**BACKGROUND**

- Despite the strong theoretical and empirical links between coping and depressive symptoms, the role of developmental age scarcely has been considered in understanding these relationships.

**OBJECTIVE**

**To utilize time-varying effect modeling (TVEM) to examine how the associations between specific coping strategies and depressive symptoms change dynamically across adolescence and emerging adulthood.**

**METHODS**

**Procedure:**
- Self-report questionnaires were administered during school in the spring of 2006 (T1), 2007 (T2), 2008 (T3), and 2009 (T4).
- Self-report questionnaires were completed online in 2014 (T5).

**Measures:**

<table>
<thead>
<tr>
<th>Construct</th>
<th>Measure</th>
<th>Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coping</td>
<td>COPE Inventory</td>
<td>Venting Emotions, Denial, Active coping, Planning, Social support seeking</td>
</tr>
<tr>
<td>Depressive Symptoms</td>
<td>Center for Epidemiological Studies Depression Scale for Children (CES-DC)</td>
<td>Total score</td>
</tr>
</tbody>
</table>

**Analytic Plan:**
- **Method:** time-varying effect modeling (TVEM); linear regression models using the p-spline estimation approach.
- **Predictor variables:** COPE Inventory subscale scores
- **Dependent variable:** CES-DC total score
- **Time metric:** Age to the nearest month (14.0 to 24.0)
- **Time-invariant covariate:** Gender

**RESULTS**

**Figure 2. Age-Varying Regression Coefficient Functions Depicting the Bivariate Associations Between Use of Coping Strategies and Depressive Symptoms Across Ages 14-24.**

**CONCLUSIONS**

- The magnitude and direction of the associations between coping and depressive symptoms may be age-dependent.
- Findings emphasize need for existing theories involving coping and depression to incorporate a developmental perspective since relationships change across age.
- Maladaptive coping strategies may be optimal universal intervention targets due to their persistence of effects across adolescence and emerging adulthood.
- Encouraging the use of problem solving-oriented strategies may not be useful until late adolescence.