

Recognizing and Managing Stress: Coping
Strategies for Adolescents


by

Jennifer Kempf

A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in

School Counseling

Approved: 2 Semester Credits



Carol Johnson, Ph.D.

The Graduate School
University of Wisconsin-Stout

May, 2011

**The Graduate School
University of Wisconsin-Stout
Menomonie, WI**

Author: Kempf, Jennifer L.

Title: *Recognizing and Managing Stress: Coping Strategies for Adolescents*

Graduate Degree/ Major: MS School Counseling

Research Adviser: Carol Johnson, Ph.D.

Month/Year: May, 2011

Number of Pages: 25

Style Manual Used: American Psychological Association, 6th edition

Abstract

Adolescents face the challenges of stress nearly every day and often report that school, pressure to have good grades, money, relationships, parents, being a teen parent, jobs, sex, STD's/AIDS, violence and fighting, and friends are all contributing factors to raising stress levels. The amount of stress is often influenced by anger, anxiety, depression, and self-esteem. Teens further identified outside pressure coming from multiple combinations of school, athletics, clubs, work, church, friends, and family.

Some teens choose unhealthy options to deal with stress and may smoke or use drugs, self-harm, become depressed, or give up on life altogether. Adolescents can recognize what is causing them stress and learn how to manage their stress in a healthy and productive manner. Students need to know there are positive ways to cope with the stressors in their lives, and being able to manage stress and cope with stressors may not only benefit the students, but may also help their academic performance too.

Some students cope more effectively than others after being faced with stress. Preparing adolescents how to respond to stress from multiple factors may help them to have less stress in their futures. There are several ways to help reduce stress, but most commonly the workable solution is either decrease the demands on over-scheduled adolescents or increase the number of coping resources.

**The Graduate School
University of Wisconsin Stout
Menomonie, WI**

Acknowledgments

I would first like to thank my parents, Chris and Carol, and also my sisters, Jessica and Gina. You are the reason I have been able to pursue my education and I wanted to thank you for your support along the way. Without your encouragement and love, none of this would have been possible. Mom, you have always been my rock and biggest cheerleader and I could never thank you enough for that. It is because of you that I have made it as far as I have, and I am the woman I am today. You are such a role model to me and have inspired me to always do my best.

I would also like to thank Dr. Carol Johnson for enthusiastically advising me through my thesis writing. You are such a great supporter and advisor. I am extremely thankful for all of the time and effort you put into helping me become a successful school counselor.

Table of Contents

	Page
.....	Page
Abstract.....	2
Chapter I: Introduction.....	6
Statement of the Problem.....	8
Purpose of the Study	9
Definitions of Terms	9
Assumptions of the Study	10
Limitations of the Study.....	10
Chapter II: Review of Literature.....	11
Introduction.....	11
Top Ten Stressors.....	11
Negative Coping Options.....	13
Identifying and Recognizing Stress.....	15
School Based Programs.....	16
Chapter III: Summary, Discussion and Recommendations	18
Summary	18
Discussion.....	21
Recommendations.....	22
References.....	24

Chapter I: Introduction

In modern society, young and old experience the emotion of being stressed. During adolescence, 11-19 years of age, the levels of stress increase significantly (Hampel, Meier, & Kümmel, 2008). Teens today face many challenges that parents and traditional educators may not have had to experience when they were growing up. Sexting, online bullying, guns in schools, terrorism, kidnapping, and assaults are just a few of the stressors providing headlines in news stories. Adolescents may face multiple stressful challenges that may include parents who divorce, same sex parents, blended step and half-sibling families, dating violence, technology use to harass or threaten others, social isolation, and the impact of a failing economy. Teen stress is often difficult to recognize and parents and educators need to know the impact of stress on adolescents in order to provide the necessary support and open communication to help them deal with multiple issues.

Due to numerous pressures of the 21st century, adolescents are having difficulty coping and are requesting educational programs in schools to help teach them how to cope with such stressors (Bugalski, Cotta, Frydenberg, Lewis, Luscombe-Smith, McCarthy, & Poole, 2004). Being able to manage responsibilities, problems, or difficulties in a calm and thoughtful manner is one way of coping. Stress is the feeling of mental, physical, or emotional strain or tension. Students are being pressured frequently by a variety of factors which cause them to have stress in one or more ways (Strong, DeVault & Cohen, 2008).

