported. Females reported significantly more daily events ($\chi^2(1) = 24.5, p < .001$), major events ($\chi^2(1) = 29.0, p < .001$), and events overall ($\chi^2(1) = 53.5, p < .001$) than did males. Although males reported more positive than negative events ($\chi^2(1) = 42.2, p < .001$), females did not differ in the

Table 1. Mean Number of Events As a Function of Age Group, Sex, Type of Event and Valence of Event

Age group	n	Major events: Prior 6 months		Daily events: Prior 6 months		All events: Prior 6 months		Anticipated events				
		Positive	Negative	Positive and negative	Positive	Negative	Positive	Negative	Positive	Negative	Total	
Early adolescence												
Male	101	1.9	1.5	3.4	2.3	5.6	9.0	1.4	0.2	1.6		
Female	138	2.4	2.1	4.5	4.2	7.4	11.8	2.2	0.3	2.5		
Total	239	2.2	1.8	4.0	3.4	6.6	10.7	1.9	0.3	2.1		
Middle adolescence												
Male	105	2.3	1.3	3.6	2.6	5.2	8.9	1.6	0.2	1.8		
Female	152	2.6	1.8	4.4	3.5	6.4	10.8	1.6	0.4	2.0		
Total	257	2.5	1.6	4.1	3.1	5.9	10.0	1.6	0.3	1.9		
Late adolescence												
Male	41	2.7	1.4	4.1	3.8	7.3	11.4	1.2	0.2	1.4		
Female	121	2.6	1.7	4.3	3.5	6.8	11.1	1.8	0.3	2.1		
Total	162	2.6	1.6	4.3	3.6	6.9	11.2	1.6	0.3	1.7		

number of positive and negative events reported. A Sex \times Valence of event interaction square indicated that females reported more negative and fewer positive events related to males ($\chi^2(1) = 27.5, p < .001$). Males and females did not report different numbers of positive events, but females reported experiencing significantly more negative events than did males ($\chi^2(1) = 76.5, p < .001$). When the gender differences were broken down by type of event, it was found that males and females did not differ in the valence of prior major life events. On the other hand, females reported more daily negative events and fewer positive daily events relative to males ($\chi^2(1) = 28.4, p < .001$). When daily events were analyzed separately for each sex, males reported significantly more positive than negative events ($\chi^2(1) = 9.0, p < .05$), whereas females reported more negative than positive daily events ($\chi^2(1) = 24.8, p < .001$). Finally, with regard to anticipated events, both males ($\chi^2(1) = 116.0, p < .001$) and females ($\chi^2(1) = 139.5, p < .001$) anticipated more positive than negative events.

Several differences occurred as a function of age. There was a significant difference in the relative number of events reported between the three age groups ($\chi^2(1) = 3.1, p < .01$) with late adolescents reporting the most events ($\bar{X} = 11.2$) and middle adolescents reporting the fewest ($\bar{X} = 10.0$). When major and daily events were analyzed separately, this effect persisted for daily events ($\chi^2(1) = 17.6, p < .001$) although there were no differences between age groups in the number of major events reported. With regard to anticipated events, more positive than negative events were expected by early ($\chi^2(1) = 202.4, p < .001$), middle ($\chi^2(1) = 22.5, p < .001$), and late adolescents ($\chi^2(1) = 90.4, p < .001$).

Finally, several of the gender differences varied as a function of age. First, gender differences in the valence of daily events changed with age. The Gender \times Valence of daily events effect was significant only for early adolescents ($\chi^2(1) = 40.8, p < .001$). Early adolescent males reported significantly more positive daily events than negative events ($\chi^2(1) = 22.00, p < .001$), whereas the opposite trend was evident for early adolescent females ($\chi^2(1) = 19.3, p < .001$). Middle adolescent females also reported more negative daily events than positive ones ($\chi^2(1) = 9.9, p < .01$) although a Valence \times Sex analysis of this age group did not reach significance. Middle adolescent males and late adolescent females and males did not report significantly different numbers of positive and negative daily events. While both males and females anticipated more positive than negative events, a sex difference did emerge in the early adolescent group, with females anticipating *relatively* more negative events than males ($\chi^2(1) = 7.4, p < .01$).

