

InPACT 2012

INTERNATIONAL PSYCHOLOGICAL APPLICATIONS
CONFERENCE AND TRENDS

Book of Abstracts

24 - 26 May
Lisbon, PORTUGAL

Edited by:
Andreea Szilagyi
Liliana Silva



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Associate Vice President for NBCC International, U.S.A.

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FOREWORD

Dear Colleagues,

We are delighted to welcome you to the inaugural International Psychological Applications Conference and Trends 2012, taking place in Lisbon, Portugal, from 24 to 26 of May.

Our efforts and active engagement can now be rewarded with these three days of exciting new developments about what we are passionate about: Psychology and its connections. We must take pride in providing and experiencing this moment, where a wide linking between academics, scholars, practitioners and others interested in the field, is fertile in new perspectives, ideas and knowledge. We counted on an extensive variety of contributors and presenters, which can supplement our view of the human essence and behavior, showing the impact of their different personal, academic and cultural experiences. This is, certainly, one of the reasons we have many nationalities and cultures represented, inspiring multi-disciplinary collaborative links, fomenting intellectual encounter and development.

InPACT 2012 received over more than 226 submissions, from 38 different countries, reviewed by a double-blind process. Submissions were prepared to take form of Oral Presentations, Posters and Virtual Presentations. The conference also includes a keynote presentation from an internationally distinguished researcher Prof. Dr. Brij Mohan, Dean Emeritus from Louisiana State University, U.S.A. There will be also a featured a Special Talk by Dr. Andreea Szilagyi and Dr. Amalia Stanciu and also a Workshop by Professor Michael L. Lindsey, to whom we express our most gratitude.

This volume is composed by the proceedings of the International Psychological Applications Conference and Trends (InPACT 2012), organized by the World Institute for Advanced Research and Science (W.I.A.R.S.) and co-sponsored by the respected partners we reference in the dedicated page. This conference addressed important topics in four main fields taken from Applied Psychology: Clinical, Educational, Social and Legal Psychology. The areas can, of course, be object of discussion, but extended abstracts were presented in almost 40 topics within these fields of research:

- *Clinical Psychology*: Emotions and related psychological processes; Assessment; Psychotherapy and counseling; Addictive behaviors; Eating disorders; Personality disorders; Quality of life and mental health; Communication within relationships; Services of mental health; and Psychopathology.
- *Educational Psychology*: Language and cognitive processes; School environment and childhood disorders; Parenting and parenting related processes; Learning and technology; Psychology in schools; Intelligence and creativity; Motivation in classroom; Perspectives on teaching; Assessment and evaluation; and Individual differences in learning.
- *Social Psychology*: Cross-cultural dimensions of mental disorders; Employment issues and training; Organizational psychology; Psychology in politics and international issues; Social factors in adolescence and its development; Social anxiety and self-esteem; Immigration and social policy; Self-efficacy and identity development; Parenting and social support; and Addiction and stigmatization.

- *Legal Psychology*: Violence and trauma; Mass-media and aggression; Intra-familial violence; Juvenile delinquency; Aggressive behavior in childhood; Internet offending; Working with crime perpetrators; Forensic psychology; Violent risk assessment; and Law enforcement and stress.

Authors of the published abstracts were also invited to publish the complete version. There will be a special issue of the “PsychNology” Journal with full papers developed from selected conference abstracts and a special issue of selected papers in “Scientific Research” Psychology Journal.

We would like to express thanks to all the authors and participants, the members of the academic scientific committee, our sponsors and partners and, of course, to our organizing and administration team for making and putting this conference together.

Hoping to continue the collaboration in the future,

Respectfully,

Andreea Szilagyi
Associate Vice President for NBCC International, U.S.A.
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KEYNOTE LECTURE



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Brief Biography

Brij Mohan is an internationally recognized scholar and author, most recently, of *Development, Poverty of Culture and Social Policy* (2011); *Fallacies of Development: Crises of Human and Social Development* (2007), *Reinventing Social Work: The Metaphysics of Social Practice* (2005), *The Practice of Hope* (2003), *Social Work Revisited* (2002), *Unification of Social Work* (1999) and *Eclipse of Freedom* (1993). His publications include 16 published and 3 books in process as well as over 300 research papers, articles, chapters and reviews.

