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Ecological validity approach to the study of stress and stress appraisal of latino children

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ECOLOGICAL VALIDITY APPROACH TO THE STUDY OF STRESS AND STRESS APPRAISAL OF LATINO CHILDREN

by

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VITA

The author, Layla P. Suleiman Gonzalez, was born on February 4, 1967, in Bogota, Colombia. She moved to Puerto Rico as an infant, and then emigrated to the United States in 1977. Once in the United States, she completed her elementary education at Richard Edwards Public School in Chicago, Illinois. She entered Marie Slodowska Curie Public High School in September 1980.

In August, 1983, Ms. Suleiman Gonzalez entered Loyola University Chicago. She graduated with a Bachelor's of Science Degree in Applied Psychology in 1986. She spent a year as a Research Associate at Mayor Washington's Commission on Latino Affairs, where she had been working previously on issues related to the health, education, and safety of the Latino community in Chicago.

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CHAPTER I

INTRODUCTION

Mental health research with respect to the Latino population has generated a myriad of conflicting results regarding the incidence and prevalence of mental disorders, underutilization of services and overall maladjustment. This is due, in part, to the atheoretical or misguided theoretical approaches that have characterized the research paradigms utilized thus far (Canino, Early, & Rogler, 1980; Cervantes & Castro, 1985; Keefe & Casas, 1980; Vega & Miranda, 1985). Resulting methodological flaws have hindered efforts to accurately study the realm of experience for Latinos. In particular, we know very little about developmental issues and mental health of Latino children.

Recently the area of stress has been identified as a potentially fruitful approach to the study of mental health and Latinos (Cervantes & Castro, 1985). It is within this context that the present study will examine the psychosocial status of Latino children in comparison to white and Afro-American children. How is the realm of experience for Latino children different than for their majority counterparts? Are Latino children facing the same type of stressors than are

other children, or are they facing additional major life events and daily hassles that deal with acculturation, biculturalism and minority status? What are the consequences of these stressors on the level of anxiety and social skills manifested by school age children?

In addition to focusing on stress, and its relationship with mental and social functioning, it is also necessary to introduce a higher level of ecological validity than in previous studies. The lack of cultural sensitivity inherent in many previous studies with Latino populations has greatly contributed to the methodological problems in the literature. This research project is an attempt to integrate Bronfenbrenner's (1977, 1979) ecological validity approach and the stress-mediation-coping model of Cervantes and Castro (1985) in order to identify potential stressors, and to learn about stress appraisal of Latino children and its relationship to the mental health of children.

CHAPTER II

REVIEW OF RELATED LITERATURE

Ecological Approach

The concern about complexity in human development has been addressed in the general literature, and several theoretical models of development in context have been proposed (Brim, 1975; Bronfenbrenner, 1977; Freeman, 1974; Moos, 1976). Bronfenbrenner, in particular, has criticized contemporary research paradigms for measuring "strange behavior of children in strange situations with strange adults for the briefest possible periods of time" (1977, p. 513).

The ecological validity model was proposed by Bronfenbrenner (1977) as a way to couple scientific rigor with social relevance. He conceptualizes human development as a process of mutual accommodation between a human organism and its environment. This accommodation takes place as a dynamic and progressive relation between interactive systems. The relation between the systems is what Bronfenbrenner refers to as the ecological environment, which consists of a structure of increasingly larger systems each imbedded in the next largest level. There are essentially three levels: the microsystem, the mesosystem and the exosystem.

The microsystem refers to the individual and his/her immediate surroundings, i.e., the child in the family. The mesosystem encompasses the interactions between microsystems that contain the individual, e.g., interactions between family and school. The third level is the exosystem which does not directly contain the individual but influences the settings and interactions of settings that surround her/him. All three levels are in constant and dynamic relations. Thus, human activity is not viewed as static and cannot be measured in unidimensional terms. The major implication for research is the emphasis on multivariate approaches which are aimed at **discovering** the process of mutual accommodation, i.e., what it is about systems and how they impact one another that furthers development and adaptation. For children, these systems include family, school, peers, and the overarching contribution of the societal milieu. All of these areas are represented by the items formulated for the life event and daily hassle inventories which will be utilized in the present study.

Recently, Bronfenbrenner (1986) has discussed in more detail the ecology of the family as a context for human development. Specifically, he has focused on research which examines the external influences on the family and their consequences on the family as a milieu conducive to healthy individual development. The impact of environmental stress and the importance of the familial context for Latino child

will be explored in more detail in the following pages.

Bronfenbrenner outlines a research approach which may be described as "discovery mode." By "discovery," Bronfenbrenner (1979) refers to a more comprehensive approach where:

> "the ecological experiment becomes...the identification of those systems, properties and processes that affect and are affected by the behavior and development of the human being. Moreover, if the objective is the identification of systems' properties, then it is essential that such systems' properties not be excluded from research design before the fact..." (p. 38)

Specifically, in contrast to experimental paradigms that seek to "control out" all variables except the one manipulated, in ecological research the goal is to "control in" as many theoretically relevant ecological contrasts as possible. This can be done, suggests Bronfenbrenner, by stratifying the sample along as many ecological dimensions as is feasible. This approach makes it possible to discover different patterns of individual-environment accommodation. Contrary to the research conducted by Yamamoto and Byrnes (1987), where the focus is on universal stressors, in the present study an attempt is made to include events specifically relevant to the experience of Latino children. In addition, variables such as gender, age, and generation status were also measured in order to examine their contribution to the appraisal of stress.

Furthermore, Bronfenbrenner (1979) states that the validity of ecological research is based on its phenomenological sensitivity to "the subject's definition of

the situation" (1979, p. 32). Thus, it is necessary that researchers take into account the subject's construction of meaning of the ecological space. This was a primary goal in the design of the present study, and was attempted in a number of ways. For example, the children themselves reported whether a particular event had happened in their lives, whether they thought it was positive or negative and how much of an impact the event had had on their lives. They were also encouraged to write down and rate any additional events that may have been missed. In order to avoid bias, all evaluative phrases, such as "too much," or "too little" were removed from the hassles scale. The child decided whether a particular item was "good" or "bad" and whether it happened "a lot" or "a little". Thus, the appraisal was done entirely by the child.

Mental Health Research and Latinos

Past research approaches utilized for the study of Latino mental health have been generally unsuccessful at tapping the complexity of their experience. Unidimensional analysis which relies on ethnicity as the grouping variable can perhaps show that there is a difference between groups, but it cannot explain why. Any additional explanation would be speculative, since there has not been any assessment of what makes one ethnic experience divergent from the other (i.e., being Mexican-American vs. Anglo-American). In fact, the relative effects of "culture" or "ethnicity" above and beyond the effects of low socioeconomic status on the incidence and

prevalence of psychopathology have been called into question (Keefe, 1978; Keefe & Casas, 1980; Vega, Warheit, & Meinhardt, 1985).

In a review of incidence and prevalence rates for mental disorders, Keefe and Casas (1980) have found that conflicting and incomplete evidence attributable to methodological flaws made it impossible to generate any conclusive statements about the state of mental health for Latinos. The methodological flaws which call into question the reliability and validity of the findings include extremely small samples of Latino subjects, failure to state how Latino subjects were identified, (i.e., self-identification, staff identification, Spanish surname), neglect of the ethnic heterogeneity and diverse acculturation levels among Latinos, utilization of diagnostic measures normed with white middle-class persons and not validated with Latino subjects, and lack of control for demographic variables such as SES, gender, age, and so on.

An implication of this criticism is that research efforts with Latinos need to be more multivariate in nature. In addition, as noted by Vega and Miranda (1985), an alternative which might prove more fruitful is to focus on process. These researchers suggest that stress theory, and specifically the stress-mediation-outcome framework developed by Cervantes and Castro (1985), provide a useful "theory of causation" and "empirical rationale" for conducting research on Hispanic mental health. Indeed, by identifying potential stressors,

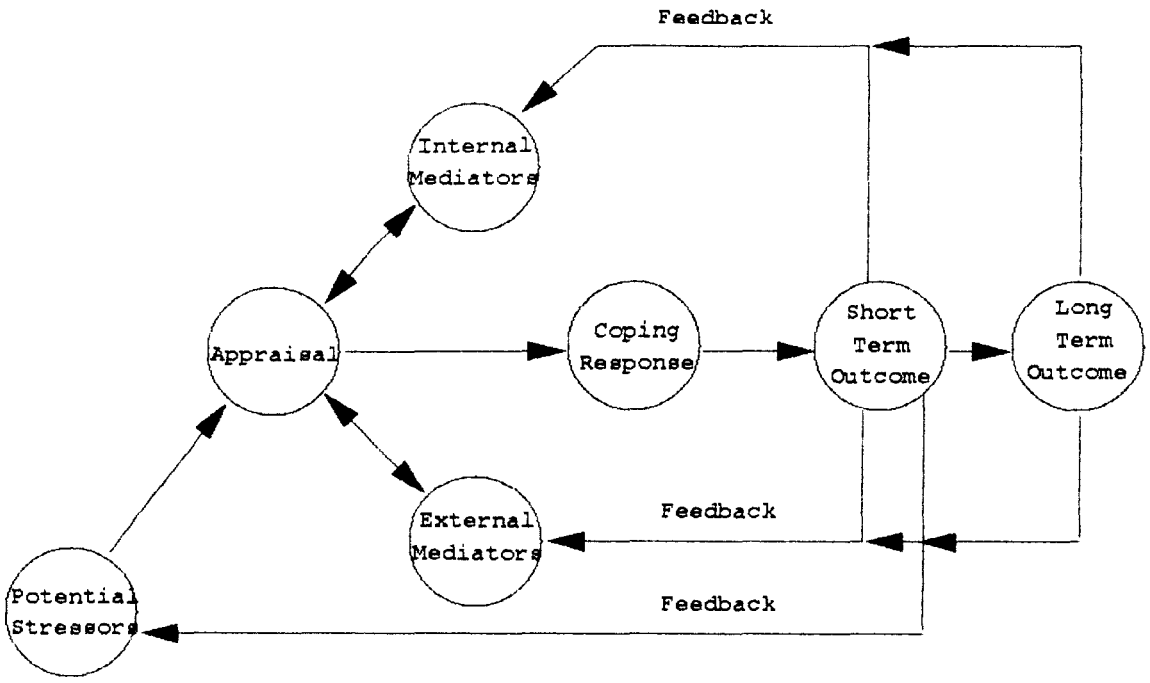
such as life events and daily hassles, we come much closer to describing the life experience of Latinos. At the very least we begin to shed some light on the possible qualitative differences in life experience that may exist between Latinos and other groups.

The Stress-Mediation-Outcome Model

Cervantes and Castro (1985) have developed a process-oriented stress-mediation-outcome model which incorporates the concepts of stress appraisal, personal and environmental mediators (that can buffer or exacerbate the perceived stress), as well as outcomes. Their framework attempts to address the natural progression from antecedents to mediators to consequences of the stress and coping process. However, far from a linear model, it includes feedback loops which moderate the key elements. This model is presented in Figure 1.

Figure 1

Stress-Mediation-Outcome Model



The model has five general components which, as illustrated in Figure 1, can be broken down into the following seven elements: potential stressors, stress appraisal, internal mediators, external mediators, coping response, short-term outcome, and long-term outcome. The first component is the potential stressor. Potential stressors may be acute or chronic and may be specific to the individual or his/her group. A potential for stress can be defined as an "environmental situation [which] is perceived as presenting a demand which threatens to exceed the person's capabilities and resources for meeting it" (McGrath, 1978, p. 19).

The second component is appraisal of the potential stressor by the individual. Does the individual perceive the potential stressor as a real stressor and to what degree? It might be useful to illustrate this point by what Bronfenbrenner refers to as an "immutable law--W. I. Thomas's inexorable dictum: 'If men define situations as real, they are real in their consequences.'" (Bronfenbrenner, 1977, p. 516).

This initial appraisal is largely influenced by mediation, which is the third component. Mediation is further divided into two elements, internal and external mediators. Internal mediators are variables such as personality traits, language, and level of acculturation. External mediators encompass those variables found in the individual's surrounding, i.e., socioeconomic status, family, support networks, and church affiliations. These variables are

strongly influenced by the sociocultural context and are valuable in differentiating between groups of individuals who may share many of these conditions. Miranda and Castro (1985) state that "the fact that mediating variables are most reflective of cultural mores and value expectations within the life events change-mental health status paradigm emphasizes the significance of their inclusion" (p. 182). These mediators not only influence the perception of "adjustive demand," but also the coping response, which represents the fourth major component.

A coping response is the result of the initial appraisal and can be moderated by the mediators. This coping response generally leads to some type of outcome, whether adaptive or maladaptive, and can be further classified into a short-term or a long-term outcome. The relief an alcoholic may feel from drinking can be considered a short-term outcome. Alcoholism would be viewed as the long-term outcome of the coping response of drinking. This final element engages in a feedback loop that can change or alter mediator variables or force a reappraisal of the stressor.

This model addresses a need in the stress literature to account for the different ways that individuals as well as groups might experience stress and avail themselves of the resources that exist in their particular surroundings. It is sensitive, multivariate, dynamic and interactional in nature, and therefore may be responsive to distinct cultural groups

such as the Latino population.

Although an evaluation of the whole model is beyond the scope of this paper, we will begin to look at some of the elements in relation to the stress appraisal-mental health relationship in relation to Latino, white and Afro-American school age children. Specifically, potential stressors, stress appraisal, internal mediators, and outcome, as measured by anxiety and social skills, will be part of the model to be tested. An important question that arises is how this model can help us to identify differences in stress appraisal and the stress-mental health relationship among these groups of children. Before describing the model proposed, we turn to a discussion of the general stress literature.

Stress-Mental Health Relationship

Much has been written about the stress-illness relationship since the early studies of Holmes and Rahe (1967). In particular, major life events, such as marriage or death of a spouse, which radically change a person's social environment and their impact on health, have been given considerable attention (Dohrenwend & Dohrenwend, 1974; Holmes & Rahe, 1967; Lazarus & Folkman, 1984; Rabkin, & Struening, 1976). According to Holmes and Rahe (1967), life changes affect the individual by increasing levels of stress and consequently, his or her vulnerability to illness.

For Holmes and Rahe, a life change will have a negative impact on health regardless of whether the event was positive

or negative because in either case it would necessitate some type of adjustment. Other researchers, however, suggest that the individual's appraisal of the situation determines the impact on functioning (Lazarus & Folkman, 1984). In particular, research studies that have compared the impact of negative events and the impact of both negative and positive events concurrently have shown that there is a stronger relationship between negative events and dysfunction (Compas, 1987; Johnson & McCutcheon, 1980; Lazarus & Folkman, 1984).

Recognition that a life event, such as a divorce, changes the day-to-day living experience of individuals, has resulted in increased attention to daily hassles or chronic stress. Daily hassles refer to minor events that reoccur in daily living. Daily stressors, such as an argument with a friend, or disagreements with co-workers, have been shown to significantly relate to an individual's physical and psychological well-being (Compas, Davis, Forsythe, & Wagner, 1987; DeLongis, Coyne, Dakof, Folkman, & Lazarus, 1982; Kanner, Coyne, Schaefer, & Lazarus, 1981; Lazarus, 1983).

Recently, research efforts have included measures of life events and daily hassles concurrently. Some researchers have argued that life events are more predictive of health (Colton, 1985), whereas others conclude that daily stressors are stronger predictors (Derogatis, Lipman, Rickles, Uhlenhuth, & Covi, 1974; Kanner et al., 1981). Still others have found that the relationship between the two types of stressors seems

to be more complex. Several researchers working with adult and adolescent populations have found that hassles mediate the relationship between major life events and symptoms (Compas, 1987; Compas et al., 1987; Lazarus & DeLongis, 1983; Rowlison & Felner, 1988). That is, life events are predictive of daily events, which in turn are the best predictors of health status.

In a study of school-age children, Parfenoff (1989) found that life events and frequency of daily hassles were positively correlated as well. She concluded that as more life events are experienced, more daily hassles tend to be reported. In another recent study, Caspi (1987) sampled 96 women in an urban community to examine the possibility that perceptions of neighborhood quality and life events may potentiate the effects of stressful daily events. He found that negative neighborhood perceptions ("chronic ecologic stress") increased stressful daily events, however, contrary to expectations, life events were negatively correlated with stressful daily events. These findings suggest that in some instances, exposure to life events can exacerbate daily stressors, while in others, it may serve to deflect attention from the daily hassles.

It is also possible that daily chronic stress may make an individual more prone to experiencing life events. An example of this relationship is the chronic stress in a marital relationship that may lead to a divorce. Therefore,

it seems that both measures fit into a more comprehensive model of stress and should be included concurrently in subsequent investigations. In fact, Lazarus (1984) has commented that: "...measures of both life events and daily hassles are probably capable of revealing the arenas of psychological stress indigenous to different developmental periods" (p. 387). A similar argument can be made in relation to different ethnic or racial groups.