Content of Life Events

The open-ended lists of major and daily events reported by the subjects were compiled into a set of 213 nonredundant events; 148 of these events

Table II. Examples of Events Identified by Adolescents Not Included in Prior Adolescent Life Event Measures

<i>Major events</i>	
Graduation from junior or senior high school	
Moving away from parents' home	
Friend having emotional problems	
Parents discover something you do not want them to know	
Change in birth control use	
Brother or sister getting separated or divorced	
 <i>Daily hassles and pleasures</i>	
Taking care of younger brothers or sisters	
Change in privileges or responsibilities at home	
Arguments or problems with boyfriend/girlfriend	
Not getting enough sleep	
People interrupting you when you are trying to get work done	
School interfering with other activities	
Getting punished by parents	
Feeling pressured by friends	
Going to parties, dances, or concerts	
Pressures or expectations by parents	
Car trouble	
Homework or studying	

were not included in any of the five existing measures of life events during adolescence. These include both major life events and daily hassles and pleasures. Examples of events not included in prior measures are presented in Table II. The omission of these and other events from existing measures suggests that these scales do not provide a very rich description of life events experienced during adolescence. Alternatively, the open-ended responses of the present samples of adolescents included most of the events that constituted the earlier measures. Of the 81 events included in other measures, 63 were reported in the present study. Of the 18 events that were not reported, only 4 were included in more than one of the prior measures.

STUDY 2

Method

Subjects

Seventy-one subjects (12 male and 59 female) participated in this study. These subjects, between the ages of 18 and 20, were enrolled in an undergraduate psychology course at the University of Vermont and participated

for extra credit. As in the first study, over 70% of the students in the course were female.

Procedure

The reports of stressful events generated by the college sample in the first study were condensed by the authors to a list of 213 nonredundant events. After supplying basic demographic information, subjects were asked to perform three judgment tasks with regard to the events. First, subjects were presented with the descriptions of daily events and major events described earlier and were asked to determine into which of these two categories each item best fit. Next, subjects were asked to indicate whether each item was positive or negative. Finally, subjects were asked to indicate to which of nine content categories each item belonged. The nine content categories were (a) Death/Accident/Illness, (b) Family, (c) Living Situation, (d) Personal Health and Appearance, (e) Recreation, (f) Romance, (g) School, (h) Social/Friendship, and (i) Work. These categories are similar to those utilized in previous stress research with adolescents (e.g., Newcomb et al., 1981).

Results

Subjects' ratings of the valence, type, and content of events were evaluated using three criterion levels: 70% or more of the subjects giving a common rating, 80% or more of the subjects giving a common rating, and 90% or more of the subjects giving a common rating.

First, with regard to the valence (positive vs. negative) of events, a high percentage of events (86%) were viewed similarly as positive or negative by 70% or more of the subjects. As the criterion for percentage of subjects in agreement increases, the percentage of items perceived similarly decreases, with 79% of the events perceived similarly by 80% or more of the subjects and 68% of the events perceived similarly by 90% or more of the subjects. That is, the valence of two-thirds of the events were reliably perceived as either positive or negative by 90% or more of the subjects.

Subjects' ratings of the type of event (major vs. daily) were less consistent than ratings of valence. Using the least stringent criterion level, 66% of the events were perceived similarly by 70% or more of the subjects. However, the percentage of items reaching criterion decreases dramatically as the criterion becomes more stringent, with 49% of the events perceived similarly by 80% or more of the subjects and only 22% of the events perceived similarly by 90% or more of the subjects.

Examples of events that achieved high and low rates of agreement among subjects on the positive-negative and daily-major dimensions are

Table III. Percentage of Subjects Classifying Events As Positive or Negative Major and Daily Events

