

Stress-Buffering Pattern of Positive Events on Adolescents: An Exploratory Study based on Social Networks

Abstract

Stress is viewed as the leading cause of public mental health issues. Positive events, however, could act as a buffer against stress. Since the stress-buffering effect of positive events in previous studies was mainly examined by subjective self-reporting, continuous tracking research at individual behavioral levels still remains to be explored. In this study, We collected microblogs ($n=27,346$) from a high school student group ($n=500$) to examine the relationship between positive events and stress-buffering patterns at both content and behavioral levels. Through a pilot study we found that the stress-buffering pattern of school scheduled positive events ($n=75$) was manifested in both the reduction of stress intensity, the shorter duration of stress intervals, and talking less about academic words on micro-blog. Hypothetical tests for stress-buffering pattern and monotonic effect of stress changes were further conducted based on automatical extracted positive events ($n=1,914$) from microblogs. The stress-buffering pattern of positive events was closely correlated with posting behavior (ratio = 80.65%, $SD=1.96$), stress change mode (ratio = 67.74%, $SD=2.04$) and microblog linguistic expressions (ratio = 74.19%, $SD=2.07$). Positive events conducted most intensive stress-buffering impact on stress from 'family life' (ratio = 83.87%, $SD=2.72$), followed by 'peer relationships' (ratio = 71.77%, $SD=4.04$) and 'school life' (ratio = 67.74%, $SD=2.71$) dimensions. Positive events buffered monotonous stress changes at both the early (11.88% reduction) and late stages (5.88% reduction). Further, the stress-buffering patterns of positive events were incorporated into the prediction of adolescents' future stress. This study could inform the use of social network to reach and track the mental status transition of adolescents under stress. The theoretical and practical implications, limitations of this study and future work were discussed.

Keywords: stress-buffering, positive events, microblogs, adolescents

1. Introduction

Motivation: Life is always full of ups and downs. Accumulated stress could drain inner resources, leading to psychological maladjustment, depression and even suicidal behaviours (Nock et al., 2008). Compared with adults, young people exhibit more exposure to stress due to the immature inner status and lack of experience (Vitelli, 2014). According to the latest report released by American Psychological Association in 2018, 91% of youngest adults had experienced physical or emotional symptoms due to stress in the past month compared to 74% of adults (APA, 2018). More than 30 million Chinese adolescents are suffering from psychological stress, and nearly 30% of them have a risk of depression (Youth and Center, 2019). Stress-induced mental health problems are becoming an important social issue worldwide.

On the other hand, positive life events, such as satisfying social interactions, excellent academic performance and pleas-

ant entertainment activities, could exert protective effects on emotional distress in both directly and indirectly ways by 'buffering' (Shahar and Priel, 2002; Cohen and Hoberman, 2010), with respect to physiological, psychological, and social coping resources (Cohen et al., 1984; Needles and Abramson, 1990). Researchers indicated that positive events mitigated the relation between negative events and maladjustment in samples of adolescents experiencing family transitions (Doyle et al., 2003). The written expression of positive feelings had also been proven to prompt increased cognitive re-organization among an undergraduate student group (Coolidge, 2009). Positive events also have been linked to medical benefits, such as improving mood, serum cortisol levels, and lower levels of inflammation and hypercoagulability (Caputo et al., 1998; Jain et al., 2010). Thus, tracking the state of stress-buffering is important for understanding the mental status of stressed individuals.

Existing solutions: Previous studies have been focusing on

conducting measurement of positive events and stress-buffering state after events through questionnaires, including Hassles & Uplifts Scales (Kanner et al., 1981b), Perceived Benefit Scales (McMillen and Fisher, 1998), Interpretation of Positive Events Scale (Alden et al., 2008) and Adolescent Self-Rating Life Events Checklist (Jun-Sheng, 2008). Recent scholars have demonstrated the feasibility to sense and predict users' stress from social networks (Xue et al., 2013, 2014; Lin et al., 2014; Li et al., 2015b,c,a, 2017a,c) through content (linguistic text, emoticons, pictures) and behavioral (abnormal posting time, comment/response actions) measures.

If we view the aforementioned studies on positive events as static sensing of stress-buffering, this study approaches the problem from the dynamic process of stress-buffering and aims at a solution at both microblogging content and behavioral levels under the hypothesis that 1) the occurrence of positive events can be reflected in adolescents' microblogs, and 2) positive events causes monotonous changes in stress. the moment in which a positive event occur is related to stress-buffering effects. Since the subjective self-report investigations are susceptible to many factors, such as social appreciation and pressures from measurement scenarios, microblogging characteristics at the behavioral level are objective expressions that can assist content characteristics.

Another difference from the previous studies lies in that, despite the unique advantages of social networks over traditional survey methods in offering self-expressed content and behavioral information, existing microblog-based researches stopped at the analysis of stress, and none went further to capture positive events that may play a key role in adolescents' stress coping mechanism. For example, it is 'hiking tomorrow' that buffers the stress of 'losing the exam today'. Understanding stress-buffering patterns of positive events is helpful in predicting and guiding stressful adolescents coping with stress.

Our work: To this end, this paper proposes to study adolescent stress in a dual perspective of stress generation and stress-buffering, and view it as the superposition effect of stressors and positive events. By investigating the connection between positive events and stress changes reflected through adolescents' microblogging content and behaviors, we discover stress-buffering patterns of positive events and further predict future stress under such mitigation. Exploiting stress-buffering effects of positive events is also advantageous in handling the confusing situation whether an adolescent who doesn't express stressful informa-

tion from microblogs is actually under stress.

However, capturing the stress-buffering process of positive events is not a trivial task. Three fundamental challenges need to be addressed: 1) What is the latent connection between positive events and adolescents' stress-buffering reflections from microblogs? 2) How to extract positive events and its impact interval from microblogs? 3) What are the criteria to predict future stress under the impact of positive events?

A pilot study was firstly conducted on the microblog data (n=27,346) of a group of high school students (n=500) associated with the school's scheduled positive events (n=75) and stressor events (n=122). Stressful intervals were divided into two comparative categories: intervals impacted by scheduled positive events (denoted as U-SI, n=259) and intervals not impacted by scheduled positive events (denoted as SI, n=518). After observing the posting behaviors and contents of stressed students in both SI and U-SI groups, several implications were discussed to guide the next step study.

Motivated by the implications from the pilot study, we model the connection between positive events and adolescents' stress-buffering reflections as the statistical difference in two comparative situations SI and U-SI. Three groups of measures were adopted to depict adolescent stress-buffering at period-level: posting behaviours, stress change modes, linguistic expressions. The monotonous changes of stress intensity caused by positive events were measured in temporal order. As an exploration, according to the occurrence of automatically extracted positive events, we covered its stress-buffering effects into each time unit and integrated such effect into stress prediction.

In this paper, to realize automatic extraction of positive events, we stood upon and extended previous stress and event detection works. A Chinese linguistic parser model was applied to extract positive events in the linguistic structure [*type, (act, doer, description)*]. We followed the categorization of adolescents' positive events in six dimensions (entertainment, school life, romantic, peer relationship, self-cognition, family life) and extended SC-LIWC lexicons to 2,606 phrases. Stressful intervals (SI) and stressful intervals impacted by positive events (U-SI) were identified according to temporal orders.

The rest of the paper is organized as follows. We review the literature in section 2, and introduce the pilot study in section 3. The procedure for extracting positive events is presented in section 4.1. The connection between positive events and adolescents' stress-buffering from microblogs are discussed and

modeled in section 4.2. We extend the study to integrating stress-buffering patterns into future stress prediction in section 5.2, and present the experimental results in section 5.1. The future work is discussed in section 6.

2. Literature Review

2.1. Stress-buffering Function of Positive Events

Positive events have been verified as protective factors against daily stress (Ong et al., 2006; Bono et al., 2013), loneliness (Chang et al., 2015), suicide (Kleiman et al., 2014) and depression (Santos et al., 2013). Through exploring naturally occurring daily stressors, (Ong et al., 2006) found that over time, the experience of positive emotions functions to assist high-resilient individuals to recover effectively from daily stress. Through a three-week longitudinal study, (Bono et al., 2013) examined the correlation between employee stress and health and positive life events, and concluded that naturally occurring positive events are correlated with decreased stress and improved health. (Chang et al., 2015) investigated the protective effect of positive events in a sample of 327 adults, and found that the positive association between loneliness and psychological maladjustment was found to be weaker for those who experienced a high number of positive life events, as opposed to those who experienced a low number of positive life events. This is assistant with the conclusion made by (Kleiman et al., 2014) that positive events acted as protective factors against suicide individually and synergistically when they co-occurred, by buffering the link between important individual differences risk variables and maladjustment. In the survey made by (Santos et al., 2013), strategies of positive psychology were also checked as potentially tools for the prophylaxis and treatment of depression, helping to reduce symptoms and for prevention of relapses.