In the present study, both measures of stress were included in the model that was tested with path analysis. The inclusion of both stress measures, as well as the application of more sophisticated statistical analyses, will permit a more in-depth investigation of the precise nature of the relationship between life events and daily hassles, and how these stressors relate to the other components in Cervantes and Castro's more comprehensive model.

Relevance of Stress Inventories

Much of the research that has been generated in the area of life events and daily hassles has been developed and conducted using white, middle-aged, middle-class populations. Subsequently, researchers have criticized the content of these lists for not including items that may apply to certain age, ethnic, racial or socio-economic groups (Garmezy & Tellenger, 1984; Thoits, 1983). In general, very few empirical studies identify unique stressors that specific groups may face in connection with their cultural milieu, or with their position

in the hegemonic order. Fergusson and Horwood (1987) suggest that membership in a group may predispose individuals to experience certain common stressors. Hence, group membership is associated with an increased "vulnerability" to particular events. Rosser and Ross (1988), approached the study of the effects of AIDS on males from this perspective and developed a life event inventory that included general life stress items and stress items from events specific to homosexual and bisexual men. They found that, although general stress events affected homosexuals and heterosexual males similarly, "there were critical stressors affecting homosexuals not measured by conventional inventories."

Similarly, studies with children and adolescents in various fields have focused on either particular stressors, such as death, divorce, chronic illness, (see Eiser, 1985; Hetherington, 1979; Kashani, Husain, Shekin, Hodges, Cytryn, & McKnew, 1981) or have modified stress inventories to reflect the type of events encountered by the particular group under investigation, such as children of alcoholics (Roosa, Sandler, Gehring, Beals, & Cappo, 1988). As of yet, Latino children remain a neglected population in this area.

Cervantes and Castro (1985) note that cultural specificity in the stress and coping process may have important implications in the way prevention and intervention programs for culturally diverse groups are developed. Cultural specificity in the stress-mediation-coping process

refers to unique potential stressors, a distinctive presenting pattern of stressors, and culturally specific appraisals and coping responses that may increase stress levels and the risk for mental or physical illness.

We know little about how Latinos differ from other groups in the type of stressors, frequency, and intensity of stressors, and configurations specific to the Latino experience (Cervantes & Castro, 1985; Vega & Miranda, 1985). However, there are data which illuminate certain characteristics and trends in the population that might contribute to a qualitatively different experience: specifically, migration, acculturation, poverty, and minority status. To the extent that each of these factors has been shown to be related to stress we can begin to sketch a composite picture of the compounding stressors which may be found in the Latino community and in turn may be influencing the family and the developing individual.

Life Events and Daily Hassles in the Latino Population

The relationship between life changes and daily hassles is evident in the Latino immigrant population. Many Latino families have experienced migration from a native country to the United States. This major life event means leaving behind a support system and entering into an unknown environment that may be perceived as hostile. The resulting social alienation felt due to the loss of support from the extended family of origin, can exacerbate any additional environmental

conditions, such as poverty and minority status. In addition to isolation, and closely related to language barriers, immigrant families may "feel impotent because their unfamiliarity with the culture of adoption doesn't permit them to deal competently with the new environment" (Taft, 1977, p. 106).

Acculturative stress, defined as exposure to a novel cultural environment while lacking psychosocial resources to promote adaptation to that environment, has been linked to poorer health status and more behavioral problems (Dressler & Bernal, 1982). In other interviews with Latino immigrants, problems in adapting to the lifestyle of the U.S. have been identified. Parents reported being concerned about the availability of drugs and low moral standards (Padilla, Cervantes, Maldonado, & Garcia, 1988). Cultural change also may result in conflicts in gender roles (Espin, 1987).

For families who have not experienced migration in their generation, poverty and marginality may still be experienced as chronic stressors, specifically language barriers, dealing with institutional prejudice and discrimination, high rates of unemployment, and low educational attainment, in addition to greater risk of life events. Gibson (1983) has noted that Latinas who are poor also suffer from "endemic stress" relative to the chronic and multiple demands embedded in daily life events.

Part of the challenge is to view these families as being

under constant environmental stress. Peters and Massey (1983) discuss the plight of families who have to deal with exceptional stress and strain in their daily lives because their lives are embedded in oppressive environments. They note that the family's negative status in this type of social system hinders their ability to provide for basic needs. The authors criticize current stress theories for not taking into account this chronic macrolevel environmental stress. They state that the conceptual framework of current stress research focuses on the family's reaction and ability to cope with sudden stressful events "which occur either (a) within the family and caused by a family member, or (b) outside the family caused by a catastrophe," such as unemployment, father absence or tornado damage. This framework is limited in that it does not account for the overarching contribution of "continued, ongoing oppression."

Pierce (1975) focused his discussion on the Black family in the United States, however, the concept of "mundane extreme environmental stress" is equally important in the discussion of Latino families. Pierce (1975) has compared the lives of Black families with those of Eskimos living in the Artic--isolation and stress in an extreme environment--when he refers to Blacks as living in "mundane extreme environments." In his view, discrimination and oppression are "ubiquitous, constant, continuing, and mundane," as opposed to isolated and occasional events. In addition to other stressors experienced

by all families, these families have had to develop strategies for coping with pervasive environmental stress. Strategies are "incorporated into their own socialization processes" as a mechanism for survival.

The impact of major and chronic stressors has not been examined in children developing within these families and within these environments. In fact, the lack of data on Latino children and adolescents has prompted Latino researchers to state that "we know nothing about the psychopathology, distress or related developmental issues among Hispanics" (Canino et al., 1980; Cervantes & Castro, 1985; Vega et al., 1985).

Stress and Latino Children

The above discussion suggests that children of immigrants and other ethnic minorities deal with culturally specific issues beyond those life events and hassles experienced by majority population. Although researchers have focused on the stress-illness relationship for children and adolescents who have endured particular events such as death, divorce, chronic illness, (see Eiser, 1985; Hetherington, 1979; Kashani, Husain, Shekin, Hodges, Cytryn, & McKnew, 1981) and for children of alcoholics (Roosa, Sandler, Gehring, Beals, & Cappo, 1988) the focus has been on life events and not on daily hassles. Seldom have children and adolescents from ethnic groups been included, and stressors considered culturally relevant for Latinos have never been investigated.

In order to identify daily hassles experienced by children, Parfenoff (1989) has developed a scale designed to tap daily stressors in a variety of contexts, including school, family and peer relations. She found that daily hassles strongly predicted trait anxiety and physical health in children. Children who reported a higher number of hassles also reported higher levels of anxiety. There was also a significant positive correlation between life events and frequency of daily hassles. However, life events were assessed by an open-ended question that asked children to list any big things that had happened to them. In the present study, a standardized life events checklist for children was used; further, it was modified by including items pertinent to the Latino child. In addition, the daily hassles scale (also modified to include issues relevant to Latinos) has been included to permit a more accurate assessment of the population.

In studies where children from lower SES and various ethnic groups have been included, significant differences have been found. Garrison, Schoenbach, Schluchter, and Kaplan (1987) found that a greater number of life events were reported by Blacks, lower social class, and older children. Other authors have discussed the interaction of stressful life events with social factors, (i.e., poverty), concluding that they increase vulnerability to illness in children (Naik, 1987).

In a monograph discussing the stress and mental health of the Puerto Rican child in New York City, Canino et al. (1980) discuss some of the potential stressors and cite a research study conducted by Langner, Gerslein, and Eisenberg (1974) that examined the sources and levels of stress to which children of different ethnicities (white, black and Spanish-speaking) were exposed and the relationship of this stress to impairment. The information regarding stressors was collected from interviews with a random sample of 1,000 mothers. Langner et al. found that Spanish-speaking children were exposed to stress stemming predominantly from difficulties in their parents' marital relationship and from frequent residential moves. The issue of parent-child relationships was noted as most stressful among black children. Black children seemed to have the highest exposure to stress, followed by Spanish-speaking children and lastly, white children. Patterns of impairment were expected to parallel the pattern of exposure to stress. White children were found to have the lowest rate of impairment, as expected, but they found equal levels of impairment between black and Spanish-speaking children. It is not clear whether this pattern of effects reflects the true state of affairs or whether response bias by mothers may have influenced the deviation from what was expected. It is important to note that this study did not assess the stress appraisal from the child's perspective.

Latino school-aged children face additional stressors

beyond those encountered by the general Latino community. For many there are issues of ethnic identity and values that must dealt with. A relationship between "cultural transfer," or conflicting value systems, and maladjustment has been found even in individuals who are third generation Mexican American (Ramirez, 1969). Converging literature from cognitive, developmental, and personality fields alike, suggests that at about age seven or eight, children are capable of social understanding (Selman, Shorin, Stone, & Phelps, 1983), of self recognition and self understanding (Damon & Hart, 1982) and have a more or less clearer understanding of their ethnic identity (Vaughan, 1986). According to Erikson (1963), it is about this age when the child is grappling with issues of initiative and industry. The child starts thinking about who he/she may become within society, however, there is a stark realization by the child that personal attributes such as the color of one's skin or parental background, may limit or thwart attainment of social roles, primarily Anglo-Saxon ideals, prescribed by school training. This struggle to negotiate self-understanding and affirmation may signal that the child might be encountering some of the dual socialization issues addressed earlier. Awareness and understanding of the self within a higher order of society, and in relation to other groups, seems to be necessary for the accurate measure of ethnic self-identification and acculturation. Thus, children in fifth, sixth, seventh, and eighth grade will be

sampled for the present study.

Within their families, Latino children frequently serve the function of cultural mediators, which can be a potential stressor for this population. When parents cannot speak English, the child may serve as translator between the parents and the outside world. The role of the family, and the child within the family, will be explored in more detail in the following pages.

Bronfenbrenner's ecology of the family model provides us with a useful approach to the study of stress and coping experiences of Latino children in the U.S. Canino, Early, and Rogler (1980) state that the family is the primary social support network for Latino children. Their contention is supported by research on social support and Hispanic mental health (Vega & Miranda, 1985) and the importance of familism (Keefe & Casas, 1978).

Santisteban and Szapocznik (1982) have found that conflict between family members occurs when children acculturate faster than parents and subsequently, communication and intergenerational conflicts arise. They suggest that these intergenerational gaps disrupt a family's "ecological" functioning and increase the risk for psychological disturbances in family members. For Latino children growing up in the United Stated, dual socialization in the "Latino" milieu which may be the family and/or the community, and a more Anglicized milieu, i.e., the educational

institution, each emphasizing what may be conflicting beliefs, attitudes and behaviors, may be potentially a considerable source of perceived stress.

Cervantes and Castro (1985) use the term "biculturalism" to refer to the concept of two sets of sociocultural factors influencing personality development among Mexican-Americans. In a society that emphasizes the ideal of the "melting pot," and thus, of perpetual mainstreaming, where values held by a middle-class majority are formulated as norms, the developing Latino realizes that there might be a different set of expectancies once he/she steps out of the community milieu. Values, expectancies and coping patterns that allowed the individual to adapt and survive in his or her own environment may not be useful on the outside. Thus, the adolescent has to juggle continually different sets of socialization factors in order to operate in two different worlds, worlds which involve conflicting or contradictory values.

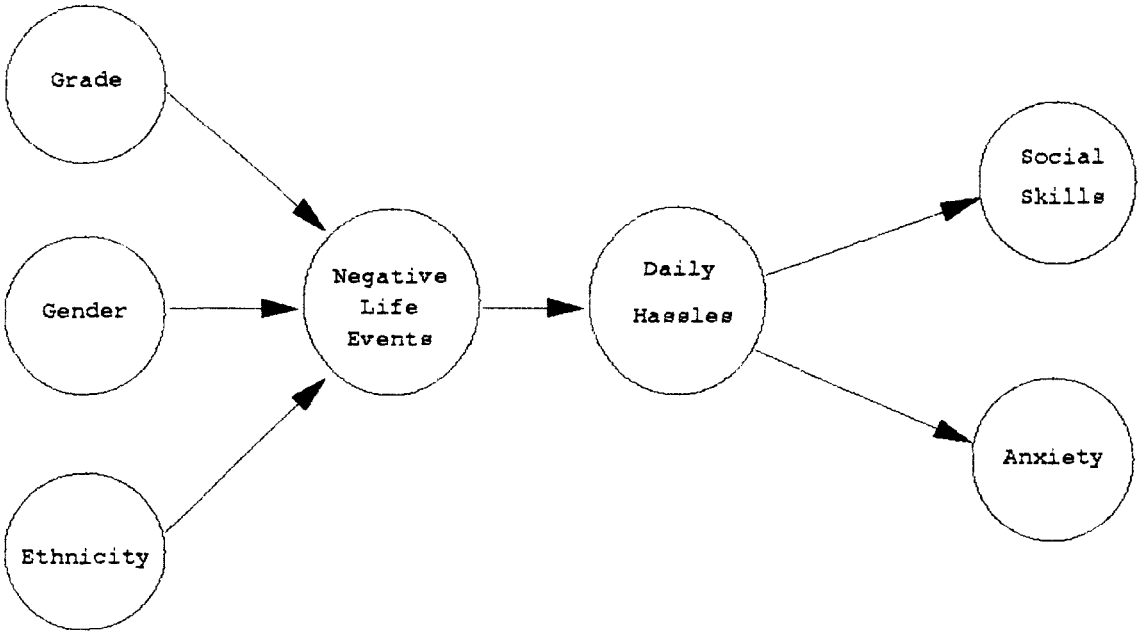
Purpose and Hypotheses

The purpose of the proposed research study is to utilize Bronfenbrenner's ecology of human development framework and Cervantes and Castro's stress-mediation-outcome model to develop a model of stress and mental health which includes life events and daily hassles. Both stress measures have been modified to include items relevant to the Latino culture (see appendix for added items) and thus, to identify stressors that Latino children experience when compared to white and Afro-

American children. The proposed study will explore the appraisal of potential stressors, both life events and daily hassles, as they relate to internal and external mediators and the child's level of anxiety and social skills. The model to be tested via path analysis is shown on Figure 2 as follows:

Figure 2

Predicted Path Model



Life context variables at the individual level include age, gender, ethnicity, and generational status. These variables will represent internal mediators as outlined in the Cervantes and Castro model. These mediator variables refer to structural factors specific to the individual and influenced by the sociocultural milieu that serve to filter or mediate the potential stressor.

Given the potential stressors inherent in the migration history, the bicultural socialization, the depressed economic background and marginality present in the life experience of many Latino children, the main hypothesis postulated is that these children may experience distinct stressors, or perhaps stressors at different rates of frequency and intensity than majority culture adolescents.

In terms of the potentiating effects of life events and daily hassles discussed earlier (Caspi, 1987), it is predicted that life events will be positively correlated with daily hassles. In turn, as the number of daily hassles increases, the level of anxiety reported will also increase while the level of social skills will decrease. The path from hassles to anxiety and social skills will be stronger than from life events, indicating that daily hassles mediate the effects of life events on mental health.

In summary, the following research questions will be addressed:

1) It is predicted that life events will differ as a

function of age, gender, ethnicity, and generational status. Latinos will report more stress than non-Latinos on the revised measures. This increased level of stress will be observed particularly for first generation immigrant individuals, while third generation Latino children will be more likely to resemble their Anglo counterparts.

2) The accuracy of the proposed model will be tested using path analysis in order to establish the relationship among internal mediators, (age, gender and ethnicity), life events, daily hassles and functioning (anxiety and social skills). It is expected that the internal mediators will be correlated with life events. In turn, life events will predict to daily hassles, and mediate the relationship between the internal mediators and daily experience. There will be a direct path between hassles and the outcome variables (i.e., social skills and anxiety), while the relationship between negative life events and outcome will be mediated by hassles.

3) In addition, each stress area (i.e. migration) will be analyzed for differences in ratings as a function of ethnicity. It is hypothesized that Latino children will report more stress dealing with migration, family relations, lack of resources and minority status/acculturation than their non-Latino counterparts.

CHAPTER III

METHOD

Subjects

Children from fifth grade to eight grade from a Chicago Public School in the southwest side of the city participated in the study. The student population at this school for the school year 1989-1990 was comprised of 43.6% White, 23.7% Black, 31.1% Latino, and 1.5% Asian children. The research proposal was presented to the principal at the school who agreed to let the experimenter solicit the participation of the teachers. Six out of the eight teachers eligible to participate volunteered. Only fifth grade to eighth grade students were sampled because children in these grades can read and respond to the items in the questionnaires therefore facilitating group administration.