Educational programs emphasizing positive coping strategies may not only help promote a healthy lifestyle for adolescents, but also encourage a healthy and productive future. Adolescents who have completed programs designed for coping with stress have less perceived stress, and higher implementation of coping skills. Because of the current stress level of

students, there have been many adolescents who have requested ideas for dealing with stress in positive ways in their everyday lives.

A major stressor that some students are faced with on a daily basis is bullying. According to a Bullying Statistics website containing bullying statistics, 23% of elementary students have reported being bullied ranging from one to three times a month. Not only are parents worried about their child's safety and wellbeing while at school, but students are also reporting that violence in their schools has increased. There have been numerous occasions in the past five years where students have even taken their own lives because the bullying had become so severe. If the bullied victims knew how to speak up, react in a positive manner, and have the skills to cope with the stress caused by bullying, then maybe communities could help decrease the frequency and severity of bullying (Bullying Statistics, 2007).

Several studies indicated a need for coping programs in schools for adolescents. This is something that can be done either during classes such as health, psychology, or physical education, or through after school programs at the middle and high school level. Adolescents who did not develop healthy coping strategies were more likely to experience a higher risk of health problems and anti-social behaviors. For example, students can begin having issues with depression, anxiety, stress overload, and social conflicts. Depending on the psychological health of the individual, each adolescent needs different ways of understanding and managing stress and conflicts; therefore, school-based programs may be needed to teach these strategies to students to help the outcomes of their future. One option to provide this service is through student support groups, mentoring programs, and counseling services. These outreach programs for adolescents may provide resources and specialized programs that teach coping strategies for a healthy lifestyle. School faculty may wish to attend specific training and conferences regarding

adolescents and stress management to help students manage their stress in an effective way. Along with this, parents could attend programs and workshops to gain knowledge about how to teach their children positive coping strategies and stress management.

It is essential for school counselors to consider the importance of providing classroom guidance and activities regarding stress management to help raise adolescent's awareness of stress. Also, school counselors, parents, and teachers may wish to take action together to help adolescents learn ways to handle stress and identify the kinds of stressors so that the proper management tools can be used.

Statement of the Problem

Teens often have a lot of outside pressure from multiple combinations of stress related to school, athletics, clubs, work, church, friends, and family. Some teens choose unhealthy options to deal with stress and may smoke or use drugs, self-harm, become depressed, or give up on life altogether. Therefore, the problem becomes how can adolescents recognize what is causing them stress, and how can they manage their stress loads in a healthy and productive manner? Students need to be aware that there are positive ways to cope with the stressors in their lives. Being able to help students manage their stress and cope with stressors may not only benefit the students, but may also help their academic performance too.

Teachers, who have more interaction with students, are more likely to build trust and rapport. Reducing stress may eventually improve student achievement as well. School counselors would need the resources to promote and present stress related programs to students. The primary concern is the student's safety and physical and emotional well-being. Providing adolescents with a positive role model to help them with other areas besides academics may have a positive impact on adolescents' behavior. Teaching stress management and coping programs

in schools may improve the school as a whole, and help prepare students with the tools needed to recognize and manage stress in an effective and positive manner.

Purpose of the Study

The purpose of this study is to review the literature pertaining to identifying major stressors and effective coping strategies that school counselors and parents may wish to implement when working with adolescents. With so much pressure in their young lives, teens are looking for ways to cope with the mounting impacts of stress. It is hoped that the literature review will provide ideas to help adolescents identify signs of stress, develop healthy coping strategies, and manage stress levels to create a balanced life and healthy lifestyles.

Definitions of Terms

The following terms are provided to assist the reader develop clearer understanding for use throughout the paper.

Stress. Stress is the feeling of mental, physical, or emotional strain or tension. Students are being pressured frequently by a variety of factors which cause them to have stress in one or more ways.

Adolescence. Adolescence is between the ages of 11 to 19 years of age. During this time, adolescence are trying to fit in and trying to be a part of the “norm.”

Coping. Coping is having the ability to face responsibilities, problems, or difficulties in a calm or adequate manner. Teaching adolescents how to cope with their stress may help them live a healthier lifestyle.