The protective effect of positive events was hypothesized to operate in both directly (i.e., the more positive events people experienced, the less stress they perceived) and indirectly ways by 'buffering' the effect of stressors (Cohen and Hoberman, 2010; Shahar and Priel, 2002), with respect to physiological, psychological, and social coping resources (Cohen et al., 1984; Needles and Abramson, 1990). (Folkman and Moskowitz, 2010) identified three classes of coping mechanisms that were associated with positive emotion during chronic stress: positive reappraisal, problem-focused coping, and the creation of positive

events. Due to the immature inner status and lack of experience, adolescents exhibit more sensitive to stressors (i.e., exams, heavy homework, isolated by classmates, family transitions), living with frequent, long-term stress (Vitelli, 2014). In this situation, positive events could help reinforce adolescents' sense of well-being (Coolidge, 2009), restore the capacity for dealing with stress (Doyle et al., 2003), and also have been linked to medical benefits, such as improving mood, serum cortisol levels, and lower levels of inflammation and hyper coagulability (Jain et al., 2010; Caputo et al., 1998). The present study will be based on the consensus conclusions from the above studies.

To assess the stress-buffering effect of positive events, scholars conducted many studies based on self-support methods. For example, (Kanner et al., 1981b) conducted Hassles & Uplifts Scales, and concluded that the assessment of daily hassles and uplifts might be a better approach to the prediction of adaptational outcomes than the usual life events approach. To measure negative interpretations of positive social events, (Alden et al., 2008) proposed the Interpretation of Positive Events Scale, and analyzed the relationship between social interaction anxiety and the tendency to interpret positive social events in a threat-maintaining manner. (McMillen and Fisher, 1998) proposed the Perceived Benefit Scales as the new measures of self-reported positive life changes after traumatic stressors, including lifestyle changes, material gain, increases in self efficacy, family closeness, community closeness, faith in people, compassion, and spirituality. Specific for college students, (Jun-Sheng, 2008) investigated in 282 college students using the Adolescent Self-Rating Life Events Checklist, and found that the training of positive coping style was of great benefit to improve the mental health of students. The above explorations based on self-report investigations were difficult to exclude interference from external factors (i.e., social appreciation, pressure from measurement scenarios). Meanwhile, due to the lack of manpower and effective scientific methods, most scholars relied on a limited number of measurements, thus continuous measurements of stress-buffering process were difficult to carry out.

2.2. Measures and Stress Analysis from Social Networks

As billions of adolescents are recording their life through social networks (e.g., micro-blog, Twitter, Facebook), researchers explored to apply psychological theories into social network based data mining techniques, thus to better understand user' psychological status from the self-expressed public data source.

Multiple content and user behavioral measures have been proven effective in user mental health analysis, including time series curve analysis of stress (Li et al., 2015b,a), topic words (Xue et al., 2013), abnormal posting time (Xue et al., 2014), online shopping behaviors (Zhao et al., 2016), human mobility features (Jin et al., 2016), comment/response actions (Liang et al., 2015) and high dimensional multimedia features (Lin et al., 2014). For example, (Xue et al., 2013, 2014) proposed to detect adolescent stress from single post utilizing machine learning methods by extracting stressful topic words, abnormal posting time, and interactions with friends. (Lin et al., 2014) constructed a deep neural network to combine the high-dimensional picture semantic information into stress detecting. Based on the stress detecting result, (Li et al., 2015c) Li et al. (2015a) Li et al. (2015b) adopted a series of multi-variant time series prediction techniques (i.e., Candlestick Charts, fuzzy Candlestick line, Seasonal Autoregressive Integrated Moving Average model) to predict future stress trend. Taking the linguistic information into consideration, (Li et al., 2017c) employed a Nonlinear autoregressive with External Input Neural Network to predict a teen's future stress level referred to the impact of co-experiencing stressor events of similar companions. (Li et al., 2017a) proposed to detect stressor events from microblog content and analyze stressful intervals based on posting rate. All above studies focused on the discussion of stress detection on social networks. This paper starts from a completely new perspective, and focuses on the stress-buffering effect of positive events in adolescents' stress coping process. Thus we push forward the study from how to find stress to the next more meaningful stage: how to cope with stress.

2.3. Correlation Analysis Models for Multivariate Time Series

Basic correlation analysis models on time series focused on univariate data have been well studied. As the most widely adopted model, the Pearson correlation analysis (Cohen et al., 1988) measures the linear correlation between two variables X and Y . One inevitable defect of Pearson correlation is its sensitivity to outlier values. To overcome such drawback, Spearman Rank correlation (Spearman (1987) and Kendall Rank correlation (Mcleod (2011)) were proposed based on Pearson correlation. While Pearson correlation estimates linear relationships, Spearman correlation estimates monotonic relationships (whether linear or not), and are calculated as the Pearson correlation between the rank values of two variables. The Kendall

Rank correlation mainly assesses the similarity of the orderings of the data when ranked by each of the quantities. The above correlation models are usually used to estimate relationship between single-dimensional variables, and cannot be adopted directly in social network based scenario.

For multivariate time series analysis, two-sample based models were widely adopted. Such kind of models were deduced to check whether two samples come from the same underlying distribution, which was assumed to be statistically unknown. Correspondingly, various kernel (Scholkopf et al., 2006) and distance-based models (Schilling, 1986) were proposed. (Scholkopf et al., 2006) proposed to transform the distance between two variables and nearest neighbors into a reproducing kernel hilbert space, and solve the problem using Maximum Mean Discrepancy. (Schilling, 1986) adopted the r -nearest neighbor based model to partition two set of event driven time series data. The global proportion of the right divided neighbors were calculated to estimate whether there existed statistically difference between the two sets. This paper adopted the r -nearest neighbor based two-sample model in our problem, thus to measure the distance and correlation between two multi-dimension variables depict the stress-buffering patterns of positive events.

3. Data Observation: A Pilot Study on the Stress-buffering Effect of School Scheduled Positive Events

Microblogs. Microblogs of students coming from Taicang High School were collected from January 1st, 2014 to September 1st, 2017. We filtered out 121 active students according to their posting frequency from over 500 students, and collected their microblogs throughout the whole high school career. Totally 27,346 microblogs were collected in this research, where 226 microblogs per student on average, 1,421 microblogs maximally and 102 posts minimally. To protect the privacy, all usernames were anonymized during the experiment.

Scheduled events. The list of weekly scheduled school events, with detailed description involved in the event (grade, exact start and end time), were collected from the school's official website¹ from February 1st, 2014 to August 1st 2017. There were 126 stressor events and 75 positive events in total. Examples of scheduled positive and stressor events in high school

¹<http://stg.tcedu.com.cn/col/col82722/index.html>

life are listed shown in Table 1. There were 2-3 stressor events and 1-2 positive event scheduled per month in current study. Figure 1 shows three examples of a student’s stress fluctuation during three mid-term exams, where the positive event *campus art festival* was scheduled ahead of the first exam (*example a*), the positive event *holiday* happened after the second exam (*example b*), and no scheduled positive event was found nearby the third exam (*example c*).

Table 1: Examples of school scheduled positive and stressor events.

Type	Date	Content	Grade
stressor event	2017/4/16	first day of mid-term exam	grade1,2
positive event	2016/11/5	campus art festival	grade1,2,3

Table 2: Examples of academic related keywords.

exam, fail, review, score, test paper, rank, pass, math, chemistry
homework, regress, fall behind, tension, stressed out, physics,
nervous, mistake, question, puzzle, difficult, lesson, careless

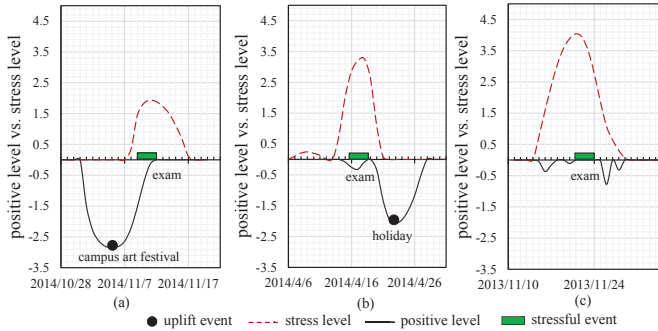


Figure 1: Examples of school scheduled positive events, stressor events, and a student’s stress fluctuation

To further observe the effect of positive events on stressed students, we collected all stressful intervals surround the scheduled exams over the 121 students during their high school career applying the interval detection method in (Li et al., 2017a). For each student, we divided all stressful intervals into two sets: 1) In the original sets, stress was caused by a stressor event, lasting for a period, and no other intervention (namely, positive event) occurred. We called the set of such stressful intervals as **SI**; 2) In the other comparative sets, the stressful interval was impacted by a positive event, we called the set of such stressful intervals as **U-SI**. Thus the difference under the two situation-

s (sets) could be seen as the stress-buffering effect conducted by the positive event. We identified 518 exam related stressful intervals (SI) and 259 stressful intervals impacted by four typical scheduled positive events (U-SI) ('practical activity', 'new year party', 'holiday', 'sports meeting') from the students' microblogs. Six measures in the above two conditions were considered: the *accumulated value of stress*, the *average value of stress* (per day), the *maximal value of stress* (per day), the *RM-S value of stress*, the *frequency of academic topic words*, and the *ratio of academic stress among all types of stress*. Since our target was to track the impact of positive events for students under stress, based on previous research Xue et al. (2013), we detected the stress level (ranging from 0 to 5) for each post. For each student, the stress value per day was aggregated by calculating the average stress of all posts. Examples of academic related keywords were listed in table 2. The average value of each measure over all eligible slides was calculated.