On average, about 70% to 80% of students in each classroom returned the signed parental consent forms. A total of one hundred and forty students completed the initial set of questionnaires, which included a short demographic sheet asking children to specify their age, grade, gender, ethnic background, and languages spoken. There were 45 fifth graders, 35 sixth graders, 34 seventh graders and 26 eighth

graders (32%, 25%, 24%, and 19%, respectively). Included in the sample were 62 boys (44%) and 78 girls (56%). At the end of the data collection phase, all but 5 students had completed the series of measures in both sessions.

Ethnicity. Children received a short demographic questionnaire in which they were asked to indicate their racial/ethnic background. Children could select among 5 categories: White, Black/Afro-American, Hispanic/Latino, Polish/Polish American and other. If they checked off "other" they were asked to specify their racial/ethnic background. The sample constituted four ethnic groups: 33 whites (24%), 32 Afro-Americans (23%), 55 Latinos (39%), and 20 other (14%). This last category included children who were recent Polish immigrants and Palestinian children. Although Polish children are white, their recent immigration status may function as a confounded variable in comparisons between Latino and white children. Given the potential confound and the small group size, these children were not included in any of the analyses.

Generational status. Along with the parental consent sheet, parents were asked to complete a short form in order to determine the child's generational status (See Appendix B). Parents were asked to complete this questionnaire to improve the accuracy of the information. The questionnaire was designed in a "family tree" format and parents were asked to check off where the child was born, where each parent was born and where each grandparent was born. Children who were born

outside the U.S. were considered first generation immigrants. About 90% of Latinos who were first generation immigrants spoke Spanish exclusively at home. Children who were born in the U.S., but with either parent born outside the U.S., were coded as second generation immigrants. Of this group, about 30% spoke Spanish exclusively and about 60% spoke both Spanish and English at home. Children who were third generation immigrants were born in the U.S., and both parents were also born in the U.S., but had at least one grandparent born outside the U.S. About 30% of the children in this group reported they spoke both Spanish and English at home, the rest spoke only English at home. Children were classified as fourth generation when the information reported indicated that both parents as well as all grandparents were born in the U.S.

In the Latino group, 9 children (16% of the Latino sample) were first generation immigrants, 33 children (60%) were second generation immigrants, and 13 children (24%) were at least third generation immigrants. Over 90% of the Latino children were of Mexican descent.

In terms of family composition, most children in the White and Latino sample came from two-natural parent households, 59% and 60% respectively. Thirty percent of the African-American children indicated that they were in two-natural parent households. The highest percentage of step-parent families were found among the White children. About 25% of the White children compared to 15% of the African-American

sample and 13% of the Latino sample were in step-parent families. The highest incidence of single-parent households, 42%, was found among African-Americans. Latinos reported the second highest at 24% and Whites the lowest at 16%. About 9% of the African-American sample indicated that there was some other household arrangement.

On the average, about 30% of each ethnic group did not provide household income data. About 16% of Whites, 42% of African-Americans, and 35% of Latinos reported household incomes less than $20,000. About 19% of Whites, 9% of African-Americans, and 31% of Latinos reported incomes ranging from $20,000 to $30,000. About 38% of White children, 9% of African-Americans, and 15% of Latinos reported incomes higher than $30,000.

Measures

Life Events Checklist. A Life Events Checklist (Johnson & McCutcheon, 1980) with added modifications was completed by the children. Johnson and McCutcheon selected items from other children's scales, from adult scales, and from interviews with black and white children and adolescents to develop the Life Events Checklist. This inventory includes 47 items and blank spaces for children to add items that were not mentioned. Respondents are first asked to indicate whether or not they have experienced a given life event within the past year. Subsequently they are asked to evaluate those events that have occurred as "good" or "bad", and to indicate how much of an

effect each had had on their lives on a four-point scale ("no effect" to "great effect"). Thus, it is possible to derive from this measure a positive life event impact score, a negative life event impact score and a total life event impact score. Johnson (1986), in a review of studies utilizing the Life Event Questionnaire has reported that validity, as indicated by moderate to high correlations with indices of mental health such as anxiety and emotional maladjustment, is satisfactory. Reliability, as indicated by test-retest (2 weeks) is .71 for positive and .66 for negative life event scores (Brand & Johnson, 1982).

The Life Events checklist was modified by deleting four items that were not considered appropriate for this age population and adding 17 items that are ecologically and culturally relevant for the Latino population. These items included "coming to the United States" and "learning a new language" (See Appendix A for a complete list of added items).

Each item was given a value ranging from -4 to +4, including 0. An event that did not occur was coded as 0. Positive values ranging from +1 to +4 were given for those events that did occur and were appraised as "good". If the event was "good" and had "no" impact, it received an item score of +1, in order to account for frequency. If the event was appraised as "good" and had only "some" impact, it was coded as +2. If the event was "good" and had "a lot" of impact, it received a value of +3. If it was viewed as

positive and as having a "great" impact, it received the maximum score of +4. The positive life event impact score was computed by adding all the item ratings for events appraised as "good". The possible range of scores for the positive life event impact score is 0, no events were reported, to 240, every event occurred and each was appraised as "good" and as having a "great" impact.

For the events that were considered "bad," the range was between -1 and -4, which corresponded to the same levels listed above. The negative life event impact score was computed as the sum of all the events appraised as "bad." Theoretically, the lowest score attainable would be 0 (no negative events occurred) and the highest -240, (every event occurred and was viewed as having a "great" negative impact).

We also computed a total life change impact score, which represents the total amount of either positive or negative change, by summing the absolute values of the item ratings. Total life change scores could range from 0 to 240. These last two scores were compared to assess whether negative life change, as Lazarus and Folkman (1984) have suggested, or total life change, is a better predictor of daily hassles.

The Hassles Scale for Children. The HSC was developed by Parfenoff (1988) from the adult version of the Hassles and Uplifts Scale (Kanner et al., 1981). The children's version includes 49 items that cover eight content areas such as self-esteem, peer relations, family relations, and school. First,

subjects were asked to check off those items that had taken place within the past month. Next, they were asked to circle for each item whether they felt it was a problem, and if so, to indicate on a 3-point scale from "a little" to "a lot" the intensity of the problem. There is also space provided for children to write down and rate any other hassles which were not listed. Internal reliability of the HSC was reported as "good" (alpha = .88) and test-retest reliability (2 weeks) as "adequate" (r = .74, p < .01) (Parfenoff, 1988).

The modified version of the HSC created for this study includes forty additional items (See Appendix A for a complete list of added items) which pertain primarily to Latinos, such as "translating for parents," and "getting picked on because of your nationality." The added items represent 5 additional content areas, i.e., role strain, minority status/acculturation, lack of resources of family, violence and abuse. Culturally relevant Items have also been added to the family relations category. Thus, the children in this study rated a total of 89 hassles, with a possible range of scores on this measure of 0 (no hassles experienced) to 267 (every hassle experienced and appraised as a big problem).

The State-Trait Anxiety Inventory. This self-report measure of children's anxiety (STAIC; Spielberger, 1973) includes two sections: a trait and a state measurement of anxiety. Only the trait part of this measure was used since state anxiety measured fleeting anxiety moods and trait

anxiety measures more persisting and stable anxiety. Subjects responded on a 3-point scale, ranging from "hardly ever" to "often", for twenty items. "I worry about my parents" and "my hands get sweaty" are two examples of these items. Score range is from 20 to 60, where higher scores indicate a higher level of anxiety. Test-retest reliabilities range from .73 to .86, internal consistency reliabilities range from .46 to .79, and concurrent validity coefficients have been reported from .46 to .79 (Constantino, Malgady, & Rogler, 1985).

The Teacher's Report of Social Skills. This questionnaire asks for the teacher's evaluation of each subject's social skills and behavior (Garmezy & Tellegen, 1984). Items tap positive behaviors in social situations with other peers and in school tasks. There are 17 items such as "makes friends easily" and "deals well with frustrating situations," which are rated on a 3-point scale indicating "not true," "somewhat or sometimes true," and "very true or often true." Thus, scores can range from 0, for a child with a low level of social skills, to 34, for a child with a very adaptive level of social functioning. Parfenoff (1988) reported a high level of internal consistency (alpha = .95).

Coping. A qualitative measure of coping styles was developed and administered. Children were asked to write about an event that had happened in each of four areas: family, peers, school, and community. In addition to describing these events, they were asked to report how the felt about they

event, what they did about it, and whether or not it worked. A coding protocol for this measure is still under progress, so findings are not reported and this measure is not used in these analyses.

Procedure

After securing permission with the principal and the teachers, the experimenter introduced herself to each of the seven classrooms that participated. She announced that the principal and the teacher had given her the opportunity to conduct some research at the school. She then explained briefly what psychologists do and how they are interested in what people think and how they feel. She discussed the purpose of the present study; learning about stressors that children face in their lives. Each questionnaire that the children and their parents were required to complete was explained briefly in order to inform subjects about what was involved in participating in the study. Issues of confidentiality and voluntary participation were discussed thoroughly before consent forms to be signed by the parents along with the generational status sheet were distributed. Subjects were told that only "secret numbers" chosen by them and only known to them, would be used to keep track of the questionnaires from session to session. The fact that these were not "tests" and that there are no right or wrong answers to these questions was also emphasized during every session. Children were encouraged to ask questions about any aspect of the study they

wanted to know more about.

Data collection occurred during two sessions. In the first session, after consent forms were collected, those children who were eligible to participate completed the Modified Hassle Scale for Children and short demographic form which included questions about age, gender, grade, ethnic identification, and languages spoken, and the Hassles Scale for Children. Children chose a "secret number", only known to them, which was recorded on each questionnaire. Each item in the hassles scale was read aloud in the classroom as children checked off whether the event had happened any time during the previous month. After all the items had been read, children were asked to go back on their own and circle which ones they thought were problems and to indicate for those that were problems, how much of a problem it was. Children were assisted in reading the items if they could not read them. Subjects were also asked at this time to write their secret number on the teacher's evaluation of social skills form and their name on a small sheet attached to the top of the form. The sheet with their name was removed by the teachers before they returned the forms to the experimenter.

During the second session, usually a week after the first session, children completed the life event questionnaire and the trait portion of the STAIC. The life event questionnaire was administered in the same manner as the hassles scale. Again, children were encouraged to ask any questions about the

experimenter or about the study.

Following all data collection, the children participated in a stress-management workshop. This last session was about 45 minutes long and consisted of a group discussion about anxiety, recognizing the signs of anxiety in their bodies, development of problem solving skills, and relaxation techniques. Lastly, potential sources of help within the school were also identified.

CHAPTER IV

RESULTS

Several preliminary analyses were performed before testing the predicted path model. These analyses address the following concerns: 1) the internal reliability of the modified Life Event Checklist and modified Hassle Scale for Children; 2) which score, total life events score or negative life events, is a better predictor of daily hassles; and 3) the effects of the internal mediators (i.e., grade, gender, and ethnicity) on the stress and outcome measures. In addition, ethnic group differences in the reported rates of life event and daily hassle stress by content area will be explored.

Internal Reliability of the Modified Questionnaires

Analyses of the internal consistency of both stress questionnaires suggested that each had maintained a high level of reliability. The internal reliability of the modified Hassles Scale was somewhat higher (alpha = .92) than that of the original measure (alpha = .88). The modified Life Events Checklist maintained an adequate level of internal consistency (alpha = .72). These findings suggest that compared to the original measures, the added items do not decrease the

internal consistency of the revised measures.

Prediction of Daily Hassles from Life Events

For the purposes of the present investigation, it was necessary to determine whether absolute change or negative life change is the better predictor of daily hassles.

In order to examine this question, two regressions were performed. In the first analysis, the absolute life change score, obtained by computing the sum of the absolute value of each life event rating, was regressed on daily hassles. The results showed that total life change was a very strong predictor of daily hassles (R^2 = .21, $F(1, 113) = 24.5$, $p < .0001$).

By performing a second analysis, this time regressing only negative life change scores on daily hassles, it was revealed that the strength in prediction increases somewhat (R^2 = .23, $F(1, 113) = 25.9$, $p < .0001$). Although this increase is small, it nevertheless suggests that negative life events alone are better predictors of daily hassles. The negative life change score will be used in all of the following analyses.

Internal Mediators, Stress, and Outcome

Eight multivariate analyses of variance (MANOVA) were performed in order to generate some preliminary findings regarding the relationships between the internal mediators, the stress measures, and the outcome measures. Each internal mediator variable was examined in separate MANOVAs because the

sample size is not sufficiently large to permit a full factorial analysis. Each of the internal mediators, grade, gender, and ethnicity, served as an independent variable in a set comprising two MANOVAs. In addition to these three sets of MANOVAs, ethnicity and generational status were combined to create five groups: Anglo/4th generation, Black/4th generation, Latino/1st generation, Latino/2nd generation, and Latino/3rd generation. This ethnicity/generational status index was used as the independent variable in the fourth set of MANOVAs.

In each of the four sets, one MANOVA assessed the effects on stress and the second MANOVA the effects on outcome. In the first MANOVA performed in each set, the stress measures, life events and daily hassles, were used as the dependent variables. In the second MANOVA for each set, the outcome measures, i.e., social skills and anxiety, were considered the dependent variables. Lack of social skills and a high level of anxiety were conceptualized as indices of psychosocial functioning and consequently, were included together as outcome measures.

In the first MANOVA, grade served as the independent variable and life events and hassles were included as the dependent variables in order to examine whether children in different grades demonstrated any differences in the stress reported. There did not appear to be any significant differences in stress level based on grade (Wilk's lambda =

.95, $F(3, 111) = .87$, $p = .53$). Children in the various grades examined, 5th through 8th, did not differ significantly in the level of stress they reported. In particular, the negative life event impact scores remained steady across grades. There seems to be a decrease in the daily hassles experienced by children as they grow older, however this pattern was not statistically significant. The group means and standard deviations for each stress measure are presented in Table 1.

Table 1

Summary Table of Means and Standard Deviations of Stress Measures by Grade in School

Stress Variables	Grade							
	5th		6th		7th		8th	
	M	SD	M	SD	M	SD	M	SD
Life Events	-18	12.7	-17	13.6	-16	19.9	-18	10.9
Hassles	93	42.0	87	41.1	78	36.8	73	31.9

Note. Life events scores were calculated by summing only those items that were rated negatively, that is, items that were appraised as 'bad', and thus the score is a negative number. The more negative score reflects more negative life event stress. Daily hassles were rated differently, so that a higher score reflects more hassle stress.

A second MANOVA using grade as the independent variable and anxiety and social skill ratings as the dependent variables was also performed. This second analysis revealed a significant multivariate main effect for grade (Wilk's lambda = .67, $F(3, 111) = 6.98$, $p < .0001$). This finding indicates that there are differences in the outcome scores of children in different grades. The mean scores, standard deviations, and univariate tests of significance are shown on Table 2.

Results from the univariate analyses of each of the outcome measures indicate that a significant effect of grade was obtained only on the social skill ratings ($F(3, 111) = 13.8$, $p < .0001$). There were no significant differences in the anxiety measures. In order to clarify the nature of the main effect of grade on social skill ratings, a post hoc Student Newman-Keuls (SNK) test was conducted. This procedure revealed that children in 5th grade (M = 28.4) and 6th grade (M = 27.4) received very high social skill ratings from their teachers and did not differ in ratings from each other. Social skill ratings appeared to decrease for older children; significant differences emerged between the 7th graders (M = 22.2) and the 5th and 6th graders. An even more dramatic decrease is evidenced in the mean social skill rating of 8th graders (M = 16.2), which was less than half of the highest rating possible in this measure. Eighth graders scored significantly lower than the children in 7th, 6th and 5th

grade.

Table 2

Summary Table of Means and Standard Deviations of Outcome Measures by Grade in School

Outcome Measures	Grade							
	5th		6th		7th		8th	
	M	SD	M	SD	M	SD	M	SD
Social Skills	28_a	7.5	27_a	6.6	24_b	8.6	16_c	2.6
Anxiety	36	7.7	37	7.9	37	7.8	35	5.1

Note: Different subscripts indicate a significant difference ($p < .05$) between group means. Higher scores reflect higher levels of social skills, and higher levels of anxiety.

Although this decrease in social skill ratings is already evidenced by the significantly lower ratings received by the 7th graders in comparison to the 5th and 6th graders, the sharp decline in mean rating of 8th graders could be due to an artifact in the study. Unlike the children in the other grades, the 8th graders were all from the same classroom and were all rated by the same teacher. The 8th graders were also preparing to graduate in a couple of weeks, consequently their time at school was less structured and there may have been a greater number of opportunities to act out, which in turn may have influenced the teacher's ratings. Also, it is possible that the measure may not be sensitive to pro-social behaviors in pre-adolescents and thus, may not be as appropriate for 8th graders as for younger children.