School-Based Programs. A school-based program is a scheduled time that takes place either during or after school hours, on school grounds.

Assumptions of the Study

It is assumed that students who were taught positive coping strategies through school-based programs would have a stronger resilience, a higher self-esteem, and a healthier lifestyle. It is further assumed that the literature provides sources of stress as well as strategies that have proved successful in coping with the pressures that adolescents face. A final assumption is that school counselors are willing to developing guidance lessons that include ways to manage stress and will share that information with students in the classroom to help improve school climate, and add to a students' ability to focus on academic, personal, and social issues.

Limitations

One limitation is that the writer has limited time and resources and that the literature may have been overlooked or not accessible during the time of the literature review. Another limitation is even with ways to identify and manage stress; some students may still choose unhealthy options to deal with stress. A final limitation is that not all ideas work for all students and each individual may have to choose what is best to fit the needs of that student

Chapter II: Review of Literature

Introduction

Topics related to identifying stress, coping strategies and incorporating educational programs will be found in this chapter. Since students may benefit from educational programs implemented in schools, this chapter will highlight programs that show positive student outcomes.

Top Ten Stressors

Adolescents have a variety of stresses in their lives that their parents may not have had to experience with the same intensity as current teens. The top ten stressors faced by adolescents identified from most stressful to less stressful consists of school/grades, money, relationships, parents, being a parent, jobs, sex, STD's/AIDS, violence and fighting, and friends (LaRue, D.E. & Herrman, J.W., 2008). Students even have a lot of pressure in the current economy to help families make ends meet. A four year college is an expensive investment for most families and students are often expected to contribute too. Filling out applications, writing essays, and getting accepted in a post-secondary program can all contribute to the stress load of students.

According to Sung, Puskar, & Sereika (2006), coping strategies and psychological factors that were influenced by anger, anxiety, depression, and self-esteem also contributed to stress. Adolescents with healthy coping strategies were compared to adolescents who had more difficulty coping, and results indicated those who struggled with stress were found to have a higher risk of health problems and related behaviors. For example, students may have issues with depression, anxiety, stress overload, and social conflicts. Students who learn to identify and manage stress may be in a better position to deal with the issues than the students who don't have good coping and management skills. Depending on the psychological health of the individual,

each adolescent may need different strategies for identifying, handling, and understanding stress and conflicts; therefore, school-based programs might be one option needed to teach these strategies to students to manage their emotional and psychological health.

When asking what causes stress for adolescents at the middle and high school levels, some literature revealed significant information regarding certain environmental factors that contribute to stress. Adolescents encounter a number of stressful issues which include family and relationship conflict, death of a close family member or friend, and educational and social pressures. These pressures may also include peer pressure regarding drugs, alcohol, and sex; the media, bullying, fatigue, parental and personal goals and expectations, and academic achievement. According to Bugalski, Cotta, Frydenberg, Lewis, Luscombe-Smith, McCarthy, & Poole (2004), adolescents have indicated a need for educational programs that teach identification, managing and dealing with stress in positive ways for their everyday lives, and school counselors may help promote or present such programs during classroom guidance sessions.

Borg (1998) conducted a study to investigate the emotional reactions associated with bullying as reported by self-declared bullies and their victims. They also looked at the role of the gender of the students and level of differences in emotional and behavior reactions. Bullying is such an important issue in schools today that Borg wanted to assess the extent and nature of the problem to identify strategies deemed necessary to manage the problem.

The results of the study identified three major reactions from self-declared victims of bullying that include feelings of vengeance (38.3%), anger (37.1%), and self-pity (36.5%), 24.7% of victims felt indifferent, which should give rise for concern, and 24% felt helpless (Borg, 1998). Victims feel helpless when teachers and school administration look at bullying as

something that should not be made “such a fuss about,” which leads the students to feel unprotected and not supported. Lastly, one-third of the victims do nothing about their bullying experiences (Borg, M. 1998). Bullying is another stressful issue that many adolescents face on a daily basis and this topic should be considered a priority in educational programs offered in schools to help students manage and cope with stress.