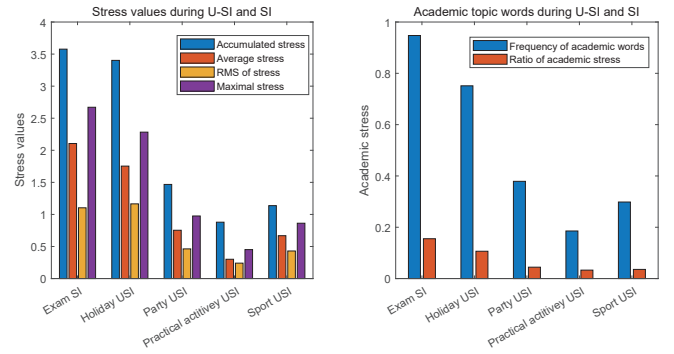


Figure 2: Comparing stress (average value of all students) during exam intervals in two situations: 1) intervals affected by neighboring positive events (U-SI), 2) no positive events occurred nearby (SI).

Results. As shown in figure 3, comparing each measure of scheduled exam intervals under the two situations: 1) existing neighbouring positive events (U-SI) and 2) no neighbouring scheduled positive events (SI), we found that students during exams with neighbouring positive events exhibited less stress intensity (78.13% reduction in average stress, 95.58% reduction in cumulative stress, xx% reduction in maximal stress) and more stable stress fluctuations (xx% reduction in RMS values of stress). Further, the frequency of academic topic words (table 2 for examples) and the ratio of academic stress in each interval were calculated. Most students talked less about exams when positive events happened nearby, with lower frequency (84.65%

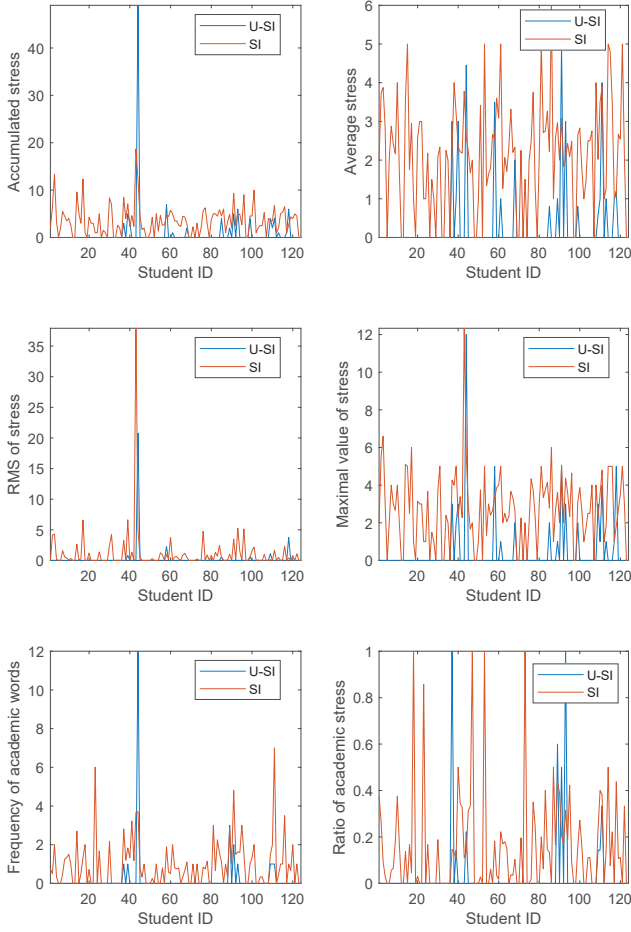


Figure 3: Comparing students' stress during exam intervals in two situations: 1) intervals affected by practical activities (U-SI), 2) no positive events occurred nearby (SI)

reduction) and lower ratio (89.53% reduction). The statistic result shows clues about the impact of scheduled positive events, which is constant with the psychological theory (Cohen et al., 1984; Cohen and Hoberman, 2010; Needles and Abramson, 1990), indicating the reliability and feasibility of the microblog data set. However, this is an observation based on specific scheduled events, and cannot satisfy the need for automatic, timely, and continuous perception of stress-buffering process. Therefore, next, we will propose a framework to automatically detect positive events and its impact interval. Based on this, the relationship between the impact of automatically extracted positive events and adolescents' microblogging characteristics will be discussed.

4. Framework

We first introduce the procedure to extract positive event and its intervals from microblogs. Based on this, we present a statistical model to depict the relationship between positive events and adolescents' stress-buffering patterns through three groups of content and behavioral measures.

4.1. Discovery of Positive Events from Microblogs

Let $u = [type, \{doer, act, description\}]$ be a positive event, where the element *doer* is the subject who performs the *act*, and *descriptions* are the key words related to u . According to psychological scales (Jun-Sheng, 2008; Kanner et al., 1981a), adolescent positive events mainly focus on six dimensions, as $\mathcal{U} = \{ 'entertainment', 'school life', 'romantic', 'peer relationship', 'self-cognition', 'family life' \}$. We constructed our lexicon for six-dimensional positive events from two sources. The basic positive words are selected from the psychological lexicon C-LIWC (expectation, joy, love, surprise) (Tausczik and Pennebaker). Then we built six topic lexicons by expanding basic positive words from adolescent microblogs, containing 452 phrases in 'entertainment', 273 phrases in 'school life', 138 phrases in 'romantic', 91 phrases in 'peer relationship', 299 phrases in 'self-recognition' and 184 phrases in 'family life', with totally 2,606 phrases, as examples shown in table 3. Additionally, we labeled *doer* words (i.e., *teacher*, *mother*, *I*, *we*) in positive lexicons.

4.1.1. Linguistic Parser Model

Positive events were identified through Chinese natural language processing platform (Che et al., 2010). For each post, after word segmentation, we parsed each sentence to find its linguistic structure, and then matched the main linguistic components with positive topic lexicons in each dimension. The linguistic parser model was applied to identify the central verb of current sentence, namely the *act*. It constructed the relationship between the central verb and corresponding *doer* and *description* elements. By searching these elements in positive topic lexicons, the existence of positive events were identified. Due to the sparsity of posts, the element *act* might be empty. *Descriptions* were collected by searching all nouns, adjectives and adverbs. Examples of positive events extracted from adolescents' microblogs are listed in table 4. For the post 'Thanks all my dear friends hosting the party. Happiest birthday!!!', it was processed as *doer*='friends', *act* = 'expecting', *description* = 'party', and *type* = 'entertainment'.

Table 3: Topic words of six-dimensional positive events.

dimension	example words	total
entertainment	hike, travel, celebrate, dance, swimming, ticket, shopping, air ticket, theatre, party, Karaoke, self-driving tour, game, idol, concert, movie, show, opera, baseball, running, fitness, exercise	452
school life	reward, come on, progress, scholarship, admission, winner, diligent, first place, superior hardworking, full mark, praise, goal, courage, progress, advance, honor, collective honor	273
romantic	beloved, favor, guard, anniversary, concern, tender, deep feeling, care, true love, promise, cherish, kiss, embrace, dating, reluctant, honey, sweetheart, swear, love, everlasting, goddess	138
peer relation	listener, company, pour out, make friends with, friendship, intimate, partner, team-mate, brotherhood	91
self-cognition	realize, achieve, applause, fight, exceed, faith, confidence, belief, positive, active, purposeful	299
family life	harmony, filial, reunite, expecting, responsible, longevity, affable, amiability, family, duty	184

Table 4: Extracted positive events from microblogs.