In the second set of MANOVAs, gender differences were explored in order to discern whether males and females displayed any differences in the stress measures, and subsequently, in the outcome measures. The first MANOVA revealed a marginal multivariate effect of gender on stress (Wilk's lambda = .96, $F(1, 113) = 2.31$, $p = .10$). This gender difference was explored in more detail. Further univariate analyses revealed that although males and females reported similar levels of negative life event stress ($M = -15$ and $M = -19$, respectively), they differed significantly on the daily hassle stress experienced ($F(1, 113) = 4.5$, $p < .05$).

On the average, females reported a higher level of daily hassle stress (*M* = 90) than males (*M* = 77). Means for the Negative Life Events and Daily Hassles Stress of males and females are presented in Table 3.

Table 3

Summary Table of Means and Standard Deviations of Stress Measures by Gender

	Gender			
Stress Variables	Male		Female	
	M	*SD*	*M*	*SD*
Life Events	-15	13.0	-19	15.1
Hassles	77_a	37.6	90_b	39.7

Note: Different subscript letters indicate a significant difference ($p < .05$) between groups. Females reported a significantly higher level of daily hassle stress than males.

The multivariate analysis assessing the effect of gender on the outcome measures did not reveal any significant differences (Wilk's lambda = .99, $F(1, 113) = .30$, $p = .74$). Females and males received similar social skill ratings and reported similar levels of anxiety. Means and standard deviations for the outcome measures grouped by gender are presented in Table 4.

Table 4

Summary Table of Means and Standard Deviations of Outcome Measures by Gender

Outcome Measures	Gender			
	Male		Female	
	M	SD	M	SD
Social Skills	25	7.3	25	8.8
Anxiety	35	6.7	37	7.7

A central focus of the present research was to determine whether children from different ethnic groups, in this case, Anglo-American, African-American, and Latinos, differ in regard to self-reported stress. One of the analyses that directly addresses this question was the MANOVA in which ethnicity served as the grouping variable. The means for each ethnic group on the stress measures are shown in Table 5.

Ethnic differences in stress reports were marginally significant (Wilk's lambda = .91, $F(2, 112) = 2.10$, $p = .08$). Latinos in general reported a higher average negative life event impact score ($M = -21$) in comparison to Anglo-Americans ($M = -13$) and African-Americans ($M = -15$). A univariate test revealed that these means were significantly different ($F(2, 112) = 3.6$, $p < .05$). A planned contrast comparing Latinos to non-Latinos was also significant ($t = 2.2$, $df = 112$, $p < .05$). This finding suggests that Latino children report having experienced more negative life events than non-Latino children. Subsequent analyses of the questionnaire content areas reported later investigate where these differences are found.

Latino children also reported slightly higher levels of daily stress ($M = 97$), where again, Anglo-American children reported the lowest level ($M = 75$), followed by African-Americans ($M = 83$). However, these mean differences did not reach statistical significance ($F(2, 112) = 1.75$, $p = .18$).

Table 5

Summary Table of Means and Standard Deviations of Stress Measures for Ethnicity

Stress Variables	Ethnicity					
	White		Black		Latinos	
	M	SD	M	SD	M	SD
Life Events	-14_a	9.6	-15_a	9.6	-21_b	17.3
Hassles	75	44.0	83	31.8	97	39.6

Note: Different subscript letters indicate a significant difference ($p < .05$) between group means. Latinos reported significantly more life event stress than non-Latinos (Blacks and Whites combined).

A second MANOVA was conducted to examine the effect of ethnicity on the outcome measures. No significant differences emerged based on ethnicity (Wilk's lambda = .94, $F(2, 112) = 1.1$, $p = .37$). All three groups had similar means. Means and standard deviations for social skills ratings and anxiety scores are presented in Table 6.

Table 6

Summary Table of Means and Standard Deviations of Outcome Measures for Ethnicity

Outcome Variables	Ethnicity					
	White		Black		Latinos	
	M	SD	M	SD	M	SD
Social Skills	22	8.6	21	7.1	25	8.9
Anxiety	35	7.2	35	5.4	37	7.8

In order to investigate whether generational status played a role in determining differences between the groups, the interaction between ethnicity and generational status was examined. Since all Anglo-American and African American children were at least fourth generation, these groups remained intact. However, generational status varied among Latino children so this group was divided into three subgroups. Thus, five distinct groups were identified and compared. The five groups are: Anglo-American children, African-American children, Latino children who are first generation immigrants, Latino children who are second generation immigrants, and finally, Latino children who are at least third generation immigrants.

The results of the MANOVAs on ethnicity/generational status clarify some of the previous findings. The initial MANOVA investigated the effect of ethnicity/generation on stress measures. This analysis revealed a significant multivariate main effect (Wilk's lambda = .79, $F(4, 110) = 2.12$, $p = .04$). Means and standard deviations for the stress measures are presented in Table 7. The follow-up univariate analyses did not result in a significant difference in negative life event means. Overall, the finding reported earlier in relation to ethnicity and negative life events was also supported by this analysis. Regardless of generational status, Latino children reported higher levels of negative life event stress.

However, a pattern of mean differences in daily hassles, obscured when generational status was ignored, emerges in the present analysis. A significant mean difference was found for daily hassles based on ethnicity/generational status ($F(4, 110) = 3.39$, $p < .01$). Planned contrasts ($p < .001$) showed that first generation immigrant children ($M = 136$) and second generation immigrant children ($M = 93$) reported a significantly higher level of daily hassles than third (or more) generation immigrants ($M = 75$), Anglo-American children ($M = 75$) and African-American children ($M = 83$).

These findings show that there is an inverse correlation between generational status and reported daily stress, such that first generation immigrants experience more disruption in their daily lives, while third generation Latino children reported levels comparable to the non-Latino children in the sample. It seems that at least in terms of daily hassles, there are group differences depending on level of acculturation. As shown in Table 7, these differences are masked if Latino children are treated as a homogeneous group. Hence, these results underscore the importance of including some index of acculturation, in this case generational status, in research with Latinos.

Table 7

Summary Table of Means and Standard Deviations of Stress Measures for Ethnicity/Generation.

Stress Variables	Ethnicity/Generation				
	White 4th+ (n=33)	Black 4th+ (n=32)	Latino 1st (n=9)	Latino 2nd (n=33)	Latino 3rd+ (n=13)
Life Events	-14 (9.6)	-15 (9.6)	-22 (12.9)	-22 (16.3)	-20 (24.4)
Hassles	75_a (44.0)	83_a (31.8)	136_b (37.3)	93_b (37.4)	77_a (33.5)

Note: The number in the first row is the group mean. Standard deviations are in parenthesis. Different subscript letters indicate a significant difference ($p < .001$) between group means.

A second MANOVA examined the differences in outcome measures between the five groups. This procedure did not result in any significant differences (See Table 8) based on ethnicity/generation (Wilk's lambda = .88, $F(4, 110) = 1.04$, $p = .41$).

Table 8

Summary Table of Means and Standard Deviations of Outcome Measures by Ethnicity/Generation

	Ethnicity/Generation				
Outcome Measures	White 4th+ (n=33)	Black 4th+ (n=32)	Latino 1st (n=9)	Latino 2nd (n=33)	Latino 3rd+ (n=13)
Social Skills	22 (8.6)	21 (7.1)	25 (11.6)	25 (8.1)	28 (10.8)
Anxiety	35 (7.2)	35 (5.4)	40 (9.0)	38 (7.3)	34 (8.1)

Note: The number in the first row is the group mean. Standard deviations are in parenthesis.

Predicted Causal Model

The MANOVA results reported earlier described the main effects of the internal mediators, grade, gender, and ethnicity, on the stress and outcome measures. However, the causal relationships postulated in the predicted stress model (See Figure 2) have yet to be investigated. It is proposed that path analysis is a more appropriate statistical procedure for empirically testing models with temporally ordered variables. Given the causal nature of the relationships predicted between the internal mediators, stress, and outcome measures, the path analysis method will be performed here. In order to facilitate the interpretation of analyses where Negative Life Event score is used, it was transformed from a negative value to a positive value.

It was hypothesized that there would be direct paths from the internal mediators (grade, gender, and ethnicity), to negative life events. Negative life events, in turn, were expected to influence the outcome measures indirectly, in that a path would be evidenced from negative life events to daily hassles, and then from daily hassles to anxiety and to social skills.

It was predicted by this model that demographic variables such as age and ethnicity would be predictive of a higher impact score for negative life events. Negative life events, in turn, are expected to increase the intensity of daily hassles, and this increase in daily hassles is predicted to

result in higher levels of anxiety and decreased ability to function socially.

Path analysis consists of a series of hierarchical multiple regressions. A backwards deletion method was used to select only those variables which were the strongest predictors of the outcome variable at each step. For example, in Step 1 of the present model, age, gender, and ethnicity were entered to test how well they predicted negative life events (the outcome variable at this step). Variables with beta coefficients that were significant at least at the $p < .10$ level are used again, and entered first, followed then by negative life events, to predict the next variable in the model: daily hassles. If the internal mediators influence daily hassles only indirectly, that is through negative life events, then only negative life events will have a significant beta coefficient in predicting daily hassles. Only those paths which were significant at the $p < .05$ level are reported in the final representation of the model, shown in Figure 3. Summary statistics for the path analysis are presented in Table 9.

Figure 3

Derived Path Model

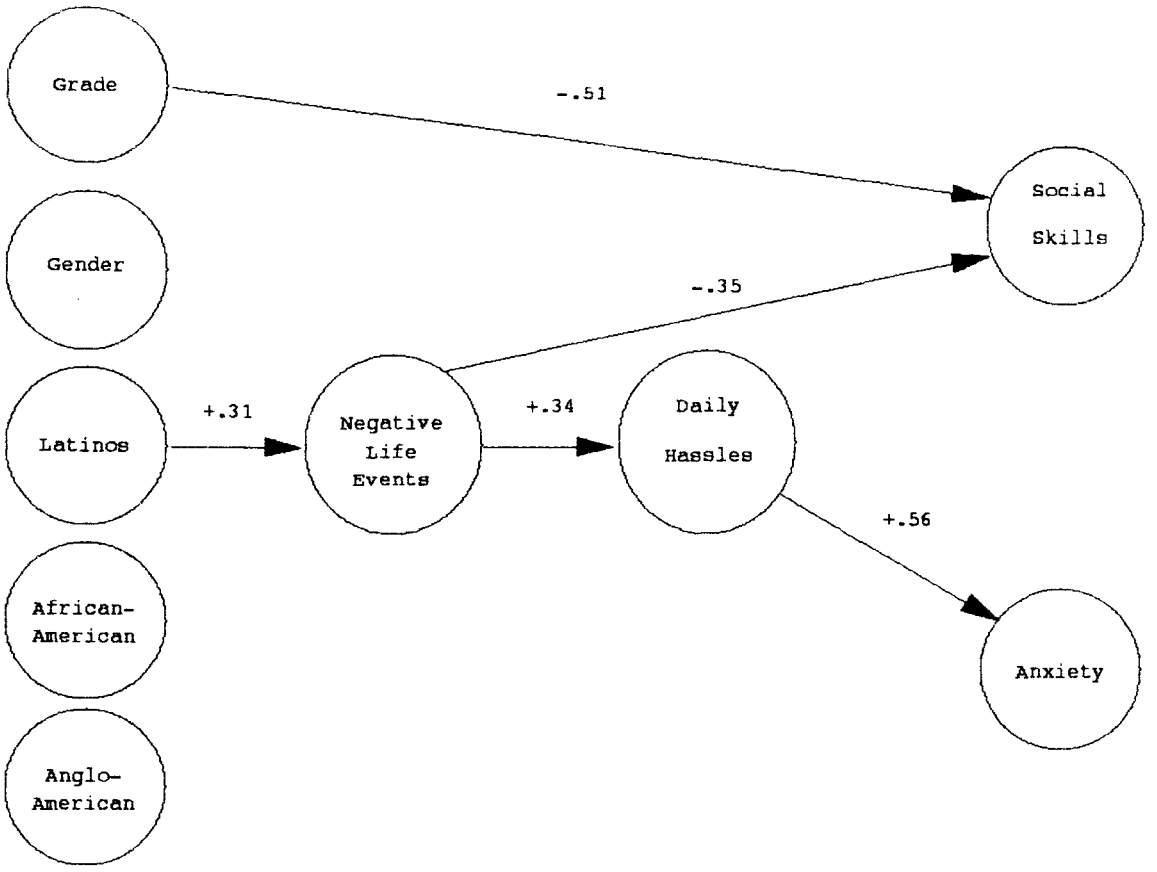


Table 9

Summary Statistics for Obtained Path Model in Figure 3

	Dependent Variable							
Variable	Negative Life Events		Daily Hassles		Social Skills		Anxiety	
Independent	B (se)	p	B (se)	p	B (se)	p	B (se)	p
Grade					-.51 (.68)	.0001		
Gender								
Ethnicity								
Whites								
Blacks								
Latinos	.31 (3.5)	.007			.31 (1.87)	.007		
Dependent								
Negative Life Events			.34 (.29)	.002	-.35 (.05)	.007		
Daily Hassles							.56 (.01)	.0001
Social Skills								
Anxiety								
Intercept	14.3	.08	67.8	.002	51.3	.0001	25.2	.0001
R^2	.08		.14		.42		.36	
N	115		115		115		115	

B=Beta Coefficient, p=level of significance and se=standard error of measurement.

The path analysis results provide substantial support for the overall model. The first part of the model showed that the only independent variable which evidenced a significant path to negative life events was ethnicity. In comparing the three ethnic groups, it was revealed that the Latino group was responsible for the significant path (R^2 = .08, $p < .01$). Thus, in this analysis, it was shown that being Latino was the best predictor of Negative Life Events. Latinos tend to report more life event stress than other groups.

In the next step, ethnicity (i.e., Latino status) was entered first, followed by Negative Life Events, in trying to predict Daily Hassles. It was found that only Negative Life Events showed a direct path (R^2 = .14, $p < .01$) to Daily Hassles. Hence, it seems that although there may be some differences among the groups in the stress associated with hassles they reported, this difference is directly related to the Negative Life Events experiences.

Next, the preceding measures were used in separate analyses to predict to social skills and anxiety. In trying to predict anxiety, the only direct path that emerged was from Daily Hassles (R^2 = .36, $p < .0001$). Although there was an initial relationship between Negative Life Events and Anxiety, this relationship was found to be indirect and mediated by Daily Hassles.

The investigation utilizing Social Skills as a dependent

variable did not seem to conform as closely to the predicted model. There did not seem to be any causal relationship from Daily Hassles to Social Skills. Rather, significant direct paths were found from Grade ($p < .0001$) and Negative Life Events ($p < .01$) to Social Skills ($R^2 = .42$, $p < .0001$). As mentioned in previous analyses, a possible artifact in the study, mainly that all 8th graders came from the same classroom and thus, were all rated by the same teacher, must be taken into account in the interpretation of the relationship between grade and social skills. Also noted in previous analyses is the stronger predictive power of life events to externalizing behaviors, i.e. social skills.

Anxiety and Social Skills differed not only in that anxiety is an internal state measure and social skills refer to observable behavior, but also in that the first was a measure of children's self-report while the latter was a measure of the teacher's ratings.

Life Event and Daily Hassle Content Areas

Items in each questionnaire were grouped into general content areas (See Appendix). Questions were analyzed to determine the internal consistency of each area. Content area groupings have not been developed previously with the Life Events Checklist, and although categories have been developed for the items in the Hassle Scale for Children, internal consistency data has not been reported. Given that there are a large number of items, content areas facilitate the analysis and discussion of mean differences. Results from these mean comparisons will be presented later.

Internal consistency of the content areas in the Revised Life Event Questionnaire were varied. Several content areas, such as Migration, Loss, Family Relations, School, and Family Resources, demonstrated moderate to high levels of internal consistency. Two areas, Legal Conflict and Sexuality, exhibited very low alpha levels. The number of items in each area and alpha levels for the Revised Life Event Questionnaire are presented in Table 10.

Table 10

Number of Items and Reliabilities for Each Content Area in the Revised Life Event Checklist

Content Area	Number of Items	Alpha
Peer Relations	01	--
Family Relations	16	.69
School	13	.59
Personal Resources	03	.36
Health	01	--
Migration	07	.71
Loss	05	.70
Legal Conflict	04	.16
Sexuality	05	.16
Family Resources	05	.57

The content area means for each ethnic group were compared in order to uncover any differences in the type of stressors experienced. It was hypothesized that Latino children would experience more stress related to migration and minority status/acculturation than their Anglo-American counterparts. These are areas which are relevant to the life experience of Latino children and yet, have been traditionally ignored by stress inventories. Planned contrasts are used to test predicted mean differences. Other ethnic group mean differences (i. e. Black vs. Latinos; White vs. Black) are explored post-hoc via Student Newman Keuls (SNK). The means for each content area of the Revised Life Event Questionnaire are presented in Table 11. Means for the original items and means for the added items are presented in Table 12 and Table 13, respectively.