There are numerous other factors that may play a role in contributing to the stress loads for adolescents. Environmental factors, such as a culture, society, and economics, play a part when contributing to stress. With pop culture and reality television, adolescents may think this is how life should be lived and not realize that it is a television production for the entertainment of others. The Family Ecology Theory, which bases its principles on the effects of the environment on families, assumes that in order to understand families, they need to be looked at within a broader context (Cohen, DeVault, & Strong, 2008).

This theory further explains determining factors of stress on an adolescent that may include stressors of depression, self-harm, family and relationship conflicts, academic issues, and substance abuse along with a number of other environmental and social factors. Lastly, the Family Ecology Theory also emphasizes that helping adolescents adapt to their surrounding environments at an early age may allow them to cope in a positive way and to encourage a healthier lifestyle in the future.

Negative Coping Options

According to the National Adolescents Health Information Center, most mental health problems which are diagnosed in adulthood actually begin in adolescents. Most of these problems are related to emotional distress that adolescents experience, which may be caused by stressors they are faced with on a daily basis at a very young age. Some of these stressors

include fitting in, academic performance, peer relationships, and family relationships. Being unfamiliar with ways to identify and cope with such stressors, adolescents may be coping in negative ways. The National Adolescents Health Information Center states that some of the specific ways adolescents adapt to these stressors include depression, anxiety, substance abuse, conduct disorder and oppositional defiant disorder, ADHD, eating disorders, and even suicide (NAHIC, 2008).

National data indicates that 20-25% of adolescents display symptoms of emotional distress, and that one in ten have moderate to severe symptomatology. There are several resources for adolescents to use as coping strategies, but there may be complicating issues and still more needs that are still unmet (NAHIC, 2008). Providing resources in schools to help with stress management and coping skills, like counseling and educational curriculum may help to decrease emotional stress, and reduce the level of severity of complicating issues.

According to Hunter and Boyle (2004), using a theory called *transactional theory* can provide a useful framework when looking at the coping processes as one strategy. This model of coping identifies the reasoning behind why some students cope more effectively than others who then suffer from negative outcomes. The study examined issues pertaining to a student's threat level and challenge concerning bullying and the relationship with a victim who has been bullied.

Frydenburg et al. (2004) explored interventions for coping with pressures and stressors to help teach adolescents how to respond to stress later in life. Results indicated two specific ways to better adapt to stress by either reducing the demands of adolescents or increasing the number of coping resources. Students who learn to identify stressors and cope effectively report having less stress. Family members and educators may wish to work together to help teens with their

levels of stress and consider balance in academics, personal and social activities and community involvement that reduce environmental factors contributing to stress.

Identifying and Recognizing Stress

Parents need to recognize the signs that their child is stressed out, maxed out, or over scheduled. Many parents are already aware of the types of stress that adolescents identify and understand the sources of the stress they are experiencing. Parents may not always consider how too much stress may impact their child's life. There are two main types of stress that impact the body and the adolescent responds differently depending on which type of stress is occurring. The first form of stress is acute stress. The Mayo Clinic identifies this type of stress as the "fight-or-flight response," which is the body's instant reaction to a threat, challenge, or scare. Acute stress can be caused by reacting to an event such as having a new job interview, being involved in a fender bender, or skiing down a steep run.

The second type of stress that may impact health is called chronic stress. This form of stress occurs over a period of time and becomes persistent. Chronic stress can cause health problems which include headaches or insomnia. Parents who have a difficult time getting their teen out of bed in the morning, notices their teen is treating frequent headaches or has a child with inability to sleep at night may wish to look at the possibility of stress and the impact it may be having on their child's life. By helping adolescents identify which type of stress they are experiencing and providing them with effective stress management techniques, it may prevent future health problems (Mayo Clinic website, 2010).

Another factor that parents should be aware of is being honest with their child about financial issues. With the failing economy, parents are losing their jobs, receiving pay cuts, or losing benefits. Adolescents can sense the tension, and a certain level of trust may be lost when

they are left in the dark regarding particular financial topics. Open communication and showing a plan of action may reduce one of the stressors that adolescents are already experiencing in their everyday lives. According to a member of the Family and Work Institute (2008), the best thing a parent can do in this type of situation is sit down and discuss the situation with them.

School Based Programs

Previous research findings on this topic have indicated that there is a positive outcome when adolescents have school-based resources to help students cope with their everyday stress. Due to lack of funding and budget cuts, it is often difficult for schools to have the resources for counseling and curriculum, but there has been research indicating there are programs to help schools cover the topics of stress management and coping skills.