I am really looking forward to the spring outing on Sunday now. (doer:I, act:looking forward, description:spring outing)
My holiday is finally coming [smile]. (doer:My holiday, act:coming, description:[smile])
First place in my lovely math exam!!! In memory of it. (description:first place, math, exam, memory)
You are always here for me like sunshine. (doer:You, description:sunshine)
Thanks all my dear friends hosting the party. Happiest birthday!!! (doer:friends, act:thanks, description:party, birthday)
I know my mom is the one who support me forever, no matter when and where. (doer:mom, act:support)
Expecting Tomorrow' Adult Ceremony[Smile][Smile] (act: expecting, description:Adult Ceremony)

4.1.2. Impact Intervals of Positive Events

We followed and extended (Li et al., 2017a) to identify the impact interval of each positive event to further study its stress-buffering pattern. The target interval was identified in three steps.

Step1: Extracted positive events, stressor events and filtered out candidate intervals. For each candidate interval, we set its length to more than 3 days and a maximum gap of 1 day between two neighbored stressed days. Since the stress series detected from microblogs were discrete points, locally weighted regression (Cleveland and Devlin, 1988) method was adopted to highlight characteristics of the stress curve.

Step2: Judged stressful intervals through hypothesis testing. A Poisson based probability model was adopted to mea-

sure how confidently the current interval was a stressful interval. Here the stressful posting rates under stress λ_1 and normal conditions λ_0 were modeled as two independent poisson process:

$$Pr[N = n|\lambda_i] = \frac{e^{-\lambda_i T} (\lambda_i T)^n}{n!} \quad (1)$$

where $i \in \{0, 1\}$, $n = 0, 1, \dots, \infty$. We expected that $\lambda_1 > \lambda_0$, and measured the probability as $P(\lambda_1 > \lambda_0 | N_1, T_1, N_0, T_0)$, where N_1, N_0 are the number of stressful posts, and T_1, T_0 are time duration corresponding to λ_1 and λ_0 . Without loss of generality, we assume a Jeffreys non-informative prior on λ_1 and λ_0 , and inferred the posterior distribution $P(\lambda_1 | N_1)$ and $P(\lambda_0 | N_0)$ according to Bayes Rule. Thus for current interval I_1 and historical normal interval I_0 , the quantified probability $\beta = P(\lambda_1 > \lambda_0 | I_1, I_0) \in (0, 1)$ indicated the confidence whether I_1 was a stressful interval.

Step 3: Divided stressful intervals into SI set and U-SI set. For a detected stressful interval $I = \langle t_1, \dots, t_n \rangle$, we considered the temporal order between I and any detected positive event u happening at time point t_u in three cases:

- 1) If the positive event u happened during the stressful interval, i.e., $t_u \in [t_1, t_n]$, the positive interval I was judged as $I \in U - SI$.
- 2) If the positive event happened nearby a stressful interval, considering the probability that it conducted impact on current stressful interval. Here the gap between t_u and I is limited to ξ , i.e., if $t_u \in [t_1 - \xi, t_1] \cup [t_n, t_n + \xi]$, then $I \in U - SI$. If a stressful interval satisfies none of the above conditions, we classify it into the SI set.
- 3) Other stressful intervals were divided into U-SI set.

4.2. Hypothesis Test for the Relationship between Positive Events and Adolescents' Stress-buffering

We formulated the relationship between positive events and adolescents' stress-buffering patterns as a comparison problem between two sets of stressful intervals: the SI set and the U-SI set. Each interval was modeled as a multi-dimensional vector depicted microblogging characteristics of current adolescent. Specifically, the multivariate two-sample hypothesis testing method [Li et al. \(2017b\)](#); [Johnson and Wichern \(2012\)](#) was adopted to model such relationship. The basic idea was judging whether the multi-dimension points (i.e., stressful intervals) in set SI and set U-SI were under different statistical distributions. Assuming the data points in SI and U-SI were randomly sampled from distribution F and G , respectively, then the hypothesis was denoted as:

$$H_0 : F = G \quad \text{versus} \quad H_1 : F \neq G. \quad (2)$$

Under such hypothesis, H_0 indicated points in SI and U-SI were under similar distribution, while H_1 meant points in SI and U-SI were under statistically different distributions, namely positive events conducted obvious stress-buffering effect.

4.2.1. Statistical Model of Stress-buffering Effect

We took the K-Nearest Neighbor based method ([Schilling \(1986\)](#)) to judge the existence of significant difference between set SI and set U-SI. For simplify, we used the symbol A_1 to represent set SI, and A_2 represent set U-SI. For each point ℓ_x in the two sets, we expected its top-k similar points belonging to the same set of ℓ_x . The Euclidean distance was adopted to calculate the distance of structured points here. For each point $\ell_x \in A = A_1 \cup A_2$, let \mathbf{D}^x be the feature vector of ℓ_x , and $NN_r(\ell_x, A)$ be the function to find the r -th nearest neighbor of ℓ_x . The r -th nearest neighbor of ℓ_x was denoted as:

$$NN_r(\ell_x, A) = \{y | \min\{\|\mathbf{D}^x - \mathbf{D}^y\|_2\}, y \in (A/\ell_x)\} \quad (3)$$

Let $I_r(\ell_x, A_1, A_2)$ be the function denoting whether the r -th nearest neighbor was in the same set with ℓ_x :

$$I_r(\ell_x, A_1, A_2) = \begin{cases} 1, & \text{if } \ell_x \in A_i \&\& NN_r(\ell_x, A) \in A_i, \\ 0, & \text{otherwise} \end{cases} \quad (4)$$

Let $T_{k,n}$ denote the proportion that pairs containing two points from the same set among all pairs formed by $\ell_x \in A$ and its k nearest neighbors:

$$T_{k,n} = \frac{1}{n \times k} \sum_{i=1}^n \sum_{j=1}^k I_j(x, A_1, A_2) \quad (5)$$

The value of $T_{k,n}$ showed how differently the points in the two testing sets (SI and U-SI) performed. If the value of $T_{r,n}$ was close to 1, it could be shown that the two underlying distributions F and G for SI and U-SI were significantly different, indicating current positive events conducted obvious stress-buffering impact on the teens' stress series. Let $\lambda_1 = |A_1|$ and $\lambda_2 = |A_2|$, the statistic value Z was denoted as:

$$Z = (nr)^{1/2} (T_{r,n} - \mu_r) / \sigma_r \quad (6)$$

$$\mu_r = (\lambda_1)^2 + (\lambda_2)^2 \quad (7)$$

$$\sigma_r^2 = \lambda_1 \lambda_2 + 4\lambda_1^2 \lambda_2^2 \quad (8)$$

where μ_r was the expectation and σ_r^2 was the variance of Z . Based on hypothesis test theory ([Johnson and Wichern \(2012\)](#)), when the size of the testing set was large enough, Z obeyed a standard Gaussian distribution. Thus we judged whether the positive events conducted significant stress buffering impact as follows: if $f(SI, USI) = (nr)^{1/2} (T_{r,n} - \mu_r) / \mu_r^2 > \alpha$ ($\alpha = 1.96$ for $P = 0.025$), then the hypothesis H_1 was true.

In section 4.2.2, three groups of microblogging measures were introduced to depict multi-dimension characteristics of each stressful interval $\ell_x \in A$, indicated as linguistic expression matrix \mathbf{D}_l^x , posting behavior matrix \mathbf{D}_p^x and stress change mode matrix \mathbf{D}_s^x . Correspondingly, three sub-functions of $NN_r(\cdot)$ were defined as $PNN_r(\cdot)$, $SNN_r(\cdot)$ and $LNN_r(\cdot)$.

$$PNN_r(\ell_x, A) = \{y | \min\{\|\mathbf{D}_p^x - \mathbf{D}_p^y\|_2\}, y \in (A/\ell_x)\} \quad (9)$$

$$SNN_r(\ell_x, A) = \{z | \min\{\|\mathbf{D}_s^x - \mathbf{D}_s^z\|_2\}, z \in (A/\ell_x)\} \quad (10)$$

$$LNN_r(\ell_x, A) = \{w | \min\{\|\mathbf{D}_l^x - \mathbf{D}_l^w\|_2\}, w \in (A/\ell_x)\} \quad (11)$$

The r -th nearest neighbor was re-calculated as:

$$NN_r(\ell_x, A) = \{v | \min\{a \times \|\mathbf{D}_p^x - \mathbf{D}_p^v\|_2 + \quad (10)$$

$$b \times \|\mathbf{D}_s^x - \mathbf{D}_s^v\|_2 + c \times \|\mathbf{D}_l^x - \mathbf{D}_l^v\|_2\}, v \in (A/\ell_x)\} \quad (11)$$

In this study, we set $a = b = c = 1/3$.