Table 11

Analysis of Variance Means for Each Content Area of the Life Event Checklist

Content Area	# of items	Ethnic Group: White (N = 31)	Black (N = 30)	Latino (N = 54)	F	p
Peer Rlts.	01	.48	.18	.83	3.3	.04*
Family Rlts.	16	.37	.25	.42	2.2	.12
School	13	.35	.36	.38	.0	.96
Person Resrs.	03	.09	.01	.10	1.1	.33
Health	01	.43	.73	.62	.5	.62
Migration	07	.12	.01	.32	4.3	.01*
Loss	05	.58	.44	.71	1.2	.32
Legal Cnflt.	07	.12	.04	.10	1.1	.35
Sexuality	05	.13	.16	.22	.7	.50
Family Resrs.	05	.26	.01	.08	5.3	.007*

* Peer Relations SNK (Black vs. Latino) $p < .05$
* Migration Contrasts ((White & Black) vs. Latino) $p < .01$
* Family Resources SNK (White vs. (Black & Latino)) $p < .05$

Table 12

Analysis of Variance Means for Each Original Content Area of the Life Event Checklist

Original Content Area	# of items	Ethnic Group: White (N = 31)	Black (N = 30)	Latino (N = 54)	F	p
Peer Rlts.	01	.48	.18	.83	3.3	.04*
Family Rlts.	11	.46	.35	.42	1.1	.34
School	11	.31	.23	.38	.6	.56
Person Rsrs.	03	.09	.01	.10	1.1	.33
Health	01	.43	.73	.62	.5	.62
Migration	01	.39	.00	.60	2.4	.10
Loss	04	.62	.55	.70	.3	.74
Legal Cnflt.	04	.12	.04	.10	1.1	.35
Sexuality	04	.13	.16	.22	.7	.50
Family Rsrs.	03	.28	.01	.12	3.5	.04*

* Peer Relations SNK (Black vs. Latinos) $p < .05$
* Family Resources SNK (White vs. Black) $p < .05$

Table 13

Analysis of Variance Means for Each Modified Content Area of the Life Event Checklist

Modified Content Area	# of items	Ethnic Group: White (N = 31)	Black (N = 30)	Latinos (N = 54)	F	p
Peer Rlts.	--	--	--	--	--	--
Family Rlts.	05	.26	.24	.31	.23	.34
School	02	.58	1.02	.65	1.39	.26
Peer Rsrs.	--	--	--	--	--	--
Health	--	--	--	--	--	--
Migration	06	.08	.00	.30	4.10	.02*
Loss	01	.65	.63	.99	.66	.51
Legal Conflt.	--	--	--	--	--	--
Sexuality	--	--	--	--	--	--
Family Rsrs.	02	.21	.00	.01	5.51	.005*

* Migration Contrasts (White & Black) vs. Latino $p < .01$
* Family Resources SNK (White vs. (Black & Latino)) $p < .05$

As expected, Latino children reported higher levels of stress associated with migration (M = .32) when compared to Anglo-American children (M = .12) and African-American children (M = .01). A planned contrast revealed that there was a significant difference between Latino children and non-Latino children in this area (t = 2.6, df = 112, p < .01). This significant difference was not evidenced in the original item (i.e., moving to a new home) included in this category (p = .10). Significant differences did emerge in the means for the added items, which included coming to the United States, learning a new language, moving to a different neighborhood, learning a new language, moving from place to place, going back and forth to another country, and family member trying to get U.S. citizenship papers. On the average, Latino children reported a higher frequency and intensity of stress associated with these events.

There were two additional significant mean differences in the content areas of the Revised Life Event Checklist. Ethnic groups differed in the mean ratings reported for Peer Relations (p < .05) and Family Resources (p < .01). There was only one item, trouble with classmates, that represented the peer relations life event content area and this was an item in the original inventory. A post hoc Student Newman-Keuls test revealed that there was a significant difference between the mean ratings of African-American (M = .18) and Latino children (M = .83), such that Latino children reported

more stress when it comes to dealing with classmates.

Post hoc Student Newman-Keuls analyses revealed a different pattern when Family Resource content area means were considered. In the total item mean rating, Anglo-American children reported significantly more stress (M = .26) than both African-American (M = .01) and Latino (M = .08) children ($p < .05$).

Mean differences were evident when comparing the original as well as the added items in this content area. The original items included parent losing job, parent getting a new job, and parents making more or less money than they used to. A post hoc Student Newman-Keuls indicated that there was a significant difference ($p < .05$) in the ratings for the original items reported by Anglo-American children (M = .28) and African-American children (M = .01).

Significant group mean differences were also found for the added items which included the events, parent changing jobs, and parent staying at home because they can't get a job ($p < .01$). A post hoc test revealed a significant difference ($p < .05$) between Anglo-American children (M = .21) and both African-American children (M = .00) and Latino children (M = .01).

Another way to elucidate ethnic group differences is to examine the proportion of children in each group that endorsed the life event items. An arbitrary percentage, 30%, was chosen in order to select individual items endorsed by a

substantial proportion of children in each ethnic group. The resultant list was then grouped by whether the average appraisal rating was negative or positive. Negative items endorsed by at least 30% of each group are presented in Table 14. Positive items are presented in Table 15.

Table 14

Negative Life Events Endorsed by Thirty Percent or More of the Children In Each Ethnic Group

Life Event	White		Black		Latino	
	Percent Endorsed	Avg. Rating	Percent Endorsed	Avg. Rating	Percent Endorsed	Avg. Rating
#53 trouble sibling	42%	-1.4	--	--	44%	-1.9
#8 death of family	34%	-2.8	--	--	--	--
#29 failing grade	30%	-2.6	--	--	33%	-2.3
#40 failing grades	--	--	41%	-1.7	31%	-2.9
#37 principal's office	--	--	38%	-2.0	38%	-1.8
#34 break-up girl/boy	--	--	38%	-1.0	35%	-1.2
#33 getting sick	--	--	34%	-1.0	--	--
#4 relative sick	--	--	31%	-2.0	36%	-2.7
#42 trouble classmates	--	--	--	--	42%	-1.3
#22 losing friend	--	--	--	--	36%	-2.6
#1 moving/new home	--	--	--	--	35%	- .4
#59 leaving relatives	--	--	--	--	33%	-1.8
#11 moving/neighborhood	--	--	--	--	35%	- .9
#3 changing schools	--	--	--	--	33%	- .4
#39 more arguments	--	--	--	--	31%	-2.0

Table 15

Positive Life Events Endorsed by Thirty Percent or More of the Children In Each Ethnic Group

	White		Black		Latino	
Life Event	Percent Endorsed	Avg. Rating	Percent Endorsed	Avg. Rating	Percent Endorsed	Avg. Rating
#47 promoted/graduation	52%	2.5	56%	2.7	58%	2.7
#43 recognition athletic	36%	3.0	--	--	--	--
#20 recognition grades	33%	2.3	34%	2.5	56%	2.1
#28 new girl/boyfriend	--	--	34%	2.0	40%	2.5
#18 parents/money	--	--	31%	2.8	36%	2.2
#35 making-up girl/boy	--	--	31%	2.5	--	--
#23 less arguments	--	--	--	--	45%	2.3

There was substantial overlap in the items endorsed by Latinos and Whites and Latinos and African-Americans as well as several events that were unique to Latinos. In both negative and positive event lists, Latinos endorsed the highest number of items when compared to the two other groups. Less overlap was evidenced between those items reported by Whites and African-Americans.

As presented in Table 14, a third of the White children negatively endorsed only 3 of the items compared to 5 reported by African-American children and 13 endorsed by Latino children. Moreover, each ethnic group endorsed specific types of events. Particularly, White and African-Americans did not evidence any items in common. The three items endorsed by at least 30% of White children, trouble with siblings, death of a family member and failing a grade were endorsed in similar proportions by Latino children.

African-American children reported items related to problems in school, break-up with a girlfriend/boyfriend and health. Latino children endorsed 4 out of the 5 items on this list. Getting sick was reported by a lower percentage of the Latino sample (24%).

Despite the overlap with the other ethnic groups, half of the items endorsed by Latinos were unique to this group. These events were related to loss, relocation, problems with classmates and more arguments with parents.

Of the items receiving positive ratings (Table 15),

Latino children reported the same number of events as African-American children. In contrast, a third of the White children endorsed only 3 events: being promoted to the next grade, recognition for good grades, and recognition for athletic performance. The first two events were reported in comparable proportions across the three groups. The third event, recognition for athletic performance, was reported by 36% of the White children compared to 13% of African-American children and 22% of the Latino children in this sample. Overall, the items positively endorsed by 30% or more of the White children were related to personal achievement.

In contrast, the five items endorsed by African-American children and Latino children were related to romantic relationships, and family resources. Latino children and African-American children reported that they had a new girlfriend/boyfriend, 40% and 34% respectively, and that their parents were making more money, 36% and 31% respectively. About 31% of the African-American children also reported that they had made-up with a girlfriend/boyfriend compared to 16% of Latino and 9% of White children.

Similar to the pattern that emerged for negative life events, there were unique events reported by Latinos beyond those shared with White and African-American children. A third of Latino children reported having less arguments with parents. Although the percentages did not meet the selection criteria, having less arguments with parents was also reported

by 21% of White and 28% of the African-American children.

The limited sample size and possible reluctance to reveal private information may have accounted for the low percentages in these two groups. It is difficult to generalize given these limitations, however it does appear that there may be differences in the proportions and types of life events experienced by members of each ethnic group.

Analyses similar to those performed for the Revised Life Events Questionnaire were also performed for the Revised Daily Hassles Scale. Internal consistency statistics are shown in Table 16. Mean differences for the total items content area, original item content area, and added item content area are shown in Table 17 through Table 19.

The majority of the content areas in the Revised Daily Hassle demonstrated a moderate to high level of consistency. Internal consistency was higher than .70 for three areas; Self-Esteem, Family, and Minority/Acculturation.

Table 16

Number of Items and Reliabilities for Each Content Area in the Revised Hassle Scale for Children

Content Area	Number of Items	Alpha
Esteem	15	.76
Peer	8	.69
Family	17	.72
School	8	.56
Hurriedness	2	.22
Obligations/ Role Strain	9	.61
Personal Resources	9	.62
Personal Health	4	.40
Minority/	9	.71
Violence	2	.43
Family Resources	3	.12
Abuse	3	.35

Table 17

Mean Differences in Ethnicity for the Content Areas of the Revised Daily Hassle Scale (Total Items)

Content Area	# of items	Ethnicity: White (N = 33)	Black (N = 32)	Latino (N = 55)	F	p
Esteem	15	1.27	1.10	1.42	1.6	.20
Peer	8	1.01	.81	1.15	1.7	.19
Family	17	.76	.73	.99	2.4	.10*
School	8	1.17	1.42	1.39	.9	.42
Hurriedness	2	1.52	1.23	1.40	.4	.54
Obligations/ Role Strain	9	.98	1.02	1.09	.2	.79
Person Rsrs.	9	.83	.94	1.03	.6	.56
Person Hlth.	4	.77	1.19	.83	2.0	.14
Minority/ Accult.	9	.26	.51	.74	5.8	.004*
Violence	2	1.45	2.07	1.77	1.5	.22
Family Rsrs.	3	.33	.35	.51	.9	.39
Abuse	3	.43	.42	.52	.2	.81

* Minority Contrasts (White & Black) vs. Latino $p < .002$
* Family Contrasts (White & Black) v. Latino $p < .03$

Table 18

Mean Differences in Ethnicity for the Original Items in the Content Areas of the Daily Hassle Scale (Original Items)

Original Content Area	# of items	Ethnic Groups: White (N = 33)	Black (N = 32)	Latino (N = 55)	F	p
Esteem	12	1.30	1.19	1.52	1.8	.18
Peer	5	1.27	.97	1.56	2.7	.07
Family	5	.98	.92	1.17	1.1	.32
School	7	9.15	11.18	10.52	.8	.44
Hurriedness	2	1.52	1.23	1.40	.4	.54
Obligations/ Role Strain	4	1.09	1.17	1.18	.1	.90
Person Rsrs.	9	.83	.94	1.03	.6	.56
Person Hlth.	4	.77	1.19	.83	2.0	.14
Minority/ Accult.	0	--	--	--	--	--
Violence	0	--	--	--	--	--
Family Rsrs.	0	--	--	--	--	--
Abuse	0	--	--	--	--	--

Table 19

Mean Differences in Ethnicity for the Modified Content Areas of the Daily Hassle Scale

Modified Content Area	# of items	Ethnic Groups: White (N = 33)	Black (N = 32)	Latino (N = 55)	F	p
Esteem	3	1.23	.70	1.03	1.0	.15
Peer	3	.56	.53	.47	.2	.85
Family	12	.67	.65	.92	2.1	.13
School	1	.25	.23	.61	1.9	.16
Hurriedness	0	--	--	--	--	--
Obligations/ Role Strain	5	.85	.83	.98	.4	.68
Person Rsrs.	0	--	--	--	--	--
Person Hlth.	0	--	--	--	--	--
Minority/ Accult.	9	.26	.51	.74	5.8	.004*
Violence	2	1.45	2.07	1.77	1.5	.22
Family Rsrs.	3	.33	.35	.51	.9	.39
Abuse	3	.43	.42	.52	.2	.81

* Minority Contrasts (White & Black) vs. Latino $p < .002$

As reported in Table 17, the only significant mean difference was in the area of Minority/Acculturation ($p < .01$). All of the hassles included in this category were items added for the present study. These were items such as getting picked on because of your nationality or the color of your skin, translating for family members, not speaking English well, and parents not speaking English. Planned contrasts revealed a significant difference ($t = -3.1$, $df = 117$, $p < .005$) between the hassle stress rating of Latino children ($M = .74$) and those of African-American children ($M = .51$) and Anglo-American children ($M = .26$).

There was a marginally significant difference in the total (original and added) area of Family ($p = .10$). Hassles in this category include: having misunderstandings with family members, eating dinner alone, not seeing a parent as much as would be liked, parents arguing in front of you, people saying bad things about your family, and parents being old fashioned. Planned contrasts indicated that there was a significant mean difference ($t = 2.26$, $df = 117$, $p < .03$). On the average, Latino children reported more hassle stress ($M = .99$) than both African-American ($M = .73$) and Anglo-American ($M = .76$) children. No further mean differences were observed when the items were separated into the original group and the modified content areas.

CHAPTER V

DISCUSSION

The findings provided considerable support in three general areas. First of all, the data generated in this study provides further support for the internal consistency and validity of the Hassles Scale for Children. Moreover, its ease of applicability to the Latino population suggests that it can be readily adapted to include items that are culturally relevant for specific populations under study.

Secondly, there was substantial evidence for the proposed stress model. The results indicated that negative life events predicted daily hassles, which were highly correlated with self-reported anxiety. However, appraisal of negative life events was a better predictor of lack of social skills. There was no evidence for a direct path from daily hassles to lack of social skills.

Finally, ethnicity was the most important predictor of negative life event stress. The other internal mediators, grade and gender, were not found to be predictive of negative life event stress. Latino children reported more stress associated with negative life events, particularly in the area of migration. However, Latino children overall did not report

significantly higher levels of anxiety.

Additional support for the validity of the Hassles Scale for Children.

The internal consistency of the Revised Hassles Scale for Children actually increased from that found earlier by Parfenoff (1989). This provides further evidence for the internal consistency of this measure and suggests that the Hassles Scale, even after modifications, can be useful in research with diverse populations.

Within the model, Daily Hassles mediated the effects of Life Events on Anxiety. Daily Hassles showed a significant positive relationship with Anxiety, such that a higher score in the Daily Hassles was related to higher levels of reported anxiety. Thus, hassles in mediating the effect of life events on anxiety, seems to be an integral part of the stress-outcome relationship.

Predicted Stress Model

There was substantial support for the stress-mediation-model. In the proposed model, it was predicted that the appraisal of stressful negative life events would be mediated by grade, gender, and ethnicity. In addition, it was proposed that the effects of negative life event stress on the levels of anxiety and social skills would be mediated by daily stress as measured by daily hassles. The data showed that at least one of the internal mediators, ethnicity, was a significant predictor of negative life events. Further, there was strong

evidence for the mediating role of daily hassles in the relationship between life events and anxiety. However, this mediating effect was not apparent in predicting lack of social skills. Negative life events evidenced a direct effect on lack of social skills.

Gender, grade, and ethnicity were included as potential internal mediators, however, specific hypotheses were made only in regards to ethnicity. The prediction was that Latino children would have a stress experience distinct from their non-Latino counterparts, demonstrated by reports of either different levels of stress, different proportions, or different types of stressors. Findings related specifically to Latino children will be discussed in a later section.

