

The Lifestress Inventory

Title of Questionnaire

The Lifestress Inventory

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Purpose of Questionnaire

The Lifestress Inventory can be used to measure general anxiety, negative interpersonal interactions, and lack of skills and coping behaviours. This scale is suitable for administration to a wide range of people, including the mildly intellectually handicapped. Administration instructions are given after the listing of test items. Note the special instructions for administration to people with a mild intellectual handicap.

This scale has been translated into the Dutch language.

Lifestress Inventory

The latest version of the Lifestress Inventory contains 30 items. They are listed below.

1. Do you get to choose things that are important to you?
2. Do you get enough privacy/time to yourself?
3. Have you heard people you know arguing?
4. Do people treat you as though you are different?
5. Do people respect your rights?
6. Has someone you know been seriously ill or died?
7. Have you been getting on with your partner/girlfriend/boyfriend?
8. Do you get on well with your family?
9. Do people listen to you when you have something to say?
10. Do you feel you can't do things properly or quickly enough?
11. Can you understand other peoples' instructions or directions?
12. Can people understand you?
13. Does anyone bully or hit you?
14. Do people interrupt you when you are busy?
15. Do people tease you or call you names?
16. Do you get on well with your supervisor/teacher?
17. Do people make you do things you don't really want to do?
18. Have you had any arguments or fights with anyone?
19. Can you do the things people want you to do?
20. Can you get enough help when you want or need it?
21. Have you recently been in any really crowded places?

22. Have you ever been in a difficult situation where you didn't know what to do?
23. Do people around you let you know what's going on?
24. Will you always be able to have/find a job?
25. Do you feel confident handling money and counting change?
26. Do you like living where you live at the moment?
27. Have you been in trouble lately?
28. Do you have enough friends?
29. Do people think you can't do things when you think you can?
30. Do people like talking to you?

Response Format

Using a self-report format, respondents are first asked to indicate whether they have experienced a stressor. If they have not, they select the response category "0" and move on to the next item. From this information, a frequency score can be computed that indicates the range of stressors a respondent has experienced. The higher the frequency score, the more stressors experienced.

If respondents have experienced a stressor, they select one of the other four points to indicate the impact of the stressor where 1 = no stress, 2 = a little stress, 3 = a fair bit of stress, and 4 = a great deal of stress.

Scoring

The frequency score can be used to gain some indication of the types of stressors to which this population is susceptible.

The impact score is used to estimate the degree of stress being experienced by individuals. To calculate the impact score, collapse the "0" (Not experienced) and "1" (Experienced but caused no stress) categories so that they are both scored as "1" then add all the items to form a total score. Thus, a person who indicated that he or she did not experience a particular stressor and a person who indicated that he or she experienced the stressor but that it caused no stress would both receive a score of "1" for that item.

As well as a total score, the Lifestress Inventory can yield subscale scores for General Worry, Negative Interpersonal Relations, and Competency Concerns. The last factor did not always emerge in our validation studies but the first two are robust.

Scale	Items	Alpha
General Worry	1, 2, 5, 7, 9, 16, 20, 23, 24, 25, 26, 28, 30	.80
Negative Interpersonal Relations	3, 6, 13, 14, 15, 17, 18, 21, 27	.78
Competency Concerns	4, 8, 10, 11, 12, 19, 22, 29,	.73

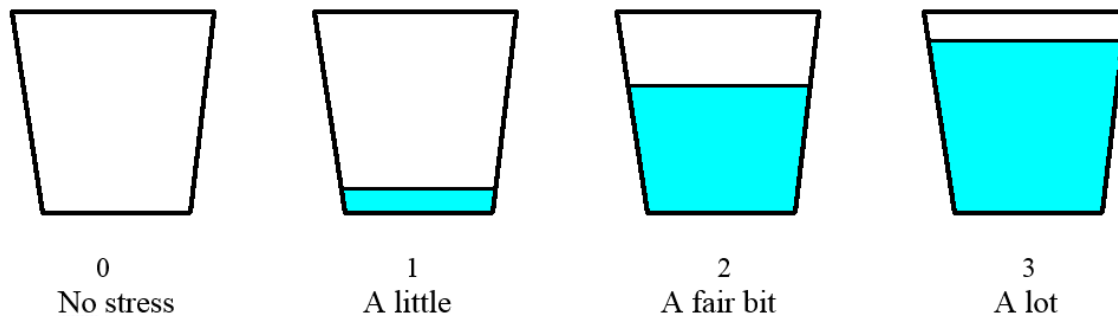
The Pearson Product Moment correlation between General Worry (GW) and Negative Interpersonal Relations (NIR) is .52, the correlation between GW and Competency Concerns (CC) is .30, and the correlation between NIR and CC is .42.

Other statistics can be found in the publications listed on page 4.

Procedure

The questions in the Lifestress Inventory are designed to be read aloud in an interview situation by a trained assessor, preferably an experienced psychologist. A simple definition of stress – ‘the things that happen to you that you can’t cope with’ – is given at the start of the interview. To reduce “yea saying” and “nay saying” tendencies, some questions have a positive whilst others have a negative orientation. The aim in all cases is to establish whether the subject of the question is a source of stress for the individual. Questions can be repeated or re-worded if necessary to ensure clarity. Whenever the respondent indicates that a stressor has been experienced, it is standard procedure to ask for more information to ensure that the response has been correctly coded. Using this procedure with trained interviewers, we were able to achieve inter-rater reliabilities as high as .87 (see references).

A visual aid showing a series of buckets empty through to full can also be used with the intellectually disabled population to improve understanding of the Likert-type options.



Related Publications:

1. Bramston, P. and Fogarty, G. J. (1995) Measuring stress in the mildly intellectually handicapped: the factorial structure of the Subjective Stress Scale. *Research in Developmental Disabilities*, 16 (2). pp. 117-131.

A pre-publication version can be downloaded at: <http://eprints.usq.edu.au/948/>

2. Fogarty, Gerard J. and Bramston, Paul and Cummins, Robert A. (1997) Validation of the lifestress inventory for people with a mild intellectual disability. *Research in Developmental Disabilities*, 18 (6). pp. 435-456.

A pre-publication version can be downloaded from: <http://eprints.usq.edu.au/947/>

3. Bramston, Paul and Fogarty, Gerard J. and Cummins, Robert A. (1999) The nature of stressors experienced by people with an intellectual disability. *Journal of Applied Research in Intellectual Disabilities*, 12 (1). pp. 1-10.

A pre-publication version can be downloaded from: <http://eprints.usq.edu.au/959/>

4. Bramston, Paul and Fogarty, Gerard J. (2000) The assessment of emotional distress experienced by people with mild intellectual disabilities: a study of different methodologies. *Research in Developmental Disabilities*, 21 (6). pp. 487-500.

A pre-publication version can be downloaded from: <http://eprints.usq.edu.au/952/>