4.2.2. Measures

Stress and positive emotion change modes. Inspired by the pilot study, to quantify the intensity of stress changes during a stressful interval, 4 measures were adopted: average value of stress, accumulated value of stress, RMS value of stress, and maximal value of stress. For interval $I = \langle t_1, t_2, \dots, t_n \rangle$, $|I| = n$ (day), its stress series was denoted as $S = \langle s_1, s_2, \dots, s_n \rangle$, where $s_i \in S$ was the average stress value of microblogs posted in day i . The four measures were denoted as $V_{accumulate}(I) =$

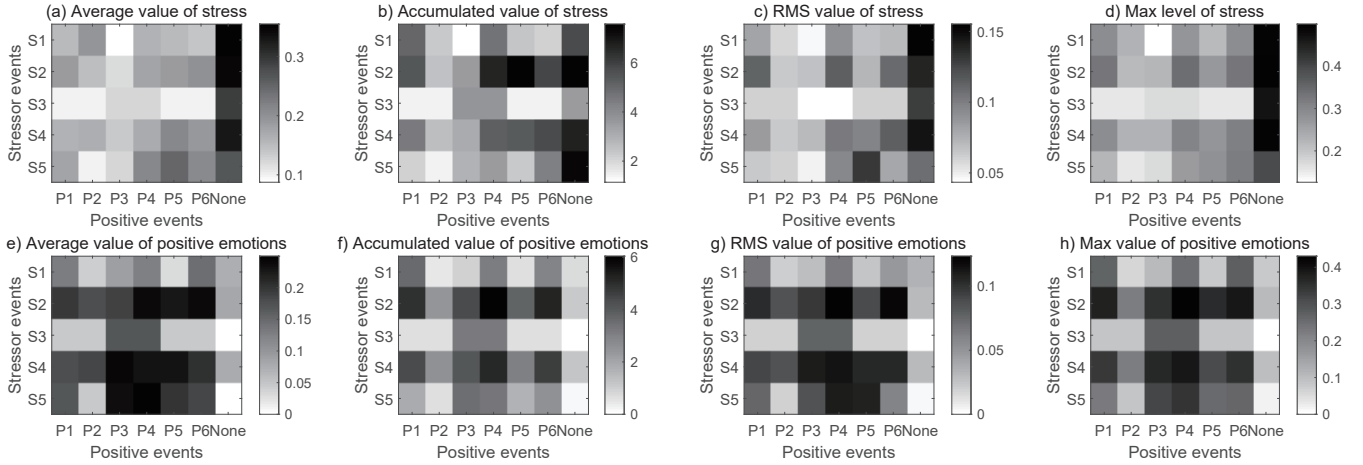


Figure 4: Comparing stress change modes during stressful intervals in two situations: 1) intervals affected by neighboring positive events (U-SI), 2) no positive events occurred nearby (SI).

$\sum_{i=1}^n (s_i)$, $V_{average}(I) = \frac{1}{n} V_{accumulated}(I)$, $V_{RMS}(I) = \sqrt{\frac{1}{n} \sum_{i=1}^n (s_i)^2}$, $V_{maximal}(I) = \{s_i | \forall s_j \in I \& j \neq i, s_i \geq s_j\}$. Similarly, we applied the 4 measures into the positive emotion fluctuations, which might reflect the complementary changes to stress. To show the occurrence of above mentioned measures, we present a 7×5 gray-scale map for each measure. The x-axis (ranging from P1 to P6) represent each dimension of positive event ($P=\{\text{academic, romantic, peer relationship, self-cognition, family life, entertainment}\}$), and the 7th column represent no positive event happened in the observation interval. The y-axis (ranging from S1 to S5) represent each dimension of stressor event ($E=\{\text{academic, romantic, peer relationship, self-cognition, family life}\}$). The color of each point in gray-scale map depended on the average value of current measure over the corresponding set of intervals. For set of intervals $\mathbf{I}_{\langle e, p \rangle} = \langle I_1, I_2, \dots, I_m \rangle$, where the stress was caused by stressor events $e \in E$ and impacted by positive events $p \in P$, above measures were presented by:

$$\begin{aligned}
 V_{accumulated}(\mathbf{I}_{\langle e, p \rangle}) &= \sum_{i=1}^m V_{accumulated} I_i \\
 V_{average}(\mathbf{I}_{\langle e, p \rangle}) &= \frac{1}{m} \sum_{i=1}^m I_i \\
 V_{RMS}(\mathbf{I}_{\langle e, p \rangle}) &= \sqrt{\frac{1}{m} \sum_{i=1}^m I_i^2} \\
 V_{maximal}(\mathbf{I}_{\langle e, p \rangle}) &= \max(V_{maximal}(I_i)) | i \in [1, m]
 \end{aligned} \tag{12}$$

For example, in figure 4 a), point (P4, S1) was the value of average stress in all $\mathbf{I}_{\langle 1, 4 \rangle}$ intervals, where stress was caused mainly by academic events (S1) and impacted by positive events relat-

ed to self-cognition (P4). Figure 4 exhibited 8 stress change modes (subgraph a) to d)) and positive emotion change modes (subgraph e) to h)) in both SI and U-SI sets. Statistical results showed that the occurrence of positive events significantly reduced accumulated stress (subgraph a)) and maximal stress (subgraph d)). Positive events in dimensions of romantic and peer relationship reduced adolescents' romantic stress (subgraph b)). The occurrence of positive events about peer relationship reduced the RMS value of stress (subgraph c)). On the other hand, occurrence of positive events caused obvious increase of all positive change modes (subgraph e) to h)), especially in stressful intervals caused by romantic and peer relationship events. The above statistics on stress and positive emotion change modes initially reflected stress-buffering effects of different types of positive events on each dimension of stressor events.

Linguistic expressions. For each post, we identified following linguistic expressions applying the segmentation model and parser model in section 4.1. The first measure was the frequency of stressful emotional words based on four categories (anger, anxiety, hate, sad) of LICW lexicons, represented general stressful emotion during the interval (Tausczik and Pennebaker). The second measure was the frequency of positive emotional words, which were identified based on four categories (surprise, joy, expectation, love) of LICW lexicons. The third measure was the frequency of stressor event topic words, representing the degree of attention for five dimensions of stressor events. Another important factor was whether self-mentioned

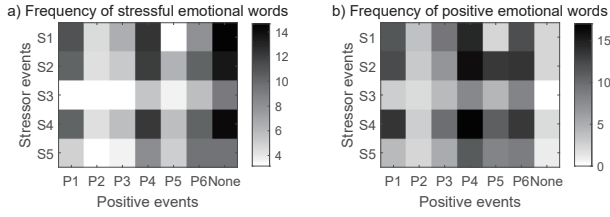


Figure 5: Comparing stressful emotions and positive emotions during stressful intervals in SI sets and U-SI sets.

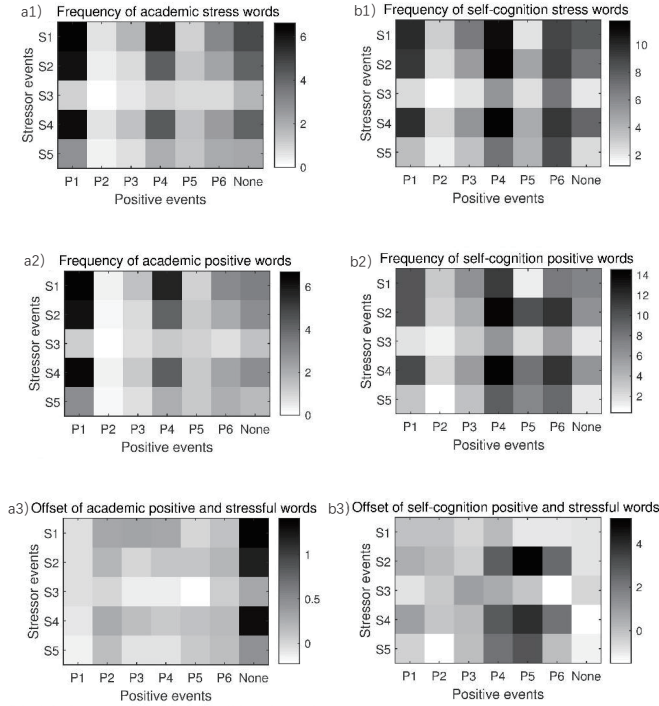


Figure 6: Comparing topic words of five dimensions of stressor events during stressful intervals in SI sets and U-SI sets.

