The Prevention Researcher
Successful adolescent development, one *issue* at a time.

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Teen Coping

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3 Adolescents Coping with Stress: Development and Diversity

By Melanie J. Zimmer-Gembeck, Ph.D., and Ellen A. Skinner, Ph.D.

This article summarizes what is known about stress, stress reactions, and coping among adolescents. Throughout, it focuses on typical developmental patterns by highlighting the emerging experiences of adolescents and how they differ from children and adults. It also briefly discusses differences between individuals, boys and girls, and racial/ethnic or other diverse groups.

8 From Distress to Success: Developing a Coping Language and Programs for Adolescents

By Erica Frydenberg, Ph.D., Chelsea Eacott, DEdPsych, and Nicholas Clark, MEdPsych

This article highlights the authors' research, beginning with the development of a language to define and discuss coping, then the development of two coping programs for adolescent-aged youth, and concluding with evaluations of these programs for youth who are low in resources.

13 Adolescent Coping with Poverty-Related Stress

By Martha E. Wadsworth, Ph.D., Brian Wolff, M.A., Catherine DeCarlo Santiago, M.A., and Erica G. Moran, B.A.

Adolescents living in poverty face numerous stressors that are toxic for their mental health and well-being. There are effective strategies for coping with poverty-related stress that have been shown to reduce psychological symptoms in the face of this stress. However, stress itself weakens an adolescent's ability to use these cognitively demanding coping strategies, and instead appears to encourage avoidance and other disengagement coping responses that are not as effective.

17 Identity as Coping: Assessing Youths' Challenges and Opportunities for Success

By Margaret Beale Spencer, Ph.D., and Brian Tinsley, B.S.

This article reviews how minority status, resiliency, and privilege interact to affect adolescent coping responses. It then presents a model which seeks to show how identity interacts with ecological theory.

22 Reactive, Anticipatory, Preventive, and Proactive Coping: A Theoretical Distinction

By Ralf Schwarzer, Ph.D., and Aleksandra Luszczynska, Ph.D.

Proactive coping is an innovative coping theory that may help facilitate the design of educational and psychological interventions to overcome adolescent risk behaviors and to promote personal growth. It broadens stress and coping research by including positive strivings which take into account such aspects as goals, purpose, and meaning.

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From the Editor's PC

Dear Colleagues,

Adolescence and the accompanying transition to adulthood is a stressful period in life. It is a time when youth face a variety of new, potentially stressful, experiences, and a time when they are learning to be independent. By understanding how youth cope with stressful events, we can learn how to facilitate positive outcomes.

This issue of *The Prevention Researcher* examines many of the factors which impact youth coping. It begins with an article by Melanie Zimmer-Gembeck and Ellen Skinner which explores the common stressors youth experience and the outcomes of those stressful experiences. They then explore youth coping responses using as a framework the twelve Families of Coping.

In our next article, Erica Frydenberg and colleagues use the 18 areas of their Adolescent Coping Scale to show how youth cope, and to highlight two coping skills programs designed to teach youth coping skills.

Two factors have large impacts on how youth cope: poverty and race. These two factors are explored in the next two articles. The first, by Martha Wadsworth and colleagues, explores poverty-related stress, and how promoting positive coping skills among youth living in poverty, might prevent the psychological problems that result from living in poverty.

Then Margaret Beale Spencer and Brian Tinsley explore how minority status, resiliency, and privilege interact to affect adolescent coping responses. They also present a model which seeks to show how identity interacts with ecological theory.

Our final article, by Ralf Schwarzer and Aleksandra Luszczynska, looks at coping along two continuums, from past harm to future threats/challenges, and from certain to uncertain stressors. These continuums provide the framework for four types of coping: reactive, anticipatory, preventive, and proactive. In this theoretical discussion the authors extend the concept of coping to include the pursuit of goals and personal growth.

As will become obvious in these articles, there is little consensus in the coping research field about what frameworks to use. This is reflected in these articles as most present a different model of coping and organize coping reactions in similar yet different ways. Hopefully, researchers in this area can come to consensus soon to facilitate our understanding of adolescent coping responses.

All the best,

Steven Ungerleider, Ph.D.
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