Dr. Mohan's academic interests include mental health, philosophy of science, social theory, policy, international and comparative social welfare. He is founding Editor-in-Chief of *Journal of Comparative Social Welfare* (earlier published as *New Global Development: Journal of International and Comparative Social Welfare*). Recently, the Mahatma Gandhi Kashi University, Varanasi, honored him with an honorary degree of Doctor of Letters (D.Litt.) for his outstanding achievements.

Brij Mohan has been called "the Habermas of Social Work Theory". Recently NASW-LA Ch. awarded him a special Presidential Life Time Achievement Award which has been given once prior to his recognition. His forthcoming books include: *Brij Mohan by Himself: An Omnibus*; *Truth Matters: Autobiography of an American Dean*; and *The Death of an Elephant* (a novella).

Abstract

Totalizing the Human Psyche: Banality of Madness and Poverty of Culture

This keynote address focused on the banality of madness sheds light on the human condition and its *totalization* of the human psyche. It posits theory of *Poverty of Culture* within a discursive framework that lays emphasis on demystification of general conceptual-professional dissonance. Varied manifestations of human-social reality that warrant transformative interpretations are analyzed with a hope toward achieving an ethical society without the dualism of a dysfunctional culture and its contradictions. A new social atavism is seemingly upon us.

The author takes a humanistic, anti-Oedipal stance to critique puzzling paradoxes of a schizophrenic society. Basic assumptions underlying these formulations – a) *totalization* (for human dignity, social justice and universal equality); b) unification (of knowledge, science and practice); and c) *demythization* (of positivist utopian delusions) – seek to *de-Oedipalize* human psyche and the challenges that contemporary scientists and intellectuals confront in actualizing substantive civil transformations.

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SPECIAL TALK



The Mental Health Facilitator Program

Dr. Andreea Szilagyi

Dr. Amalia Stanciu

Abstract

The Mental Health Facilitator (MHF) program is designed to improve access to mental health care within a given community by educating and training professionals, paraprofessionals and lay people (e.g., teachers, volunteers, other leaders) in the basics of mental health. Based on an international survey of mental health experts, core competencies for mental health service providers were identified. A 30-hour core curriculum was which includes a basic structure for teaching helping skills, working with integrity, diversity awareness, suicide prevention, trauma response, and referral and consultation techniques was created by NBCC-International*.

The MHF program is only introduced at the request of local mental health experts. MHF's mission is to provide skilled, responsible access to quality mental health interventions, usually through basic first-contact help and/or referrals to mental health professionals, while respecting human dignity and meeting population needs by balancing globally accepted practices with local norms and conditions. MHF program partnerships have been formed in 12 countries in Africa, Asia, Europe, and Latin America.

* <http://www.nbccinternational.org/home>

WORKSHOP

The Texas Story of Training School Sex Abuse of Youth to State Funded Public/Private Partnership Opportunities

-

Public/Private Partnerships: Joining Forces to Improve Outcomes for Youth, Families and Communities

*Michael L. Lindsey, JD, PhD,
President, Nestor Consultants, Inc.,
Southern Methodist University, Dallas, Texas USA*

*Ellen Marrus, JD,
Professor of Law, University of Houston School of Law, Houston, Texas USA*

*Roger Taylor, BA,
Probation Officer Supervisor, Dallas County Juvenile Department, Dallas, Texas USA*

Abstract

The Texas Youth Commission (TYC) scandal broke after *The Dallas Morning News* and other media outlets reported that officials ignored signs of sexual abuse of inmates at a state training school. Subsequently the legislature passed legislation to improve the state training schools that included prohibiting any misdemeanor youth from commitment to a training school. September 2011 legislation authorized the merger of the Texas Youth Commission with the Texas Juvenile Probation Commission as the new Texas Juvenile Justice Department (TJJD). This workshop will trace these developments, and the consequent \$100 million public/private partnership opportunities that have emerged based on misdemeanor youth not being eligible for placement in training schools. We will highlight these efforts in Dallas (Dallas) and Harris (Houston) Counties, the two largest counties in Texas.