words (i.e., 'I', 'we', 'my') existed, since self-mentioned words exhibited high probability that the current event was related to the author, rather than the opinion about a public event or life events about others ((Li et al., 2014)). Figure 5 a) and b) showed the frequency of stressful emotional words and positive emotional words, respectively. The x-axis from P1 to P6 represented the occurrence of six dimensions of positive events, and y-axis from S1 to S5 indicated the occurrence of five dimensions of stressor events. Positive events from romantic, peer relationship and family life showed obvious reduction in stressful emotional words caused by romantic and self-cognition stressor events (subgraph 5 a)). While the occurrence of positive

emotions exhibited no increase for stressful intervals in family life and peer relationship dimensions (5 b)). Figure 6 (a) to e)) showed the distribution of stressful topic words when different positive events occurred. Generally, the occurrence of positive events caused increase of stressor topics words. We also observed that stressor topics in romantic and self-cognition dimensions exhibited similar changing trends. In addition, figure 6 f) showed reduction in stressful intervals related to school life, while the occurrence of positive events didn't exhibit obvious difference. ... (new: offset is more meaningful)

Posting behaviors. Stress could lead to abnormal posting behaviors, reflecting user's changes in social engagement activity (Liang et al., 2015). We considered 4 measures of posting behaviors here. The first measure was *posting frequency*, representing the total number of posts per day. The second measure was the *positive posting frequency*, indicating the number of positive microblogs per day. The third measure *stressful posting frequency* highlighted the stressful microblogs among all posts. Research in Li et al. (2017a) indicated that overwhelmed adolescents tended to post more microblogs expressing their stress for releasing and seeking comfort from friends. The fourth measure *forwarded frequency* was the number of re-tweet and shared microblogs. Figure 7 showed the distribution of above 4 measures in U-SI and SI, respectively.

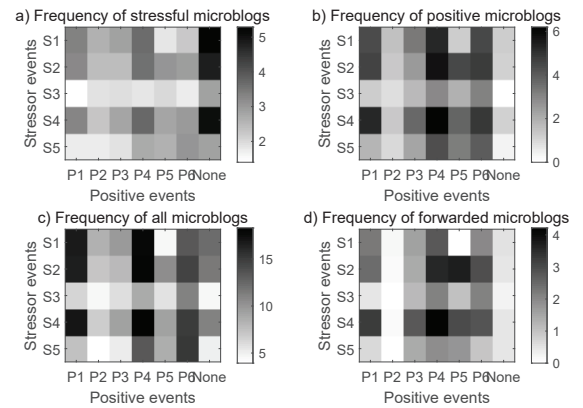


Figure 7: Comparing posting behaviors during stressful intervals in two situations: 1) intervals affected by neighboring positive events (U-SI), 2) no positive events occurred nearby (SI).

4.2.3. Monotonous Model of Stress-buffering

To verify the monotonous stress changes at both the early and late stress-buffering stages, for each stressful interval in SI

Table 5: Monotonous stress intensity changes in U-SI and SI intervals compared with adjacent intervals.

	school life		romantic		peer relationship		self-cognition		family life		all types	
	U-SI	SI	U-SI	SI	U-SI	SI	U-SI	SI	U-SI	SI	U-SI	SI
# interval	365	514	536	587	128	391	564	609	321	481	1,914	2,582
front \rightarrow I	72.60%	78.79%	69.03%	77.51%	74.22%	81.59%	70.04%	77.67%	67.91%	77.96%	70.17%	78.51%
I \rightarrow rear	75.89%	78.40%	74.63%	79.05%	78.13%	82.61%	75.00%	79.15%	74.14%	79.42%	75.13%	79.55%

($n=2,582$) and U-SI ($n=1,914$), we compared its stress intensity with the front and rear adjacent intervals. For a stressful interval $I = \langle t_i, t_{i+1}, \dots, t_j \rangle$, let $I^{front} = \langle t_m, \dots, t_{i-1} \rangle$ be the adjacent interval before I , and $I^{rear} = \langle t_{j+1}, \dots, t_n \rangle$ be the rear adjacent interval of I . The length of I^{front} and I^{rear} are set to $|I|$. For the set of stressful intervals SI composed of $\langle I_1, I_2, \dots, I_N \rangle$, the corresponding sets of adjacent front and rear intervals are denoted as SI^{front} and SI^{rear} . Similarly, for the set of stressful intervals $USI = \langle UI_1, UI_2, \dots, UI_M \rangle$ impacted by positive events, the corresponding sets of adjacent front and rear intervals are denoted as USI^{front} and USI^{rear} . We compare the intensity of stress changes in following four situations, where $g(\cdot)$ is the function comparing two sets:

- 1) $g(SI, SI^{front})$ returns if intensive change happens when stressful intervals begin.
- 2) $g(SI, SI^{rear})$ returns if stress changes intensively after the stressful intervals end.
- 3) $g(USI, USI^{front})$ returns if intensive change happens when stressful intervals affected by positive events appears.
- 4) $g(USI, USI^{rear})$ returns if stress changes intensively after stressful intervals affected by positive events end.

In our problem, taking the comparison between SI and SI^{rear} for example, the basic computation element $I_k \in SI \cup SI^{rear}$ in both sets is a multi-dimension interval. Here we adopt the t-test method as the intensity computation function $g(\cdot)$. The function $g(\cdot) = t_{score} \in (-1, 1)$ is represented as:

$$g(SI, SI^{rear}) = \frac{\mu_{SI} - \mu_{SI^{rear}}}{\sqrt{\frac{(n_1-1)\sigma_{SI}^2 + (n_2-1)\sigma_{SI^{rear}}^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (13)$$

where μ_{SI} and $\mu_{SI^{rear}}$ are the mean stress values of intervals in sets SI and SI^{rear} , and σ_{SI} and $\sigma_{SI^{rear}}$ are the variance stress values of intervals in sets SI and SI^{rear} , respectively. If $g(SI, SI^{rear}) > \alpha$, stress intensity in SI^{rear} show significant decrease compared with SI (monotonic negative effect). If

$g(SI^{front}, SI) < -\alpha$, stress intensity in SI show significant increase compared with SI^{front} (monotonic positive effect). Here we adopt $\alpha = 1.96$, $P = 0.025$. We conduct comparison for above four situations, to observe whether the occurrence of positive events relieve the monotonic negative effect of $g(SI, SI^{rear})$ and the monotonic positive effect of $g(SI^{front}, SI)$.

5. Experiments

5.1. Experimental results

Basically, we focused on four scheduled positive events: *practical activity*, *holiday*, *new year party* and *sports meeting*. For each of the four scheduled positive events, we quantified the stress-buffering effect based on corresponding SI and U-SI interval sets of the 124 students. Table 6 shows the experimental results, where 54.52%, 78.39%, 63.39%, 58.74% significant stress-buffering effect were detected for the four specific scheduled positive events, with the total ratio to 69.52% ($\alpha = 1.96$ for $p=0.025$). We adopted the commonly used Pearson correlation algorithm to compare with the two sample statistical method in this study. The Euclidean metric was used to calculate the distance between two n dimension points X and Y . Experimental results show that our KNN-based two sample method (denoted as KTS) outperformed the baseline method with the best improvement in *new year party* to 10.94%, and total improvement to 6.00%.

The correlation of positive events a) in each group of microblog measure and b) towards five dimensions of stress were shown in box-plots 8. The stress-buffering pattern of positive events was closely correlated with posting behavior (ratio = 80.65%, $n=100$, $SD=1.96$), stress change mode (ratio = 67.74%, $n=84$, $SD=2.04$) and microblog linguistic expressions (ratio = 74.19%, $n=92$, $SD=2.07$). Positive events conducted most intensive stress-buffering impact on 'family life' (ratio

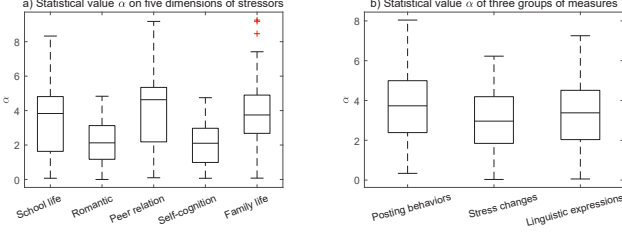


Figure 8: Stress-buffering pattern of positive events. Figure a) shows correlation of each microblog measure, and figure b) shows stress-buffering effect on five dimensions of stress. 'KTS' means KNN-based correlation method.