Event	Positive major event	Negative major event	Positive daily event	Negative daily event
Waiting in lines	0.0	0.0	0.0	100
Listening to music	0.0	0.0	100	0.0
Death of friend	1.2	98.8	0.0	0.0
Death of relative	2.5	97.5	0.0	0.0
Getting mail	0.0	0.0	97.5	2.5
Abortion (or girlfriend having abortion)	3.7	96.3	0.0	0.0
Drinking or drug use	3.7	31.3	27.5	37.5
Smoking cigarettes	0.0	54.5	39.0	6.5
Becoming or making pregnant	43.7	56.3	0.0	0.0
Arguments or fights between parents	0.0	57.0	0.0	43.0
Homework or studying	0.0	0.0	35.2	63.8
Having a job	47.5	0.0	50.0	2.5

presented in Table III. These events indicate that high agreement in classification occurred for both prototypical major stressors (e.g., death of friend or relative) and daily hassles and pleasures (e.g., waiting in lines or listening to music). Disagreement occurred on the basis of valence (e.g., becoming or making pregnant), daily versus major (e.g., arguments or fights between parents), or both (e.g., drinking or drug use).

Finally, subjects' categorization of events by content were analyzed. Two-thirds of the events were classified into the same categories by 70% or more of the subjects. Again, the percentage of events perceived similarly decreased dramatically as the agreement criterion increases. Fifty-six percent of the events were classified similarly by 80% or more of the subjects, and only slightly more than one-third of the events (38%) were classified in the same categories by 90% or more of the subjects.

DISCUSSION

The two studies reported here provide a first step in clarifying the nature of life events during adolescence and are helpful in resolving several problems that have impeded research in this area. The adolescents sampled in these studies were clearly cognizant of events that had occurred recently in their lives. The nature of these events appears to vary as a function of age and gender. The data also indicate that events may differ in the degree to which they are influenced by cognitive appraisal processes as opposed to their objective characteristics.

By obtaining open-ended responses from subjects in the first study, it was found that adolescents can report spontaneously on recent events in their lives. The events they listed represent a significant expansion on items included in existing life events measures for this age group. First, it is apparent that current measures address only a small portion of life events during adolescence. The most extensive of these inventories includes 46 items (Johnson & McCutcheon, 1980). By comparison, 213 distinct events were reported by the present sample. This number is likely to increase as similar data are obtained from more heterogeneous samples. Although this may be too large an item pool for practical use in a single measure, the data indicate clearly that existing scales underrepresent the universe of life events likely to occur during adolescence.

In addition to offering an inadequate sample of events during adolescence, existing measures are also unrepresentative of the types of events that occur. Specifically, the omission of daily hassles and pleasures is a serious concern. The present sample generated a diverse array of recurring daily events. The daily events were perceived differently than major life events, both in terms of their frequency of occurrence and their valence. The results of investigations of daily events with adult populations (e.g., DeLongis et al., 1982; Kanner et al., 1981) indicate that it is important to examine the relationship of daily events with the occurrence of psychological and physical symptoms among adolescents.

When analyzed as function of age and gender, these data offer a preliminary picture of life events during adolescence. More positive than negative major life events were reported, a finding that was consistent across age and gender. This implies that major traumatic events occur at a low base rate in this population (less than two events per subject during a 6-month period). This is particularly true relative to the frequency of positive or desirable major events. By comparison, daily events were reported as negative more frequently than were major events. However, reports of daily events were more variable than those of major events. First, the number of daily events reported increased with age. This does not appear to be a simple consequence of response tendencies, since the number of major events remained stable with age. Rather, older adolescents may be confronted with a larger number of daily events than their younger counterparts. Second, the valence of daily events differed as a function of gender. Females reported more negative than positive daily events, while males displayed the opposite pattern. Third, this male-female difference varied with age. Early and middle adolescent females (ages 12-17) reported more negative than positive daily events, while older adolescent females (ages 18-20) listed positive and negative daily events with equal frequency. Early adolescent males (ages 12-14) reported more positive than negative events, while middle and late adolescent males reported equal numbers of positive and negative daily events.

With regard to events anticipated during the next 6 months of their lives, the responses of this sample are striking. Their expectations involved an overwhelming preponderance of positive events. This pattern held across age and gender, with the lone exception being a relative tendency by early adolescent females to expect more negative events than males. However, it is important to note that the early adolescent females still anticipated significantly more positive than negative events. These adolescents described a highly optimistic view of their immediate future.