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ORAL PRESENTATIONS

THE ENTREPRENEURS' RETIREMENT DECISION INVENTORY: DEVELOPMENT AND VALIDATION

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Objectives

To develop and examine the psychometric properties of an original self-report questionnaire, assessing the retirement decision process among entrepreneurs using the *Push Pull Anti-push Anti-pull* model.

Design

For some entrepreneurs, the transition to retirement can be a difficult stage in their career. Their identity is indeed often linked to their working life. The retirement decision process of entrepreneurs is thus especially complex. The Push Pull Anti-push Anti-pull framework (Mullet et al., 2000) seemed appropriate to help understand the reasons underlying an entrepreneur's decision to retire. Push factors have been defined as negative considerations leading to the retirement decision, while Pull factors are positive considerations that attract entrepreneurs toward retirement. Anti-push factors can be conceptualized as attachment to professional life, and Anti-pull factors have been defined as the perceived costs and risks of retirement.

Three studies are reported charting the development and validation of a new measure based on this model and designed to determine the respective importance of each factor in this decision-making process.

Methods

Data were collected from French entrepreneurs approaching retirement age. A three-step procedure was used. The first step involved twenty face-to-face interviews and a literature review, generating a preliminary list of 88 items. The second and third steps explored various aspects of reliability and validity using alpha coefficients and factor analysis (EFA and CFA). Overall, 167 and 255 entrepreneurs participated in the second and third steps, respectively.

Findings

The final 16-item version of the ERDI has a good psychometric basis. It comprises four factors: (a) Push, (b) Pull, (c) Anti-push, and (d) Anti-pull, corresponding to the four theoretically relevant categories. The results support the reliability and construct validity of the ERDI.

Conclusion

The ERDI appears to be a promising multidimensional tool for assessing the pattern of reasons leading entrepreneurs to terminate their career. It could help career counselors' identify and draw up appropriate intervention strategies.

Keywords: entrepreneurs, retirement decision making, Push, Pull, Anti-push, Anti-pull.

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Mullet, E., Dej, V., Lemaire, I., Raïff, P. & Barthorpe, J. (2000). Studying, working and living in another EU country: French youth's point of view. *European psychologist*, 5 (3), 216-227.

JOB DEMANDS AND ORGANIZATIONAL SUPPORT AS ANTECEDENTS OF WORK ENGAGEMENT*

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Objectives

The Job Demand-Resources Model (JD-R; Schaufeli & Bakker, 2004) specifies how health impairment (e.g. burnout) and motivation (e.g. engagement) may be produced by two types of working conditions: the job demands and the job resources, respectively. Job demands refers any to physical, social, and organizational aspects. Our purpose is to extend the JD-R model by including role stress and organizational support as job demands to predict work engagement (vigour, dedication, and absorption). We hypothesized that:

H₁: Role stress will negatively predict engagement (vigour, dedication, absorption).

H₂: Organizational support will positively predict engagement (vigour, dedication, absorption).

Design

A cross sectional study using questionnaires was conducted.

Methods

The sample consisted of 435 employees (47.5% females and 52.5% males; Mage = 40.5; SD = 10.15) from different public and private Spanish companies working in white-collar and blue-collar jobs, education, and human services. Risk-prevention experts or Human Resources Officers (HR-officers) have distributed and collected the paper-and-pencil questionnaires.

Engagement was assessed with the Spanish version of the Utrecht Work Engagement (UWES; Schaufeli et al., 2002): vigor (3 items), dedication (3 items) and absorption (3 items). Role stress was measured using the scales of Rizzo House, and Lirztman (1970): ambiguity (6 items), conflict role (7 items) and overload (3 items). Organizational support was assessed with the Spanish version of the Job Content Questionnaire (JCQ) (Karasek, 1985): supervisor support (5 items) and coworker support (6 items).