Hampel, Meier, & Kümmel (2008) explored the prevention aspects of school-based programs, comparing students who went through training on how to cope with stress in a positive way comparing with those students who did not receive training. Results showed that during adolescence, interpersonal stressors increase due to developmental factors and everyday pressures, such as academic pressure and social relationships. Students who had completed some educational programs expressed a healthy perspective with different examples of coping, self-efficiency, and recovery competence due to the training they received. Findings reported that having school-based programs for adolescents does help promote a number of positive prevention strategies to help strengthen the students coping techniques.

Davey Baustad (1998) researched a prevention program called “The Programme—The Best of Coping.” This curriculum focused on the impact of coping strategies for students who had interaction with teachers, counselors and school psychologists. The study showed teacher involvement strengthens the resilience of students, and helps encourage prevention along with

early intervention. Issues such as depression, self-harm, and substance abuse, and formerly negative coping skills diminished as students were able to approach these problems with positive coping strategies as a result of information received from The Programme (1998).

Another curriculum found beneficial for students dealing with stress is called “Teaching Kids to Cope Program.” This program concentrated on a common impact of stress that adolescents struggle with, depression. Students were administered a cognitive-behavioral intervention in a group with other adolescents. After the group sessions were completed, the results of the study implied when using cognitive-behavior interventions as coping skills that the level of depression had improved. After experiencing the intervention, students had reported having a better sense of cognitive problem-solving coping strategies, and fewer feelings of depression which demonstrates the importance of having such interventions integrated into schools (Puskar, K., Sereika, S., & Tusaie-Mumford, K. 2003).

Adolescents are faced with multiple stressors in their lives on a daily basis. These can range from relationship issues, academics, sex, and money related problems. The negative way that some adolescents cope with these stressors include substance abuse, self-harm or suicide, isolation, which may result in mental health problems including depression or anxiety. Research has shown an increase in resilience and coping skills when managing stress after participating in trainings and other educational school-based programs that focus on stress management and positive coping strategies. Lastly, it is important for parents to become aware of the types of stress that their child is experiencing to help and educate them at home about such strategies. Teachers, school counselors, and parents can work together to provide students with the proper skills needed when managing stress to promote a healthy and positive lifestyle and future.

Chapter III: Summary, Discussion, and Recommendations

Introduction

Students today face many challenges often perceived to a higher level of severity than previous generations. This chapter will summarize the review of literature pertaining to stress management and the importance of educational programs that help students identify, manage and cope with stressors in their lives. The chapter concludes with recommendations for future research pertaining to adolescent stress.

Summary

Adolescents are faced with multiple stressors that may include pressure from school to complete rigorous curriculum, compete for grades, family money concerns, peer pressure and relationships, issues with parents, being a teen parent themselves, sex, awareness and prevention of STD's/AIDS, violence and fighting, and friends (LaRue, D.E. & Herrman, J.W., 2008). Other environmental factors contribute to stress as well and may complicate the levels of student stress when any combinations of these factors are included: pressures regarding drugs, alcohol, and sex, the media, and bullying.

Borg (1998) conducted a study to investigate some of the emotional reactions to bullying that occurs in schools. The findings indicated that victims of bullying experience feelings of vengeance, anger, and self-pity. When students don't know how to identify or cope with stress caused by bullying, they may isolate themselves and become depressed. Due to the lack of knowledge of how to manage the stress from such occurrences, adolescents often turn to negative options of coping that may include substance abuse, withdrawal from friendships, depression or self harm.

The National Adolescents Health Information Center found that 20-25% of adolescents experience emotional distress which can lead to mental health problems along with unhealthy lifestyles. Some of these problems and unhealthy decisions involve substance abuse, self-harm, depression, conduct disorder, and possibly suicide. If these issues and experiences are not handled properly during adolescents, it may lead additional problems later on in their adult lives. So by providing resources that may include school based programs that focus on stress management and coping skills, it may help adolescents manage the stressors they face.