Clearly, there are many internal mediators that were not examined in the present study which could have an impact on the appraisal of negative life events. These variables include temperament (Wertlieb, Weigel, Springer, & Feldstein, 1987), and personality traits, such as locus of control. The role of locus of control is discussed in more detail in the ethnicity and stress section.

Moreover, there is a myriad of external mediators that could also impact upon the appraisal of life events, none of which were included in the present analysis. The small sample size did not permit analysis of socioeconomic status and family composition as external mediators in the causal model. Socioeconomic status, preferably as measured by parents'

occupation, household income, and size of household, is a crucial variable that deserves careful consideration whenever culturally diverse populations are included in research. Too often in this type of research ethnicity, culture and socioeconomic status are confounded so that individual or interaction effects are difficult to assess.

Another variable of interest, particularly in the study of children, is family composition. Children who come from single parent, two natural parents, or one natural/one stepparent families may experience and appraise stress differently. Thus, socioeconomic status and family composition are two system variables which may have a strong impact on the appraisal of stress and deserve further investigation.

There was a strong positive relationship between reported negative life events and daily hassles. Negative life events were slightly better predictors of daily hassles than total life change (both positive and negative life events). However, there was no evidence that positive life events and hassles were negatively correlated. The path analysis revealed that there was a significant path from negative life events to daily hassles, suggesting that an increase in negative life events leads to an increase in daily hassles. This would be in accord with the findings of other researchers (Compas, 1987; Compas et al., 1987; Lazarus & DeLongis, 1983).

Furthermore, daily hassles seemed to mediate the effects

of negative life events on self-reported anxiety. Thus, it can be concluded that although negative life events do impact on anxiety, it is an indirect effect. The data show that it is the associated increase in daily hassle stress that directly accounts for the increase in anxiety. It is argued that negative life events increase the amount of stress in daily experiences. To the extent that there is an increase in daily hassles, a corresponding increase in anxiety is very likely.

On the other hand, there was no evidence of the mediating effect of daily hassle stress with respect to the teacher's rating of social skills. A crucial difference between these two measures is that anxiety was measured by self-report while social skills were rated by the teachers. Mono-method measurement, i.e., self-report between life events, hassles, and anxiety, may have contributed to these high correlations.

In contrast, earlier studies have suggested that life events might be better predictors than hassles of externalizing behavior as rated by teachers (Parfenoff, 1989; Rowlison & Felner, 1988). However, hassles have been found to be significantly correlated with parents' ratings of behavior (Rowlison & Felner, 1988). The correlation found between life events and teachers' ratings suggest that negative life events might have a direct impact on externalized behavior within the larger, more structured social context of school. A behavioral measure independent

of the teacher's perspective, for example, direct classroom observation, might help to disentangle whether these results are due to some actual difference in the child's behavior at home and at school or whether they represent the teacher's biased rating.

Coping efforts are a very important element that was not examined within the current investigation. At the inception of the present research, there were no appropriate coping scales available for children. This is a very important piece of the puzzle that needs to be included within the overall model.

Ethnicity and Stress

The main prediction was that Latino children would have distinctive stress experiences compared to their non-Latino counterparts, as demonstrated by reports of either different levels of stress, different proportions, or different types of stressors.

The measures utilized in the present study were revised in order to reflect more accurately the life experience of Latino children in the United States. Although some overlap with African American children in the areas of poverty, prejudice, and discrimination is to be expected, these measures are limited in scope with respect to African-American children. A more careful examination of the literature on African-American children would have to be undertaken before specific events and hypotheses relevant to this population

can be generated.

Generally, compared to the non-Latino groups, the data show that Latino children, regardless of generational status, reported higher levels of negative life event stress. This result needs to be considered with caution since Latino children may have been reporting more of everything in order to cooperate with the Latina experimenter and quite possible that children from other ethnic groups may have been underreporting their stressful life events. Future investigations should include experimenters representative of the population under study.

An analysis of ethnic differences in the content areas revealed that Latino children, as expected, reported significantly higher stress associated with migration and relocation. A substantially higher number of Latino children rated events like moving to a new home, moving to a different neighborhood, and moving from place to place, as negative changes in their lives. All of these events suggest a break with established ties, and subsequent adjustment to new social contexts (i.e., community, peers). Furthermore, all of these items were added for the current investigation. If Latino children had not had the opportunity to rate these events, they might have mistakenly appeared to be much more similar to their classmates in the amount of negative life event stress experienced (See for example Newcomb, Huba, and Bentler, 1986).

Ethnic differences in two additional content areas of the Modified Life Events Checklist were found. A significant difference was found in Family Resources, however, this difference was not in the direction predicted. White children, rather than Latino children, reported more stress in this area. A higher percentage of White children indicated that their parent was unemployed and was staying home as a result. Even though White children in this sample reported higher average household incomes than both African-American and Latino children, for some of the White children's families this situation may be changing for the worse. The higher positive ratings furnished by the other two groups on events like parents making more or less money and parent changing jobs, indicate that family resources might be improving for African-American and Latino children in this sample. The small sample size and lack of longitudinal data prevent any definitive interpretation and generalization of this finding.

A third, unexpected, ethnic difference in the life event content area was evidenced between African-American and Latino children. As indicated by the means obtained for each ethnic group, Latino children appraised significantly higher levels of stress in their relationships with classmates than African-American children. White children's reports of trouble with classmates were somewhere in between these two groups. The low mean evidenced by African-Americans is probably due to the lower percentage of African-American children who reported

experiencing trouble with their classmates, however the impact rating of those who did experience trouble with classmates was as high as that of the Latino children.

An examination of individual items pertaining to daily hassles in peer relations shows that even though African-American children report similar problems in "trying to get along with other kids in class," compared to the other two groups, they were less likely to report that they were not liked by their peers, that they had misunderstandings with their peers and that people were talking about them. Thus, it appears that although African-American children perceived similar levels of difficulty in dealing with peers, perhaps they regard themselves to be more successful in their relationships. It would be very interesting to compare this self-perception to actual peer ratings.

In addition to average mean ratings for the content areas in the Life Events Scale, items endorsed by 30% or more of the children in each ethnic group were examined. Ethnic differences were found in the number and type of events reported. Latino children reported the highest number of both positive and negative life events relative to White and African-American children.

Educational achievements such as graduation and recognition for good grades were reported by all three groups. White children seemed more involved in athletic teams and reported receiving special recognition for athletic

performance more frequently than the non-White groups. There were some similarities between Blacks and Latinos, who reported parents making more money and a new girlfriend or boyfriend as positive life changes. Latinos reported more changes in the household such as having less arguments with parents.

There was no overlap evidenced in the life events appraised negatively by 30% of the White versus the African-American groups; both groups endorsed distinct sets of items. White children seemed to have experienced more negative events relating to family relations. A higher proportion of African-American children reported problems at school, break-ups with girlfriends and boyfriends, being sick or someone in the family being sick. Latino children experienced problems like those listed by Whites and African-Americans in similar proportions, but in addition they endorsed items associated with problems in peer relationships, more arguments with parents and relocation.

An examination of average daily hassle stress ratings revealed no significant ethnic differences, until generational status was introduced. The data showed that first and second generation immigrants are more vulnerable to daily stress. It was hypothesized that first and second generation children would encounter more problems in daily living as their families adjusted to living in the United States. These children reported more negative stressful events than children

whose parents were born in the United States. As expected, Latino children who were third generation appeared similar to their non-Latino counterparts on the average daily stress reported.

An analysis of the content areas of the Modified Daily Hassle Scale for Children showed that there were ethnic differences in the area of Minority Status and Acculturation. All of the items in this section were added for the present research because they were thought to represent daily experiences relevant to acculturation and living as a minority in the United States. As expected, Latinos reported the highest level of stress in this area. African-Americans scored midway between White and Latino children. This is not surprising given that African-Americans as minorities in this society endure many of the same life experiences related to prejudice and discrimination, such as "getting picked on because of your nationality or skin color." However, the majority of the items in this area, such as "translating for family members" and "not seeing grandparents and relatives in another country," were written specifically to reflect hassles relevant to immigration and language barriers.

Other ethnic differences expected on role strain and family relations were not found. There was a marginal difference evidenced in the average hassle ratings for family relations, with Latinos reporting slightly higher daily stress in this area. The small sample size could have contributed

to the modest number of ethnic differences.

Other sample characteristics may also help account for the lack of differences. A similar percentage of White and Latino children came from two-natural parent families, however, the highest percentage, about one fourth, of step-parent families were found among the White children in this sample. Also, more White children reported negative changes in family resources. Latino children and African-American children rated changes in family resources more positively, perhaps reflecting increased upward mobility. Thus, changes in family composition and household income may have had an impact on the similar role strain and obligation stress across groups.

These ratings are personal appraisals, and as such, represent life changes and daily hassles that are perceived as salient by each respective group. This could be due to environmental influences on frequency of change as well as what life contexts are more highly valued by the individuals in a particular culture. Both stress measures used in the present study proved to be flexible enough to allow for the inclusion of events relevant to the specific culture under investigation. Thus, their use is encouraged in future investigations of the life experiences of diverse ethnic groups.

It is crucial to note that even though Latino children reported the highest level of major life event and daily

stress, there was no significant difference between their anxiety scores and the scores of the other non-Latino children. Moreover, teachers seemed to rate Latino children as somewhat higher in social skills. The fact that Latino children appraised more stress but did not exhibit higher anxiety levels could be due to better coping skills and social support networks. Once again, this highlights the necessity of including coping measures and external mediators (i.e., social support) which would elucidate the stress-mediation-outcome process.

In addition, it must be considered that in this population, perhaps the effects of higher stress levels may not be manifested in anxiety but in other areas of mental health/psychological functioning, i.e., depression. Ross and Mirowski (1984) have written extensively on the relationship between locus of control and depression in Mexican-Americans. They argue that Mexican-Americans maintain an external locus of control and are therefore more likely to suffer from depression than those individuals who maintain a more internal locus of control and resultantly experience anxiety. Future research should definitely include locus of control as an internal mediator and depression as an outcome variable.

Family relations can be a source of stress as well as a source of support. Keefe's (1979) research on extended familism shows that a family orientation and family support is very prominent in the Latino population. Keefe (1979)

defines extended familism as "a local kin group consisting of many related households whose members interact frequently and exchange mutual aid" (p. 351). According to her research, extended familism is a support system which is widely utilized by Mexican Americans and grows even stronger from generation to generation. Extended familism as well as other types of social support should be integrated in future stress research. Familism may be an important source of support which help Latinos continue to function even though they are faced with more life event and daily hassle stress.

Level of acculturation is another element which needs to be examined more carefully. In the present study, generational status and language use were utilized as an index of acculturation. Although generational status has been found to be a strong predictor of level of acculturation (Cuellar, Harris, & Jasso, 1980; Padilla, 1980), generational status and language use are only two facets of acculturation. Given the tremendous variations that exist in the transaction of individual and context, the assumption that third generation Latinos are more acculturated than first generation Latinos is inaccurate. Rather than a linear construct, acculturation should be considered as a much more complex process involving individual as well as context variables in the negotiation of values from the culture of origin and the host culture.

For example, in addition to generational status, Padilla (1980) found income and level of education to be positively

related to acculturation and ethnic density (i.e., the level of concentration of one particular ethnic group in the neighborhood) in the community to be negatively related to acculturation. Cohen (1987) suggests that a conceptual construct for analyzing acculturation should also include amount of schooling in the U.S., familiarity with the host culture, and adjustment to the "unavailable" culture of origin. Although there have been several acculturation measures developed for adults, measuring acculturation in children poses a challenge since no reliable and valid measures exist for this population.

Teachers and other individuals working with Latino children should become aware of the large number of children in this population who have distinct life experiences, and consequently, encounter and manage stressors beyond those commonly experienced by other children.

Conclusion

Overall, the results provide support for the inclusion of both negative life events and daily hassles in the analysis of stress and outcome. The stress-mediation-outcome model proposed by Cervantes and Castro (1985) seems to be a more comprehensive and sensitive approach to the study of stress and adaptation.

The ecological validity approach served to identify potential stressors in various contexts relevant to children, as well as to obtain children's own appraisals of what is

going on in their lives. In addition, this approach guided the effort to include not only universal stressors but also events uniquely relevant to Latino children growing up in the United States. It is not very often that Latino children are included in research, or that research endeavors include appropriate and culturally relevant constructs and measures.

The findings in the current research provide further support for Cervantes and Castro's (1985) view that stress research is an excellent vehicle for the study of mental health and adjustment for Latinos. Its multivariate design and implications for longitudinal study make the model very appealing for examining individual differences in adaptation. This line of research is very responsive to the current need for separating ethnic group membership from what belonging in that groups means in terms of life experiences, life events, and daily hassles experienced. In future research, more internal mediators (i.e., temperament, locus of control), external mediators, (i.e., SES, family composition, social support), coping, and outcome measures (i.e. anxiety, depression, problem behavior) should be included in an attempt to increase the ecological validity and thus, enhance the study of stress, coping, and outcome.

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APPENDIX A

CONTENT AREA/ITEM RATING

(* Denotes Added Item)

Content Area/Item	White %	White Rating	Black %	Black Rating	Latino %	Latino Rating
Peer Relations						
42. Trouble with classmates	27%	- .4	9%	-1.3	42%	-1.3
Family Relations						
4. Someone in family getting sick	27%	-3.0	31%	-2.0	36%	-2.7
5. Parents divorced	15%	- .2	6%	1.5	11%	-2.5
6. More arguments between parents	15%	-2.0	6%	-2.5	18%	-1.3
8. Death of a family member	34%	-2.8	25%	-2.4	29%	-2.8
9. Parents separated	9%	- .3	22%	- .9	11%	-1.6
12. Brother/sister leaving home	18%	.5	16%	-1.2	15%	-1.3
*15. Being away from parent(s)	6%	-3.0	9%	-1.6	9%	-1.0
16. New stepmother or stepfather	12%	2.5	13%	.3	7%	.0
23. Less arguments with parents	21%	3.1	28%	2.7	45%	2.3
39. Arguing more with parents	3%	-1.0	9%	-2.6	31%	-2.0
*45. Adolescent pregnancy in family						
*49. Someone moved into your house	3%	-3.0	3%	1.0	27%	1.4
*52. Parent staying away from home	9%	-1.3	19%	- .5	11%	-1.6
53. Trouble with brother or sister	42%	-1.4	16%	-2.4	44%	-1.9
58. New brother or sister	9%	2.6	0		11%	1.8
*59. Leaving grandparents/relatives behind in other country	9%	-2.3	3%	-2.0	33%	-1.8
School						
3. Changing to a new school	24%	.3	6%	2.5	33%	- .4
20. Special recognition grades	33%	2.3	34%	2.5	56%	2.1
21. Joining a new club	16%	2.4	13%	3.5	13%	2.1
26. Making the honor role	9%	2.3	0		15%	3.3
29. Failing a grade	30%	-2.6	25%	-2.1	33%	-2.3
36. Trouble with teacher	27%	-1.9	25%	- .4	20%	-2.3
*37. Sent to principal's office	18%	-1.8	38%	-2.0	38%	-1.8
38. Failing to make athletic team	12%	-2.5	0		7%	-1.3
40. Failing grades in report card	24%	-1.4	41%	-1.7	31%	-2.9
41. Making an athletic team	27%	2.3	16%	3.2	20%	3.0
43. Special recognition athletics	36%	3.0	13%	3.3	22%	2.9
*46. Being suspended from school	21%	-2.0	28%	-2.2	18%	-1.6
47. Moving up to next grade/ graduating	52%	2.5	56%	2.7	58%	2.7
Lack of Resources and Control						
25. Losing a job	6%	-2.3	0		9%	-2.2
27. Getting your own car	6%	.0	6%	.5	6%	3.3
31. Getting a job of your own	21%	2.3	9%	2.7	27%	1.9