Findings

Hierarchical multiple regression analyses reveal that: (1) vigour is predicted by both supervisor support and coworker support, and negatively by ambiguity; (2) absorption is positively predicted by supervisor support; and (3) dedication is positively predicted by both supervisor support and coworker support.

* This paper was partially financed by the Foundation for Science and Technology (Portugal).

Conclusions

Motivation processes (vigour, absorption, dedication) and job demands are linked. In line with hypotheses, role ambiguity, supervisor and coworker support are significant predictors of engagement. The results lend support to the JD-R model's motivation process by showing that engagement is significantly predicted by role stress and organizational support. This can be related to the so-called challenge demands, defined as the demand with the potential to promote benefits or personal profits, causing positive emotions and an active style of coping.

Keywords: role stress, engagement, organizational support, job demand-resources model.

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WOMEN POSITIONED UP AND LEFT: SPATIAL INFORMATION AFFECTS WOMEN'S LEADERSHIP ASPIRATION

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Objectives

Requiring typically masculine characteristics (i.e., agency and power) women often do not feel confident in taking leadership roles. How can we increase women's leadership aspiration?

Recent studies have shown that upper and left spatial positions are associated with power and agency, respectively. In this study we tested whether using spatial information (i.e., women positioned up and left) can enhance women's willingness to take a leadership role.

Design

We conducted an experiment in which we assessed hostile sexist beliefs and manipulated spatial positioning of women and men profiles presented on a computer screen. For half of the participants female profiles were positioned in the upper-left (and male profiles in the lower-right) quadrant, which is in positions associated with power and agency; in the reversed positions for the other half of the participants.

Methods

After completing the hostile sexist beliefs questionnaire 40 women were asked to rate their willingness to be the leader in a team computer-mediated task. The participants had to rate self-efficacy for the leadership role and describe themselves, the leader and the collaborator role on a list of agentic and communal traits. Relevant information and questions were presented on a graphic background with female and male profiles positioned for half the participants in the upper-left and lower-right quadrant, respectively; in the reversed positions for the other half.

A linear regression was used to test the effect of spatial position, hostile sexist beliefs, and of the interaction of these predictors on female participants' willingness to be the leader or collaborator, the leadership self-efficacy.

Findings

Participants high in hostile sexism (HHS) were less willing to take a leadership role and reported less leadership self-efficacy compared to those low in hostile sexism (LHS). However spatial information affected leadership aspiration of HHS making their responses more similar to LHS. HHS participants were more willing to be a leader and reported more self-efficacy in this role when they saw women positioned in the upper-left (vs. lower-right) quadrant. Moreover, the perception of the leadership role becomes more communal (e.g., altruist, patient). The manipulation did not affect the responses of LHS participants.

Conclusions

Results show that a spatial cue can enhance women's confidence as a leader, shaping this role on more feminine characteristics. These findings are discussed in relation with the literature on leadership.

Keywords: spatial agency bias, power, leadership, sexism.

ENGAGEMENT AND JOB SATISFACTION AS ANTECEDENTS OF ORGANIZATIONAL COMMITMENT*

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Objectives

The research findings on organizational commitment can be integrated into the Job Demands-Resources Model (Schaufeli & Bakker, 2004); namely, commitment seems to be negatively related to job demands through burnout (health impairment process), whereas it seems to be positively related to job resources through work engagement (motivational process) and work satisfaction. This study examines the role of work engagement and work satisfaction as antecedents of organisational commitment. It is hypothesized that:

H₁: Work engagement will positively predict organizational commitment (affective, normative).

H₂: Job satisfaction will positively predict organizational commitment (affective, normative).

Design

A cross sectional study using questionnaires was conducted.

Methods

The sample consisted of 435 employees (47.5% females and 52.5% males; Mage = 40.5; SD = 10.15) from different public and private Spanish companies working in white-collar and blue-collar jobs, education, and human services. Risk-prevention experts or Human Resources Officers (HR-officers) have distributed and collected the paper-and-pencil questionnaires.