Hunter and Boyle (2004) recommended using transactional theory, which provides a useful framework when comparing the coping processes in relation to coping strategies. Along with factors that influence decisions about which strategy to use, it also helps explain some of the reasoning behind why some students cope more effectively than others after being faced with stress. According to Frydenburg (2004), preparing adolescents how to respond to stress from multiple factors may help them to have less stress in their futures. It is suggested that there are two specific ways to help reduce stress. These options consist of either decreasing the demands on over-scheduled adolescents or increase the number of coping resources.

It is important that teachers, school counselors, and parents work together when educating adolescents about managing stress. At home, parents may help by recognizing the signs of when their child is stressed out, burned out, or over scheduled. Having parents who are well informed and knowledgeable about the two types of stress, acute stress and chronic stress may help as well.

According to the Mayo Clinic, it is also important for parents to be honest with their child about financial tension. Not only may a child sense tension in the home, but a level of trust may be lost between parent and child if the child is left in the dark. It is best to sit them down and have a discussion with them regarding the sensitive topics (Dyslexia Tutor website, 2008).

There have been a number of school based programs that have focused on stress management that have had positive outcomes. Hampel, Meier, and Kümmel (2008) centered their research on comparing students who went through training in a prevention program compared to students who did not receive the training. The results showed that students who participated in the training experienced healthy development involving coping, self-efficiency, and recovery.

“The Programme” is a prevention program that Davey Baustad (1998) researched to determine the benefits of students who were involved in positive interactions with teachers and psychologists. As a result, students’ resilience strengthened and students were able to cope with issues such as depression, self-harm, and substance abuse in a positive manner due to the information obtained from participating in “The Programme.”

Another curriculum that has had successful results in terms of teaching positive coping strategies is “Teaching Kids to Cope Program.” This program mostly focused on depression in students, but after participating in group sessions there was a significant improvement in students having a better sense of problem-solving and stress coping strategies. The outcomes of this program, emphasized the importance of such stress and coping intervention programs implemented in schools (Puskar, K., Sereika, S., & Tusaie-Mumford, K, 2003).

Discussion

Nearly everyone experiences stress at some point in their lives but it is how they identify it and manage it that makes a difference in the overall physical and mental health of the individuals. Adolescents often feel the pressures of home, school and work, just as an adult does. Students are often being pressured in multiple ways, often in combination with numerous pressures that may include relationships, money, academic performance, parental expectations, and experimenting with drugs and alcohol. Adolescents may need guidance and reassurance from a positive role model and someone whom they can trust to talk to about such pressures, otherwise they may chose negative ways to cope with the stress in their lives. Teachers, parents, and school counselors should work together to be those positive role models that promote a healthy lifestyle.

When adolescents are unable to handle or manage stress in a healthy manner they often make poor choices. Some of the negative ways that adolescents may cope with their stress is self-harm, substance abuse, suicidal thoughts, academic issues, friendship issues, and some of these ways may lead to depression, oppositional defiant disorder, or anxiety. If there are not the proper resources for students to learn how to cope in an effective way, these issues may follow them into their adult lives and may turn into other health problems later in life that may include alcoholism, addiction to drugs or tobacco, or other conduct disorders.

There are several ways that parents, teachers, and school counselors can help adolescents identify their stresses while providing them with positive coping strategies. First, parents can make themselves aware of the types of stress and also how to recognize the signs of when their child may be over scheduled with after school activities, maxed out, or stressed out. Teachers can educate students in the classroom about test anxiety, stress reduction exercises and

organization skills. Lastly, school counselors can integrate stress management lessons into their classroom guidance sessions to raise students' awareness of the numerous, positive options they have to help them cope with their stress. These options could include talking to someone, exercising, listening to their favorite music, journaling, drawing or painting, along with many more. Parents, teachers, and school counselors should consider working together to make sure they are all on the same page while promoting a healthy lifestyle for the students.

As schools and parents learn to recognize the importance of school based programs that focus on stress management and coping skills, the number of adolescents with emotional distress may decrease while resilience and decision making improves in teens. Making parents, teachers, and school counselors aware of the signs when students are struggling or are stressed out is also important. If parents, teachers, and school counselors see the positive effects that a school based program can have on students, then there may be hope that such programs will be implemented in all schools so the proper prevention can be provided to all students.