Content Area/Item	White %	White Rating	Black %	Black Rating	Latino %	Latino Rating
Health						
33. Getting very sick	21%	-1.1	34%	-1.0	24%	-2.2
Migration/Relocation						
1. Moving to a new home	21%	- .1	9%	2.7	35%	- .4
* 2. Learning a new language	3%	4.0	3%	-1.0	7%	1.0
*11. Moving/different neighborhood	15%	0	13%	1.3	33%	- .9
*19. Relative having trouble with U.S. citizenship papers	3%	-1.0	3%	3.0	11%	-1.3
*48. Coming to the United States	0		0		7%	.2
*51. Going back and forth to another country	3%	-3.0	3%	4.0	16%	- .8
*54. Moving from place to place	12%	1.3	0		13%	-2.7
Loss						
8. Death of a family member	34%	-2.8	25%	-2.4	29%	-2.8
10. Death of a close friend	3%	-3.0	16%	-2.8	15%	-2.1
13. Close friend getting sick	6%	-2.0	13%	-1.5	16%	-2.0
22. Losing a close friend	21%	-2.7	13%	-2.3	36%	-2.6
*50. Someone close went away	21%	-1.7	19%	-2.3	27%	-2.9
Legal Conflict						
14. Parent getting into trouble with the police	3%	-1.0	0		2%	-3.0
17. Parent going to jail	0		0		0	
32. Getting into trouble with the police	18%	-1.2	3%	-4.0	13%	-2.1
44. Getting put in jail	3%	2.0	0		4%	-1.5
Sexuality						
24. Began dating	18%	1.5	22%	2.1	29%	3.1
28. New boyfriend/girlfriend	27%	2.0	34%	2.0	40%	2.5
34. Break up with girl/boyfriend	15%	1.0	38%	-1.0	35%	-1.2
35. Make up with girl/boyfriend	15%	2.6	31%	2.5	16%	2.1
Lack of Resources--Family						
7. Mother or father lost job	12%	-2.5	0		7%	- .5
18. Parents making more/less money	27%	.6	31%	2.8	36%	1.6
*55. Mom or dad changing jobs	9%	2.7	6%	3.5	13%	2.2
*56. Parent staying at home because s/he can't get a job	15%	-1.8	0		4%	.0
*60. Parent getting a new job	12%	1.0	9%	1.0	22%	1.0

CONTENT AREA/ITEM RATING

(** Denotes Added Item)

Content Area/Item	White %	White Rating	Black %	Black Rating	Latino %	Latino Rating
Self-Esteem and Psychological Well Being						
6. can't relax or take it easy	40%	2.1	43%	2.4	61%	2.4
9. someone interrupts you	70%	2.7	86%	2.3	77%	2.1
10. not enough fun things to do	65%	2.5	62%	2.2	61%	2.4
11. too many things to do	40%	2.6	57%	2.8	52%	3.0
12. your body changes	70%	1.7	62%	2.3	80%	2.1
22. arguing with someone	80%	2.4	86%	2.3	91%	2.5
23. unable to talk to other people about your thoughts	45%	3.1	52%	2.5	43%	3.5
25. thinking about how you look	65%	2.9	76%	2.7	82%	2.6
39. having nightmares bad dreams	15%	1.7	33%	2.6	34%	3.1
48. not enough time for play	35%	2.6	43%	1.7	46%	2.0
50. weighing too much	40%	2.8	10%	3.0	48%	2.9
54. being alone	40%	3.1	48%	1.5	55%	2.3
**81. no one listening to you	45%	2.8	43%	1.7	53%	2.7
**85. not being asked out on dates	50%	2.8	19%	3.0	36%	2.5
**88. being skinny	45%	2.3	38%	2.4	32%	2.5
Peer Relations						
2. kids that tease you	50%	2.5	67%	2.1	61%	2.2
16. trying to get along with kids in your class	55%	2.0	52%	2.0	61%	2.5
26. not being liked by someone	35%	2.4	24%	1.6	48%	2.7
35. people talking about you	60%	2.3	48%	2.0	80%	2.3
42. a misunderstanding or disagreement with friends	70%	2.5	57%	2.3	77%	2.3
**84. going along with other kids to be "cool"	20%	2.0	19%	2.5	21%	2.2
**86. being picked last on a team	25%	2.4	19%	2.3	16%	1.9
**87. being picked captain/leader	35%	2.0	48%	1.6	39%	1.7
School						
17. started a new unit in school	65%	1.3	71%	1.9	71%	1.8
31. lower grades than expected in reading, writing	55%	2.9	67%	2.9	61%	2.9
32. school work is easy	60%	1.7	52%	2.0	37%	1.7
33. wanting to be among the best students in school	50%	2.5	52%	2.4	75%	2.3
34. lower grades than expected in math or science	35%	2.3	48%	3.1	52%	3.0
40. trying to get good grades	95%	2.7	100%	2.7	89%	2.9
41. a misunderstanding or disagreement with teacher	45%	2.4	76%	2.6	32%	3.1
**63. no school cafeteria or food	15%	1.7	14%	1.7	32%	1.9

Content Area/Item	White %	White Rating	Black %	Black Rating	Latino %	Latino Rating
Family Relations						
3. thinking about family member who is sick	55%	2.6	52%	2.7	48%	2.7
13. people living in your house who are not in your family	5%	3.0	5%	2.0	7%	2.0
15. eating dinner alone	20%	2.0	38%	1.6	43%	1.9
**27. parent spending nights away	10%	1.0	14%	1.0	18%	2.3
**36. mom is "nervous" or sad	30%	2.2	33%	2.6	55%	2.5
43. a misunderstanding or disagreement with parents	65%	1.8	57%	2.5	61%	2.7
44. a disagreement with sibling	75%	2.3	52%	2.4	77%	2.5
51. seeing your mom cry	35%	2.7	24%	2.4	32%	2.7
**57. Many people living in your house	15%	1.7	10%	1.5	27%	2.4
**65. not seeing parent	30%	2.2	43%	2.1	41%	2.7
**71. being raised by relatives	10%	2.8	10%	1.0	12%	1.6
**72. parent not being able to help out with homework	30%	2.2	33%	2.0	34%	2.3
**73. not doing things with family	40%	2.1	52%	2.0	55%	2.2
**77. people saying bad things about family	20%	2.3	24%	2.8	55%	2.8
**78. parents arguing in front of you	30%	2.3	29%	2.8	39%	2.3
**89. parents being "old fashioned"	45%	2.9	43%	2.3	46%	2.5
Hurriedness/Impatience						
19. waiting for someone/thing	60%	2.3	57%	2.2	66%	2.0
80. not enough time to get everything done	80%	2.1	57%	2.3	57%	2.6
Lack of resources						
1. misplacing or losing things	75%	2.3	71%	2.6	80%	2.2
4. not enough money for clothes	15%	3.0	19%	2.5	21%	2.3
5. someone owes you money	55%	1.6	57%	2.3	55%	2.1
18. don't have enough money for things you need	30%	2.8	52%	2.4	41%	2.7
20. you owe money to someone else	30%	1.5	33%	1.7	34%	1.6
37. not able to watch T.V. programs you like	40%	1.9	43%	2.6	46%	2.5
45. getting parents to take you to and from school, friends' houses	40%	2.0	43%	2.0	50%	2.1
46. not enough money for movies or video games	15%	2.7	5%	4.0	32%	2.9
49. someone has stolen something that belongs to you	40%	2.9	43%	3.0	46%	2.3

Content Area/Item	White %	White Rating	Black %	Black Rating	Latino %	Latino Rating
Personal Health						
7. being sick	40%	2.1	52%	2.2	32%	1.9
29. not getting enough sleep	45%	1.9	67%	2.4	57%	2.4
30. problems seeing or hearing	15%	3.0	33%	2.7	27%	2.3
82. going to the doctor	55%	1.9	62%	2.2	41%	1.7
Obligations/Role Strain						
8. doing your jobs at home	70%	2.0	81%	2.4	86%	2.3
28. keeping your room clean	75%	1.9	67%	2.4	57%	2.4
47. too many things to do with family	20%	1.8	24%	1.8	25%	2.3
64. taking care of a pet	65%	1.6	48%	1.5	36%	1.9
**55. being sent to grocery store	50%	2.8	43%	1.9	25%	1.7
**66. caring for younger children	25%	1.8	67%	1.6	75%	1.8
**69. doing what older sib says	25%	1.8	33%	2.3	43%	2.3
**76. parent telling you their problems	40%	2.8	48%	1.8	52%	2.3
Minority Status / Acculturation						
**14. getting picked on because of your nationality or skin color	15%	2.3	24%	2.6	25%	2.6
**21. translating for family	10%	1.5	5%	2.0	62%	1.9
**24. not seeing relatives in other country	20%	2.8	19%	2.8	64%	2.3
**38. not speaking English well	0		5%	2.0	14%	2.7
**53. learning things in English	10%	1.5	10%	2.5	21%	2.4
**59. taking the bus to school	15%	3.7	100%	2.0	50%	2.0
**61. dealing with people from cultures who don't understand yours	20%	1.8	48%	2.5	25%	1.3
**70. parent not speaking English	5%	1.0	5%	1.0	34%	2.2
**83. not able to return to the country you came from	10%	2.0	0		18%	2.3
Violence						
**56. violence in the school/ neighborhood	45%	1.9	91%	2.2	64%	2.3
**60. gangs in the school/ neighborhood	75%	2.7	95%	2.5	80%	2.7
Lack of Resources--Family						
**62. not having enough food	10%	1.5	14%	1.0	14%	2.5
**67. parent complains about money	30%	2.8	43%	2.2	46%	2.4
**68. being on public aid	0		0		5%	2.5
Abuse						
**58. seeing family member drunk	30%	1.8	43%	2.0	36%	2.8
**75. family hitting each other	20%	2.3	10%	2.0	7%	2.3
**79. mom or dad hitting you	15%	2.0	19%	1.5	18%	2.3

APPENDIX B

LOYOLA UNIVERSITY OF CHICAGO

*Lewis Towers * 820 North Michigan Avenue, Chicago, Illinois 60611 * (312) 670-3000*

May 15, 1990

Dear Parents,

My name is Layla Suleiman Gonzalez and I am a doctorate student at Loyola University of Chicago. I am currently working under the direction of Dr. Paul Jose, who is a Professor in child psychology at Loyola University. Recently, we have begun a research project on stress and children and we are interested in finding out whether children from different ethnic groups have different experiences with stress. Dr. Murawski and your child's teacher have given us permission to conduct our project at Richard Edwards School and we would like your permission to include your child.

The project consists in giving each child various questionnaires about stress. One of them deals with stressors in everyday living, such as "missing or losing things" and "having nightmares." The second one deals with bigger life changes, such as "moving to a new house" and "making the honor roll." At the end, we will have a workshop to teach children how to deal with stress better.

We will also need some general information about family background from the parents (the form is attached). All the information obtained for this study is <u>confidential</u>. We will use numbers instead of names on the forms, so no one will know who said what. Participation in this study is completely voluntary. You can refuse to participate or withdraw your child from the study at any time if you so wish.

The information that you and your child provide will be of much help to psychologists, teachers, parents and any one else that works with children. If you sign the enclosed letter, and send it with your child to school, then we can continue with our project. If you have any questions or would like to receive a copy of the final report, you can reach me at 847-1428, it would be a pleasure to talk with you about the project. Thank you for your consideration and participation.

Sincerely,

Layla P. Suleiman Gonzalez

Layla P. Suleiman Gonzalez
Loyola University Chicago
6525 N. Sheridan Rd.
Chicago, IL 60626

INFORMED CONSENT

I _____, the parent or guardian of
(Name of parent)

_____, hereby consent to her/his
(Name of student)

participation in the stress and children research project conducted by Layla P. Suleiman Gonzalez, under the guidance of Dr. Paul Jose of Loyola University Chicago. I have been informed that participation is completely voluntary and that I may withdraw my child at any time without prejudice. I understand that all the information obtained is confidential and that our identity will be protected.

_____ _____
Signature of Parent or Guardian | Date

(Please sign and return this letter to the school teacher with your child. Thank you for your participation.)

LOYOLA UNIVERSITY OF CHICAGO

Lewis Towers • 820 North Michigan Avenue, Chicago, Illinois 60611 • (312) 670-3000

15 de Mayo, 1990

Estimados Padres de Familia:

Mi nombre es Layla Suleiman González, soy estudiante de psicologia a nivel doctoral, en la Universidad de Loyola en Chicago y trabajo bajo la dirección del Dr. Paul Jose, profesor de psicologia de la niñez. Recientemente, empezamos un proyecto sobre el estrés y la niñez. Especificamente, estamos investigando si los niños de diferentes orígenes étnicos tienen diferentes experiencias asociadas con el estrés. El Dr. Murawski y la maestra de su niño/a me han dado permiso para llevar a cabo este estudio en la escuela Richard Edwards y me gustaría obtener su permiso para poder incluir a su niño/a en mi proyecto.

Mi proyecto consta en darle a cada niño/a varios cuestionarios sobre el estrés. Uno se trata del estrés cotidiano y contiene frases como "se me pierden las cosas" y "tengo pesadillas." El otro contiene frases sobre cambios más grandes como "mudarse de casa" o "estar en el cuadro de honor de la escuela." Finalmente, los niños participarán en una mesa de trabajo sobre el control del estrés.

También necesitaremos información general sobre la familia (el formulario está adjunto). Toda la información obtenida en este estudio es <u>confidencial</u>. Vamos a usar números en lugar de nombres, así que nadie sabra ningún detalle sobre su niño/a. Su participación en este estudio es totalmente voluntaria, y usted y su niño o niña pueden retirarse en cualquier momento, si así lo desean.

La información que usted y su niño/a provean será de mucha ayuda para psicologos, maestros, padres y en fin, cualquier otra persona que tenga contacto con niños. Si usted firma la carta adjunta, y la manda con su niño/a a la escuela, entonces seguiremos adelante con el proyecto. Si usted tiene alguna pregunta o le gustaría recibir una copia del reporte final, por favor llámeme al 847-1428. Sera un placer hablar sobre el proyecto con usted.

Gracias por su atención.

Sinceramente,

Layla P. Suleiman González

Layla P. Suleiman González
Universidad de Loyola Chicago
6525 N. Sheridan Rd.
Chicago, IL 60626

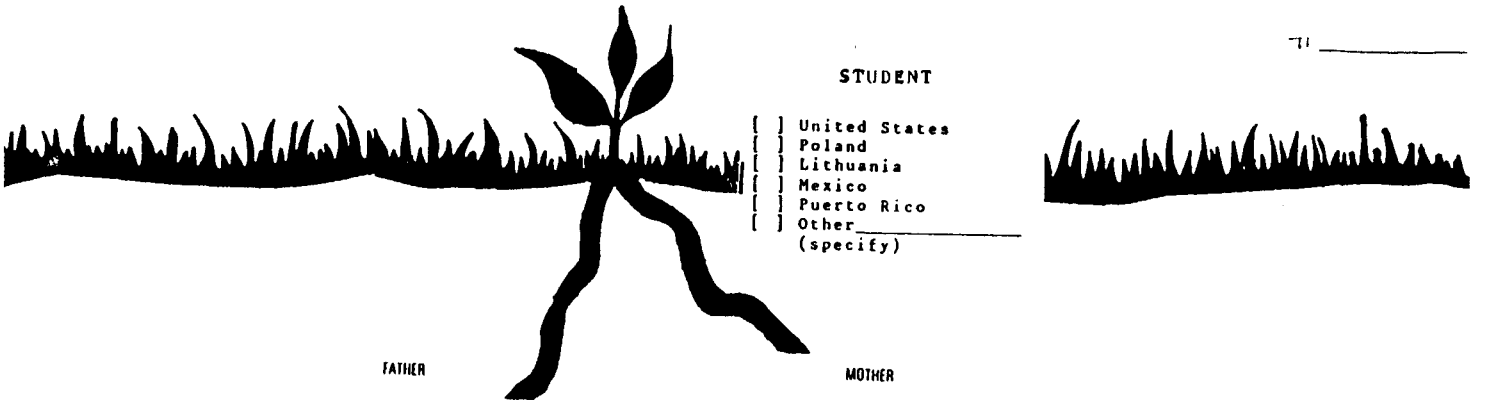
VERIFICACIÓN DE AUTORIZACIÓN

Yo, _____, doy permiso para
(Nombre del padre, madre o guardián legal)

que mi niño o niña _____, participe en el
(Nombre del niño o de la niña)
projecto del estrés en la niñez llevado a cabo por Layla Suleiman González, bajo la dirección del Dr. Jose de la Universidad de Loyola. Me han informado que mi participación es voluntaria y que puedo retirar a mi niño o niña a mi discreción en cualquier momento sin ninguna consequencia perjudicial. Yo entiendo que toda la información obtenida para este estudio es confidencial y que nuestra indentidad sera protegida.

_____ _____
Firma de padre o madre Fecha

(Favor de firmar y regresar la presente con su hijo/a a su maestra en la escuela. Gracias por su autorización.)