In general, this nonclinical sample of adolescents did not report that they were plagued by aversive experiences. Quite to the contrary, they indicated that they found their recent past and expected their immediate future to be characterized by positive experiences. These findings do not support the notion that adolescence is a period characterized by stress, storm, and turmoil (see Rutter, Graham, Chadwick, & Yule, 1976). However, the greater frequency of reported negative daily events among early and middle adolescent females is worthy of further attention. Prior research has indicated that negative events are associated more closely with physical and psychological dysfunction than positive events and that daily events show at least as great an association, if not greater, with dysfunction than major events. This raises the possibility that female adolescents between 12 and 18 years old are especially vulnerable to the adverse consequences of events. This possibility requires further study with more diverse samples.

These findings also shed some light on the controversy surrounding the subjective and objective qualities of life events during adolescence. First, whether an event represents a major or daily occurrence and the content category to which an event belongs (e.g., family, school, work) is *not* inherent within an event. A high proportion of the sample (90% or greater) could agree that only a small percentage (22%) of the events were either major or daily events. Even when a less stringent criterion was employed (i.e., agreement among 70% or more of the sample), over one-third of the events were not classified consistently as major or daily. These data raise serious questions about the construction of life event scales. In the past, researchers have designated events as either major or daily and constructed separate measures for each (e.g., Kanner et al., 1982). The present findings suggest that this may be erroneous, because subjects may differ in their appraisal of events as major or daily. Data from a sample of older adolescents suggest this distinction may be made on the basis of judgments of the frequency and impact of an event (Davis, Compas, & Slavin, 1984). That is, major events may be those perceived as having high impact and low frequency, whereas daily events are those of high frequency but low impact. Arguments between one's parents, for example, could be perceived as a major or daily event depending on the perceived frequency and impact of the arguments. Further investigation in this area is needed.

The content or domain which an event represents also appears to be influenced heavily by appraisal processes. A small portion of events (38%) were placed in the same category by a high percentage (90%) of the sample. When a less stringent criterion was used (i.e., agreement among 70% or more of the sample), again one-third of the events were not classified consistently. These results are not surprising in that a given event may cut across two or more domains of one's life. For example, whether the death of a family member primarily reflects "death, illness, accident" or "family" is dependent upon the aspect of the event on which an individual focuses his or her attention. However, researchers have ignored this possibility in the manner in which they have interpreted existing scales of adolescent life events. For example, the factors that resulted from a monotonicity analysis of items were given labels reflective of the content domains they were judged to represent by Newcomb et al. (1981). These domains are similar to those used in the present study (e.g., family/parents, accident/illness). Scores from these categories were then related to outcomes to analyze the association between events concerning family or parents, etc., and dysfunction. The data presented here call this approach into question and highlight the need to assess the impact of different domains as a result of subjective or idiosyncratic classification for at least some events.

Greater consistency was found in judgments concerning the valence of events. A high proportion of the sample (90%) agreed that a substantial percentage (68%) of events were either positive or negative in nature. The use of a less stringent criterion (70% or greater agreement) resulted in an even higher percentage of events (86%) being classified consistently as positive or negative. These data indicate that the valence or desirability of an event was more likely to be viewed consensually by these older adolescents than either the event type (daily vs. major) or content category. These results are surprising, especially in light of the fact that valence is the appraisal dimension obtained most frequently from subjects on life event measures.

These data do not support the view that events are responded to on the basis of their inherent characteristics; nor do they unequivocally support the notion that all events exert effects through cognitive mediational channels. Rather, the data indicate that some events are so clear in their nature that there is little disagreement about their valence, type, or category. For example, "waiting in lines" was perceived as a negative daily event by 100% of the sample and "listening to music" was seen as a positive daily event by all subjects. However, such events are relatively rare. There are individual differences in appraisals of most events. The effects of these individual differences, as well as differences in impact of items that reached "consensus" and those that did not, should be a focus of future work.

In summary, the findings of these two studies reflect the need for substantial revisions in the methods used to assess life events during adolescence.

A more extensive list of events and a more detailed set of appraisal scales than those included in existing measures are needed. The authors are pursuing the development of such a new instrument. The events identified in the first study will constitute the item pool. Appraisal scales of frequency, desirability, and impact identified by Davis et al. (1984) will be used to obtain respondents' evaluations of events. Reliability and validity data are currently being obtained. It is hoped that this new measure will facilitate increased understanding of life events during adolescence.

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