Recommendations for Further Research

Students will always think of new ways to hide their pain and hurt. Surveying adolescents to see what their stress levels are, and asking what is working, and what is not helpful for them, what they wish parents knew, and other such questions may help keep curriculum aligned with current trends in stress management for teens. More research on gender related issues may shed light on how males and females cope with stress differently and what options seem to work best of either gender or for one group in particular. Also research that explores age differences in younger teens versus older younger teens. At what age does stress first show up in the lives of young teens and what are the sources of that stress? Research that explores ethnic differences, cultural expectations and the impact on certain populations may

expand the body of research to be more inclusive of Asian students or Hispanics. The mental and physical health of the future of our nation may be at risk if more is not done to find sources of stress, ways to manage stress and strategies for coping with stress in the lives of adolescents.

References

- (2007). *Bullying statistics*. Retrieved November 1, 2010 from:
www.bullyingstatistics.blogspot.com
- (2008). *Tell kids when the financial news is bad*. Retrieved September 10, 2010 from:
<http://dyslexia.wordpress.com/2008/11/08/telling-kids-the-financial-bad-news/>
- (2010). *Stress management: Identify your sources of stress*. Retrieved October 14, 2010 from:
www.mayoclinic.com/health/stress-management.com
- Borg, M. (1998). The emotional reactions of school bullies and their victims. *Educational Psychology, 18*(4), 433.
- Davey Baustad, T.J. (1998). Junior high school interventions for student stress and workload. *Guidance and Counseling, 14*(1), 23. Retrieved September 20, 2010, from:
<http://ezproxy.lib.uwstout.edu:2699/ehost/detail?vid=5&hid=1&sid=58232b2b-f12b-4457-9f65-ec7fc677c2d8%40sessionmgr11&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=tfh&AN=7272846>
- Frydenberg, E., Lewis, R., Bugalski, K., Cotta, A., McCarthy, C., Luscombe-Smith, N., & Poole, C. (2004). Prevention is better than cure: Coping skills for adolescents at school. *Educational Psychology in Practice 20*(2), 117-134.
 doi: 10.1080/02667360410001691053
- Hampel, P., Meier, M., & Kümmel, U. (2008). School-based stress management training for adolescents: Longitudinal results from an experimental study. *Journal of Youth and Adolescence, 37*(8), 1009-1024. Retrieved October 1, 2010, from:
<http://ezproxy.lib.uwstout.edu:2107/10.1007/s10964-007-9204-4>

- Hunter, S., & Boyle, J.M.E. (2004). Appraisal and coping strategy use in victims of school bullying. *British Journal of Educational Psychology*, 74(1), 83-107. Retrieved November 1, 2010 from: <http://ezproxy.lib.uwstout.edu:2699/ehost/pdfviewer/pdfviewer?sid=91e1277d-bab0-4916-994e-945ffb33ea86%40sessionmgr15&vid=6&hid=5>
- Knopf, D.M., Park, J., & Mulye, T.P. (2008). The mental health of adolescents: A national profile. *National Adolescents Health Information Center*. Retrieved October 14, 2010, from: <http://nahic.ucsf.edu/downloads/MentalHealthBrief.pdf>
- LaRue, D.E., & Herrman, J.W. (2008). Adolescent stress through the eyes of high-risk teens. *Pediatric Nursing*, 34(5), 375-380.
- Puskar, K., Sereika, S., & Tusaie-Mumford, K. (2003). Effect of teaching kids to cope (TKC©) program on outcomes of depression and coping among rural adolescents. *Journal of Child & Adolescent Psychiatric Nursing*, 16(2), 71. Retrieved November 2, 2010, from: <http://ezproxy.lib.uwstout.edu:2699/ehost/pdfviewer/pdfviewer?sid=91e1277d-bab0-4916-994e-945ffb33ea86%40sessionmgr15&vid=7&hid=5>
- Strong, B., DeVault, C., & Cohen, T.F. (2008). *The marriage and family experience: Intimate relationships in a changing society* (10th ed.). Belmont, CA: Thomson Learning, Inc.
- Sung, K.M., Puskar, K., & Sereika, S. (2006). Psychosocial factors and coping strategies of adolescents in a rural Pennsylvania high school. *Public Health Nursing*, 23(6), 523-530. Doi: 10.1111/j.1525-1446.2006.00589.x