STUDENT

[ ] United States
[ ] Poland
[ ] Lithuania
[ ] Mexico
[ ] Puerto Rico
[ ] Other_____
(specify)

FATHER

[ ] United States
[ ] Poland
[ ] Lithuania
[ ] Mexico
[ ] Puerto Rico
[ ] Other_____
(specify)

MOTHER

[ ] United States
[ ] Poland
[ ] Lithuania
[ ] Mexico
[ ] Puerto Rico
[ ] Other_____
(specify)

PATERNAL GRANDMOTHER

[ ] United States
[ ] Poland
[ ] Lithuania
[ ] Mexico
[ ] Puerto Rico
[ ] Other_____
(specify)

PATERNAL GRANDFATHER

[ ] United States
[ ] Poland
[ ] Lithuania
[ ] Mexico
[ ] Puerto Rico
[ ] Other_____
(specify)

MATERNAL GRANDMOTHER

[ ] United States
[ ] Poland
[ ] Lithuania
[ ] Mexico
[ ] Puerto Rico
[ ] Other_____
(specify)

MATERNAL GRANDFATHER

[ ] United States
[ ] Poland
[ ] Lithuania
[ ] Mexico
[ ] Puerto Rico
[ ] Other_____
(specify)

1. If your family is not originally from the United States, how many years have you been living here?_____

2. Annual Household Income. Check one:

[ ] $0 to $5,000
[ ] $5,000 to $10,000
[ ] $10,000 to $15,000
[ ] $15,000 to $20,000
[ ] $20,000 to $25,000
[ ] $25,000 to $30,000
[ ] $30,000 and above

Everyday Life Event Scale

Directions: Below is a list of different things that can happen to you. If one of these things has happened to you in the last month make a check next to the number. Then, circle "yes" if you feel it is a problem and "no", if you feel it is not a problem. If you have circled "yes", please circle the number, from 1 to 3, which best describes how much it is a problem.

1 — a little
2 — some
3 — a lot

Happened? Yes	Happened? No		A problem?		How much?		
___	___	1. misplacing or losing things	No	Yes	1	2	3
___	___	2. kids that tease you	No	Yes	1	2	3
___	___	3. thinking about someone in your family who is sick	No	Yes	1	2	3
___	___	4. not enough money for clothes	No	Yes	1	2	3
___	___	5. someone owes you money	No	Yes	1	2	3
___	___	6. can't relax or take it easy	No	Yes	1	2	3
___	___	7. being sick	No	Yes	1	2	3
___	___	8. doing your jobs at home (setting the table, taking out the garbage, etc.)	No	Yes	1	2	3
___	___	9. someone interrupts you while you are doing something else	No	Yes	1	2	3
___	___	10. not enough fun things to do	No	Yes	1	2	3
___	___	11. too many things to do	No	Yes	1	2	3
___	___	12. your body changes as you get older	No	Yes	1	2	3
___	___	13. people living in your house who are not in your family	No	Yes	1	2	3
___	___	14. getting picked on because of your nationality or skin color	No	Yes	1	2	3
___	___	15. eating dinner alone	No	Yes	1	2	3
___	___	16. trying to get along with other kids in your class	No	Yes	1	2	3

Happened? Yes	Happened? No		A problem?		How much? (1 = a little, 2 = some, 3 = a lot)		
___	___	17. started a new unit in school	No	Yes	1	2	3
___	___	18. don't have enough money for things you need	No	Yes	1	2	3
___	___	19. having to wait for someone or something	No	Yes	1	2	3
___	___	20. you owe money to someone else	No	Yes	1	2	3
___	___	21. translating for family members	No	Yes	1	2	3
___	___	22. arguing with someone	No	Yes	1	2	3
___	___	23. unable to talk to other people about your thoughts and feelings	No	Yes	1	2	3
___	___	24. not seeing grandparents or other relatives in another country	No	Yes	1	2	3
___	___	25. thinking about the way you look	No	Yes	1	2	3
___	___	26. not being liked by someone in your class	No	Yes	1	2	3
___	___	27. mom or dad spending one or more nights away when he or she should be home	No	Yes	1	2	3
___	___	28. working to keep your room clean	No	Yes	1	2	3
___	___	29. not getting enough sleep	No	Yes	1	2	3
___	___	30. problems seeing or hearing	No	Yes	1	2	3
___	___	31. lower grades than you expected in reading, writing, or spelling	No	Yes	1	2	3
___	___	32. school work is easy	No	Yes	1	2	3
___	___	33. wanting to be among the best students in school	No	Yes	1	2	3
___	___	34. lower grades than you expected in math or science	No	Yes	1	2	3

Happened? Yes	Happened? No		A problem?		How much? (1 = a little, 2 = some, 3 = a lot)		
___	___	35. other people talking about you	No	Yes	1	2	3
___	___	36. mom is "nervous" or sad	No	Yes	1	2	3
___	___	37. not being able to watch the TV programs you like	No	Yes	1	2	3
___	___	38. not speaking English well	No	Yes	1	2	3
___	___	39. having nightmares or bad dreams	No	Yes	1	2	3
___	___	40. trying hard to get good grades	No	Yes	1	2	3
___	___	41. having a misunderstanding or disagreement with your teacher	No	Yes	1	2	3
___	___	42. having a misunderstanding or disagreement with your friends	No	Yes	1	2	3
___	___	43. having a misunderstanding or disagreement with your parents	No	Yes	1	2	3
___	___	44. having a misunderstanding or disagreement with your brother(s) or sister(s)	No	Yes	1	2	3
___	___	45. getting parents to take you to and from school, friends' houses or other places	No	Yes	1	2	3
___	___	46. not enough money for movies or video games	No	Yes	1	2	3
___	___	47. too many things to do with family	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. weighing too much	No	Yes	1	2	3
___	___	51. seeing your mom cry	No	Yes	1	2	3
___	___	52. mom or dad is (or complains about) being sick	No	Yes	1	2	3
___	___	53. having to learn things in English	No	Yes	1	2	3
___	___	54. being alone	No	Yes	1	2	3
___	___	55. being sent to the grocery store all the time	No	Yes	1	2	3

Happened? Yes	Happened? No		A problem?		How much? 1 = a little, 2 = some, 3 = a lot		
___	___	56. fighting or violence in the school or in the neighborhood	No	Yes	1	2	3
___	___	57. having many people living in your house	No	Yes	1	2	3
___	___	58. seeing a family member drunk	No	Yes	1	2	3
___	___	59. having to take the bus to school	No	Yes	1	2	3
___	___	60. gangs in the school or in the neighborhood	No	Yes	1	2	3
___	___	61. dealing with people from other cultures who don't understand yours	No	Yes	1	2	3
___	___	62. not having enough food to eat	No	Yes	1	2	3
___	___	63. no school cafeteria or food running out	No	Yes	1	2	3
___	___	64. taking care of a pet	No	Yes	1	2	3
___	___	65. not seeing mom or dad as much as you would like	No	Yes	1	2	3
___	___	66. taking care of younger children	No	Yes	1	2	3
___	___	67. mom or dad complaining about not having enough money	No	Yes	1	2	3
___	___	68. being on welfare or public aid	No	Yes	1	2	3
___	___	69. doing what an older brother or sister that takes care of you says	No	Yes	1	2	3
___	___	70. mom or dad not speaking English	No	Yes	1	2	3
___	___	71. being raised by relatives or people other than your parents	No	Yes	1	2	3
___	___	72. mom or dad not being able to help out with homework	No	Yes	1	2	3
___	___	73. not doing things with the whole family	No	Yes	1	2	3
___	___	74. feeling tired or worn out	No	Yes	1	2	3
___	___	75. people in your family physically hitting each other to hurt each other	No	Yes	1	2	3

Happened? Yes	Happened? No		A problem?		How much? 1 a little	2 some	3 a lot
___	___	76. mom or dad telling you about their problems or worries	No	Yes	1	2	3
___	___	77. people saying bad things about your family	No	Yes	1	2	3
___	___	78. mom and dad arguing in front of you	No	Yes	1	2	3
___	___	79. mom or dad hitting you (slapped, kicked, hit with fist or something hard)	No	Yes	1	2	3
___	___	80. not enough time to get everything done	No	Yes	1	2	3
___	___	81. no one listening to you when you have something important to say	No	Yes	1	2	3
___	___	82. going to the doctor or dentist or taking medicine	No	Yes	1	2	3
___	___	83. not being able to go back and live in the country you came from	No	Yes	1	2	3
___	___	84. going along with what other kids do or say just to be "cool"	No	Yes	1	2	3
___	___	85. not being asked out on dates	No	Yes	1	2	3
___	___	86. being picked last on a team	No	Yes	1	2	3
___	___	87. being picked captain or leader of a team	No	Yes	1	2	3
___	___	88. being skinny	No	Yes	1	2	3
___	___	89. parents being "old fashioned"	No	Yes	1	2	3

90. Have we missed anything that bothers you?
If so, write them down.

_____			No	Yes	1	2	3
_____			No	Yes	1	2	3
_____			No	Yes	1	2	3

Teacher Report of Social Skills

Circle the number associated with the appropriate description of behavior.

0 = not true 1 = somewhat or sometimes true 2 = very true or often true

0	1	2	1. deals with conflict situations successfully
0	1	2	2. plays fairly with others
0	1	2	3. makes friends easily
0	1	2	4. is someone you can trust
0	1	2	5. is polite
0	1	2	6. works well with classmates
0	1	2	7. handles problems confidently
0	1	2	8. likes to play with others
0	1	2	9. helps other people
0	1	2	10. is usually happy
0	1	2	11. has a good sense of humor
0	1	2	12. everyone likes to be with
0	1	2	13. will wait his/her turn
0	1	2	14. has good ideas for things to do
0	1	2	15. everyone listens to this child
0	1	2	16. child demonstrates good social skills with peers
0	1	2	17. deals well with frustrating situations

#_____

Major Life Events Checklist

Instructions:

Here is a list of things that sometimes happen to people. Put a check in the space underneath the "Yes" column if it has happened to you within the last year and "No" if it hasn't happened to you. Also, circle whether you would consider the event as a "GOOD" event or a "BAD" event. Finally, circle how much you think the event has changed your life.

HAPPENED? YES	NO		TYPE OF EVENT		HOW MUCH CHANGE?			
___	___	1. Moving to a new home	Good	Bad	None	Some	A lot	Great
___	___	2. Having to learn a new language	Good	Bad	None	Some	A lot	Great
___	___	3. Changing to a new school	Good	Bad	None	Some	A lot	Great
___	___	4. Someone in the family getting very sick	Good	Bad	None	Some	A lot	Great
___	___	5. Parents divorced	Good	Bad	None	Some	A lot	Great
___	___	6. More arguments between parents	Good	Bad	None	Some	A lot	Great
___	___	7. Mother or father lost job	Good	Bad	None	Some	A lot	Great
___	___	8. Death of a family member	Good	Bad	None	Some	A lot	Great
___	___	9. Parents separated	Good	Bad	None	Some	A lot	Great
___	___	10. Death of a close friend	Good	Bad	None	Some	A lot	Great
___	___	11. Moving to a different neighborhood	Good	Bad	None	Some	A lot	Great
___	___	12. Brother or sister leaving home	Good	Bad	None	Some	A lot	Great
___	___	13. Close friend getting very sick	Good	Bad	None	Some	A lot	Great
___	___	14. Parent getting into trouble with the police	Good	Bad	None	Some	A lot	Great
___	___	15. Being away from parent(s) because they are working somewhere else	Good	Bad	None	Some	A lot	Great
___	___	16. New stepmother or stepfather	Good	Bad	None	Some	A lot	Great
___	___	17. Parent going to jail	Good	Bad	None	Some	A lot	Great
___	___	18. Parents making more or less money now than they used to	Good	Bad	None	Some	A lot	Great

___	___19. Family member having trouble getting U.S. citizenship papers	Good	Bad	None	Some	A lot	Great
___	___20. Special recognition for good grades	Good	Bad	None	Some	A Lot	Great
___	___21. Joining a new club	Good	Bad	None	Some	A lot	Great
___	___22. Losing a close friend	Good	Bad	None	Some	A lot	Great
___	___23. Less arguments or fights with parents	Good	Bad	None	Some	A lot	Great
___	___24. Began dating	Good	Bad	None	Some	A lot	Great
___	___25. Losing a job	Good	Bad	None	Some	A lot	Great
___	___26. Making the honor role	Good	Bad	None	Some	A lot	Great
___	___27. Getting your own car	Good	Bad	None	Some	A lot	Great
___	___28. New boyfriend or girlfriend	Good	Bad	None	Some	A lot	Great
___	___29. Failing a grade	Good	Bad	None	Some	A lot	Great
___	___30. Tried drugs	Good	Bad	None	Some	A lot	Great
___	___31. Getting a job of your own	Good	Bad	None	Some	A lot	Great
___	___32. Getting into trouble with the police	Good	Bad	None	Some	A lot	Great
___	___33. Getting very sick	Good	Bad	None	Some	A lot	Great
___	___34. Breaking up with boyfriend or girlfriend	Good	Bad	None	Some	A lot	Great
___	___35. Making up with boyfriend or girlfriend	Good	Bad	None	Some	A lot	Great
___	___36. Trouble with teacher	Good	Bad	None	Some	A lot	Great
___	___37. Being sent to the principal's office	Good	Bad	None	Some	A lot	Great
___	___38. Failing to make an athletic team	Good	Bad	None	Some	A lot	Great
___	___39. Fighting or arguing more with parents	Good	Bad	None	Some	A lot	Great
___	___40. Making failing grades in report card	Good	Bad	None	Some	A lot	Great
___	___41. Making an athletic team	Good	Bad	None	Some	A lot	Great

___ ___42. Trouble with classmates	Good	Bad	None	Some	A lot	Great
___ ___43. Special recognition for athletic performance	Good	Bad	None	Some	A lot	Great
___ ___44. Getting put in jail	Good	Bad	None	Some	A lot	Great
___ ___45. Adolescent pregnancy in the family	Good	Bad	None	Some	A lot	Great
___ ___46. Being suspended from school	Good	Bad	None	Some	A lot	Great
___ ___47. Moving up to the next grade in school/ Graduating	Good	Bad	None	Some	A lot	Great
___ ___48. Coming to the United States	Good	Bad	None	Some	A lot	Great
___ ___49. Someone moved into your house	Good	Bad	None	Some	A lot	Great
___ ___50. Someone close went away	Good	Bad	None	Some	A lot	Great
___ ___51. Going back and forth to another country	Good	Bad	None	Some	A lot	Great
___ ___52. Either parent staying away more from home	Good	Bad	None	Some	A lot	Great
___ ___53. Trouble with brother or sister	Good	Bad	None	Some	A lot	Great
___ ___54. Moving from place to place	Good	Bad	None	Some	A lot	Great
___ ___55. Mom or dad changing jobs	Good	Bad	None	Some	A lot	Great
___ ___56. Parent staying at home because he or she can't get a job	Good	Bad	None	Some	A lot	Great
___ ___57. New brother or sister	Good	Bad	None	Some	A lot	Great
___ ___58. Leaving grandparents or other relatives behind in another country	Good	Bad	None	Some	A lot	Great
___ ___59. Parent getting a new job	Good	Bad	None	Some	A lot	Great

Other events which have changed your life. List and rate.

60._____	Good	Bad	None	Some	A lot	Great
61._____	Good	Bad	None	Some	A lot	Great
62._____	Good	Bad	None	Some	A lot	Great

The "How I Feel" Questionnaire

Directions: Below are some statements that boys and girls use to describe how they feel. Read each statement and decide if it is "hardly ever", "sometimes", or "often" true for how you feel. Put an X on the line in front of the word that seems to describe how often you feel this way. There are no wrong or right answers. Do not spend too much time on any one statement. Remember, choose the word which describes how often you feel a particular way.

1. I worry about making mistakes.
____ hardly ever ____ sometimes ____ often

2. I feel like crying.
____ hardly ever ____ sometimes ____ often

3. I feel unhappy.
____ hardly ever ____ sometimes ____ often

4. I have trouble making up my mind.
____ hardly ever ____ sometimes ____ often

5. It is difficult for me to face my problems.
____ hardly ever ____ sometimes ____ often

6. I worry too much.
____ hardly ever ____ sometimes ____ often

7. I get upset at home.
____ hardly ever ____ sometimes ____ often

8. I am shy.
____ hardly ever ____ sometimes ____ often

9. I feel troubled.
____ hardly ever ____ sometimes ____ often

10. Unimportant things run through my mind and bother me.
____ hardly ever ____ sometimes ____ often

11. I worry about school.
____ hardly ever ____ sometimes ____ often

12. I have trouble deciding what to do.
____ hardly ever ____ sometimes ____ often

13. I notice that my heart beats fast.
____ hardly ever ____ sometimes ____ often

14. I am secretly afraid.
____ hardly ever ____ sometimes ____ often

15. I worry about my parents.
____ hardly ever ____ sometimes ____ often

16. My hands get sweaty.
____ hardly ever ____ sometimes ____ often

17. I worry about things that may happen.
____ hardly ever ____ sometimes ____ often

18. It is hard for me to fall asleep at night.
____ hardly ever ____ sometimes ____ often

19. I get a funny feeling in my stomach.
____ hardly ever ____ sometimes ____ often

20. I worry about what others think of me.
____ hardly ever ____ sometimes ____ often

APPROVAL SHEET

The thesis submitted by Layla P. Suleiman Gonzalez has been read and approved by the following committee:

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The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact 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.

7/29/91
Date

Director's Signature