Table 6: Quantify the impact of scheduled positive school events using KTS (the KNN-based two sample method adopted in this research) and baseline method.

	practical activity		new year party	sports meeting	all
size of U-SI	219	339	235	226	1,019
Pearson	55.65%	70.97%	56.45%	54.84%	65.32%
KTS	54.52%	78.39%	63.39%	58.74%	69.52%

= 83.87%, $n=104$, $SD=2.72$), followed by 'peer relationships' (ratio = 71.77%, $n=89$, $SD=4.04$) and 'school life' (ratio = 67.74%, $n=84$, $SD=2.71$) dimensions. The correlation values in 'peer relation' exhibited the highest 75th percentile while the lowest 25th percentile, showing a relatively random and unstable stress-buffering effect on this dimension. Comparing the hypothesis test results on scheduled positive events (ratio = 69.52%) and automatically extracted positive events (ratio = 74.21%), the result indicated the feasibility of automatically extracting positive events from microblogs.

Further more, to verify the monotonous stress changes when an positive event impacts a stressful interval, for each stressful interval in SI and U-SI, we quantify its stress intensity by comparing with the front and rear adjacent intervals, respectively. Here four situations were considered and compared, as shown in table 5. The *ratio of intervals* detected with monotonous increase from the *front interval* to *stressful interval* (denoted as *front* \rightarrow *I*), and monotonous decrease from the *stressful interval* to the *rear interval* (denoted as *I* \rightarrow *rear*) were listed. Under the effect of positive events, the ratio of intensive stress increase in *front* \rightarrow *I* was decreased from 78.51% to 70.17%; and the ratio of intensive stress decrease in *I* \rightarrow *rear* was decreased from 79.55% to 75.13%. The most obvious monotonous de-

crease in *front* \rightarrow *I* were conducted by positive events in family life dimension (12.89% reduction); and the most obvious monotonous decrease in *front* \rightarrow *I* were also conducted by positive events in family life dimension (6.65% reduction). The experimental results indicated the effectiveness of the two sample method for quantifying the effect of positive events, and the rationality of the assumption that positive events could help ease stress of overwhelmed teens.

5.2. Stress Prediction Under Stress-buffering Effects

1) Stress prediction model. To measure the effectiveness of our method for quantifying the restoring impact of positive events, we integrate the impact of positive events into traditional stress series prediction problem, and verify whether the restoring pattern of positive events could help improve the prediction performance. Here we choose the SVARIMA (Seasonal Autoregressive Integrated Moving Average) algorithm, which is proved to be suitable for teens' linear stress prediction problem (Shumway and Stoffer, 2006; Li et al., 2015c), due to the seasonality and non-stationarity of teens' stress series. The basic stress prediction is conducted using SVARIMA approach, in the set of stressful intervals impacted by positive events (U-SI). Since stressor events cause the fluctuation of stress series from normal states, to eliminate the interference, we simply consider the prediction problem in those stressful intervals rather than randomly picked out stress series. The impact of positive events are utilized as adjust values to modify the stress prediction result. Four metrics are adopted to measure the stress forecasting problem, where *MSE*, *RMSE* and *MAD* measure absolute errors and *MAPE* measures relative errors. For all real stress value \bar{s}_i and predicted stress value s_i in predicting sequence $\langle s_1, \dots, s_n \rangle$, $MSE = \frac{1}{n} \sum_{i \in [1, n]} (s_i - \bar{s}_i)^2$, $RMSE = \frac{1}{n} \sqrt{\sum_{i \in [1, n]} (s_i - \bar{s}_i)^2}$, $MAD = \frac{1}{n} \sum_{i \in [1, n]} |s_i - \bar{s}_i|$, and $MAPE = \frac{1}{n} \sum_{i \in [1, n]} |s_i - \bar{s}_i| / s_i$.

We integrate the impact of positive events into stress prediction. The experimental set contains 1,914 stressful intervals under the impact of positive events (U-SI). As shown in Table 7, the original prediction result using only SVARIMA method achieves 0.1281 MSE, 0.3579 RMSE, 0.3604 MAPE and 0.1482 MAD ($L = 7$, $\alpha = 0.5$). Then we integrate the impact of each type of positive events into stress prediction. Specifically, for positive with obvious restoring impact (under the L&S&P pattern), the average stress level during historical restoring intervals are integrated to modify the result, with

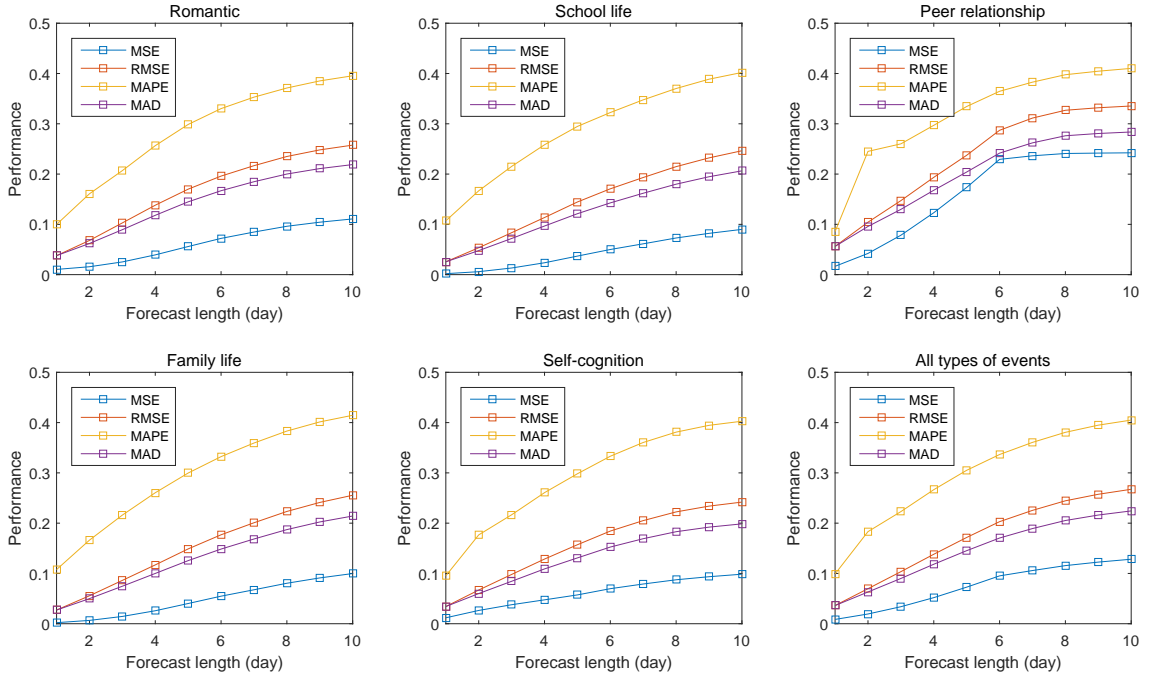
Table 7: Compare the stress forecast performance under three stress-buffering measures of positive events.

	None				Positive (L)				Positive (S)				Positive (P)			
	MSE	RMSE	MAPE	MAD	MSE	RMSE	MAPE	MAD	MSE	RMSE	MAPE	MAD	MSE	RMSE	MAPE	MAD
School life	0.0856	0.2926	0.4852	0.1146	0.0259	0.1609	0.2991	0.0923	0.0297	0.1723	0.3135	0.0899	0.0223	0.1493	0.3438	0.0931
Romantic	0.0703	0.2651	0.3555	0.1083	0.0291	0.1706	0.2832	0.0919	0.0379	0.1947	0.2941	0.1026	0.0332	0.0835	0.2746	0.1240
Peer relationship	0.2800	0.5292	0.3256	0.1697	0.3140	0.5604	0.3626	0.1202	0.2972	0.5452	0.3060	0.1298	0.2557	0.1472	0.3481	0.1458
Self-cognition	0.0445	0.2110	0.3066	0.1895	0.0345	0.1857	0.2721	0.1653	0.0366	0.1913	0.2557	0.0754	0.0245	0.0862	0.2863	0.1447
Family life	0.1602	0.4002	0.3291	0.1587	0.0889	0.2982	0.2891	0.0944	0.0378	0.1944	0.2952	0.0842	0.1827	0.0979	0.3148	0.1131
All	0.1281	0.3579	0.3604	0.1482	0.0985	0.3138	0.3012	0.1128	0.0878	0.2964	0.2929	0.0964	0.1037	0.1128	0.3135	0.1241

	Positive (L&S)				Positive (L&P)				Positive (S&P)				Positive (L&S&P)			
	MSE	RMSE	MAPE	MAD	MSE	RMSE	MAPE	MAD	MSE	RMSE	MAPE	MAD	MSE	RMSE	MAPE	MAD
School life	0.0283	0.1682	0.2934	0.0824	0.0261	0.1616	0.2770	0.0768	0.0342	0.1849	0.2629	0.0590	0.0132	0.1149	0.2364	0.0717
Romantic	0.0219	0.1480	0.2532	0.0839	0.0180	0.1342	0.2644	0.0952	0.0176	0.1327	0.2549	0.0823	0.0251	0.1584	0.2507	0.0891
Peer relationship	0.2361	0.4859	0.3182	0.1300	0.2349	0.4847	0.3283	0.1189	0.2351	0.4849	0.3558	0.1297	0.2341	0.4838	0.3096	0.1093
Self-cognition	0.0329	0.1814	0.2942	0.0946	0.0262	0.1619	0.2791	0.0858	0.0245	0.1565	0.2740	0.0945	0.0144	0.1200	0.2580	0.0739
Family life	0.1489	0.3859	0.2750	0.1244	0.0395	0.1987	0.2853	0.0939	0.0484	0.2200	0.2946	0.0992	0.0378	0.1944	0.2645	0.0848
All	0.0936	0.3060	0.2868	0.1031	0.0689	0.2626	0.2868	0.0941	0.0720	0.2683	0.2884	0.0929	0.0649	0.2548	0.2638	0.0858

¹ Three stress-buffering measures: 'L' represents *linguistic expression*, 'S' represents *stress intensity*, and 'P' represents *posting behavior*.

Figure 9: Teens' stress forecast performance under different lengths of predicting windows.



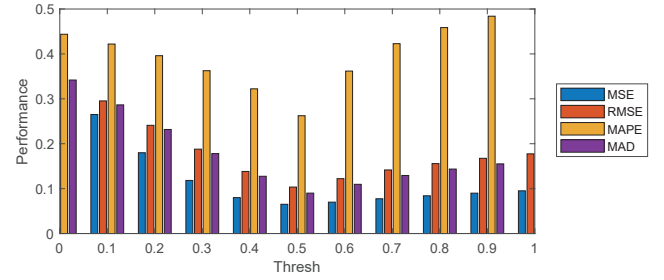
adjusting the parameter α . After the modification, the prediction performance achieves 0.0649 MSE, 0.2548 RMSE, 0.2638 MAPE and 0.0858 MAD, reducing the prediction errors efficiently (with MSE, RMSE, MAPE and MAD reduced by 49.34%, 28.81%, 26.80% and 42.11%, respectively).

2) Predicting stress under different windows. We present the prediction result under the impact of positive events under different lengths of prediction windows, ranging from 1 to 10 days, as shown in 9. With the window length increasing, the prediction error shows decreasing trend in all metrics. The reason is that longer prediction window takes more previous predicted results, and the error accumulates with more predicted values taken into the next step prediction. Among the five dimensions of events, the prediction for school life stress achieves the best performance. On one side, more positive events and stressors about school life events are detected from teens microblogs, providing sufficient data in prediction. On the other side, stress coming from school life is the most common stress in the student group, with relative stable periodicity and high frequency.

3) Contribution of each restoring measure. We conduct experiments with different restoring patterns included respectively to show its contribution to the impact of positive events during prediction. Four groups of situations are considered here, as shown in Table 7, considering 1) all the stress intensity, linguistic expression and post behavior measures (the L&S&P pattern), 2) any two of the three measures included (the L|S, L&P, and S&P patterns), 3) only one of the three measures included (the L, S, or P patterns), and 4) none measure included. We integrate the impact of positive events under the four situations into stress prediction using the parameter α , as overlapping $\alpha \times S_{historical}$, where $S_{historical}$ is the average stress level in historical restoring intervals. Here we present the prediction result when $\alpha = 0.5$ in each dimension of stress respectively. Results show that the correlation in the L&S&P pattern outperforms other patterns (0.0649 MSE, 0.2548 RMSE, 0.2638 MAPE and 0.0858 MAD), showing the effectiveness of considering all the three correlations.

4) Parameter settings. The parameter α is adjusted when integrate the impact of positive events into stress prediction. For each of the four groups of restoring patterns, we adjust α in the effect of $\alpha \times L$. We calculate the corresponding prediction result for each teen respectively, and show the result of the whole testing group using the averaging performance. Figure

Figure 10: Stress forecast performance under the L&S&P pattern of positive events.



10 shows the changing trend under the L&S&P pattern. The prediction error decreases first and then increases, and the best performance is achieved when α is nearby 0.52, with 0.0649 MSE, 0.2548 RMSE, 0.2638 MAPE and 0.0858 MAD as the average performance of the whole experimental data set. Multiple methods for integrating the impact of positive event into stress prediction could be adopted. In this paper we adopt the simple one to verify the effectiveness of our model in quantifying the impact of positive events, and the setting of parameter α could be changed due to different individuals and data sets.

6. Discussion

The main contribution of the present study lies in the following three aspects. First, we validated and expanded the theoretical results of previous studies. The characteristics of stress-buffering were not only manifested in self-reported subjective feelings, but also in behavioral level in social networks. We examined the potential relationship between the occurrence of positive events and the posting behaviors, microblog contents and stress change mode on stressed adolescents, and verified that positive events buffered monotonous stress changes at both the early and late stages. Second, this study implemented the innovation of methods. Through building a complete technical framework, we realized 1) automatic extraction of positive events, as well as users' behavior and content measures from microblogs, and 2) quantification of relationships between stress-buffering of positive events and microblogging measures. Third, this article showed practical significance. It realized timely and continuous monitoring of the stress-buffering process of adolescents based on public social network data sources, which could be used to assess the stress resistance of adoles-

cents; on the other hand, it could provide supplementary advice to schools and parents about 'when to arrange positive events to ease stress of adolescents'.

There were three groups of results in this work. In study 1, the scheduled school events with exact time intervals and the microblogs posted by a group of 500 students were collected and statistically analyzed. Results showed that when positive events were scheduled neighboring stressful events, students exhibited less stress intensity and shorter stressful time intervals from their microblogs. The study also found that most students talked less about the upcoming or just-finished exams when positive events happened nearby, with lower frequency and lower ratio. The results substantiated previous studies reporting the protective effect of positive events on adolescents (Cohen and Hoberman, 2010; Shahar and Priel, 2002) using laboratory methods. Based on this, this article carried out more in-depth follow-up studies.

The second groups of results were presented in study 2, examining stress-buffering pattern of positive events through microblog content and behavioral measures. As basis, a complete solution was provided for automatically detecting positive events based on microblog semantics, which were totally different from traditional questionnaire methods, enabling timely, fraud-proof and continuous detection. In order to eliminate the possible errors in positive event detection and avoid false overlays, we first used four scheduled positive events to examine significant stress-buffering effects. Results showed the event 'holiday' exhibited the highest proportion of significant stress-buffering. However, this conclusion was questionable because the frequency of the above four events was different and might affect the experimental results. Next, the stress-buffering effect of automatically extracted positive events were tested based on three groups of stress-buffering measures. The most intensive stress-buffering effects were shown in 'school life' and 'peer relationship' dimensions. *Posting behaviors* exhibited most significant correlations among three groups of measures. This resonated with the study Blachnio et al. (2016); L. Bevan et al. (2014) suggesting that users who tended to share important news on Facebook had a higher level of stress.

This article proposed a novel perspective to better understand the process of stress-buffering. Since more complex situations were simplified in the present exploration, the goals were still salient for stress-buffering researches from social networks.

7. Limitations and future work

This study has a number of limitations. First, it used the microblog data set collected from social networks of high school students, and chose the scheduled school events as the ground truth in the pilot study. This could be seen as a relative fuzzy verification method, because individual events (i.e., 'lost love', or 'received a birthday present') might also conduct additional impact. Therefore, the data observation in the pilot study were not 100% rigorous and needed further verification. A improvement might be conducted by inviting participants to complete related scales (e.g., positive and stressor scales), thus to label part of the data set, and achieve a balance between data volume and accuracy.

Second, this study treated positive events as independent existence and studied the effect of each event separately. This ignored the additive and collective effects of multiple positive events which might happened at the same time. Thus, our future research might investigate the overlap effects of multiple positive events, as well as the frequent co-appearing patterns of different types of positive events, thus to provide more accurate stress-buffering guidance for individual adolescents.

Based on current research implications, more factors could help analyze stress-buffering patterns among adolescents more comprehensively in future research. One factor is how personality (Twomey and O' Reilly, 2017; Shchebetenko, 2019) impacts the stress-buffering effect of positive events, which could be captured from the social media contents. Another key factor is the role the social support (Nabi et al., 2013; L Bevan et al., 2015) in social networks plays. This factor leaves clues in the messages under each post, and the behaviors (i.e., retweet, the like numbers) of friends. For examples, (Nabi et al., 2013) showed that the number of Facebook friends was associated with stronger perceptions of social support, which in turn correlated with reduced stress and greater well-being. The corresponding experimental design, and the online-offline complementary verification will be challenges in the future work.

8. Reference

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