Engagement was assessed with the Spanish version of the Utrecht Work Engagement (UWES; Schaufeli et al., 2002): vigour (3 items), dedication (3 items) and absorption (3 items). Job Satisfaction was assessed with the S10/12 Job Satisfaction Questionnaire (Meliá & Peiró, 1989): work conditions (4 items), supervision (6 items) and company policy (2 items). Organisational commitment was assessed with the 13 items from Meyer, Allen, and Smith's (1993) commitment scale.

Findings

Hierarchical multiple regression analyses have revealed that: (1) affective commitment is significantly predicted by absorption, dedication and supervisor satisfaction, and (2) normative commitment is significantly predicted by absorption, supervisor satisfaction and work conditions.

* This paper was partially financed by the Foundation for Science and Technology (Portugal).

Conclusions

Motivation processes (i.e., absorption, dedication) and organizational commitment are linked. Work engagement is related to affective commitment in ways as predicted by the Job Demands-Resources Model. Meyer and Allen (1991) provide evidence to suggest that commitment is associated with positive organisational behaviour, including organisational citizenship, a concept that is close to work engagement. In addition, job satisfaction related to supervisor and work conditions seems to influence more the normative commitment. Good work conditions and relationship with supervisor are necessary to keep employees in organizations (i.e., perceived obligation to remain) , but cannot motivate them (i.e., psychological attachment to organization) as engagement does.

Keywords: organizational commitment, engagement, job satisfaction, job demands-resources model.

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**COLLECTIVE FAMILY GROUP THERAPY (CFG T):
A MULTICULTURAL THERAPEUTIC ALLIANCE BASED THERAPY CREATED
TO PREVENT RELAPSE AMONG MALAY ADDICTS IN MALAYSIA**

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Collective Family Group Therapy (CFG T) is specially created therapeutic alliance multicultural based therapy where family and recovering person (RP) are engage in a direct, face to face and genuine discussion to solve problems among themselves and to plan for RP drug free life. Rogers (1957) found that to be effective, no matter what approach is in use, psychotherapy need to have the element of therapeutic alliance. Fortunately therapeutic alliance has always been a foundation of family unity for most races of the East collectivist society including the Malays. Faithfulness, obedient, cooperative and being respectful for the elders are among the values urgently expected of each and every one of the family members. Familial self-identity (Sinha & Sinha, 1997; Masaka, 2003; Sue & Sue, 2008; Corey, 2008) is another factor that enhances the therapeutic alliance in these communities. These priceless therapeutic resources, in this study are given an acid test where RAs and members of his families are offered to go through CFG T with short term goals of rebuilding and refining therapeutic alliance, and maintaining therapeutic alliance and preventing relapse as the long term goals.

A longitudinal case study involved four Malay families and their respective RAs were conducted base on their voluntariness to participate in the research project. All four groups were served with a session of psycho-educational therapy and eight sessions of CFG T within a period of three to four months. A set of inventories to measure readiness to rebuild, to practices and to maintain therapeutic alliance (IKMP., IKMP.2 & IKMP.3) are used to collect quantitative data during pre-test, post-test and follow-up test. Qualitative data derived from observing therapy process were collected by using a process evaluation form (BPT). Structured and semi-structured interviews and telephone conversations were conducted during follow-up data collection, apart from gathering messages received through the short message system from both RAs and their families.

The results showed that CFG T has a short and long term positive impact on respondents. Three out of four families managed to maintain therapeutic alliance over a period of two years after received treatment. And their respective RAs manage to stay drug free during those period. On the other hand, RA from the family that failed to maintain therapeutic alliance, relapsed a year after completed CFG T.

Keywords: therapeutic, alliance, collectivist, family.

DESIGNING A COMMUNITY BASED PROGRAM ABOUT IMPACT OF UNEMPLOYMENT ON PSYCHOLOGICAL WELL-BEING

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Introduction

Many studies have emphasized the impact of job loss on workers' well-being. The flexibility in the "new economy" has led to decreased job security, increased risks and low financial guarantees. From a clinical point of view this situation creates a great sense of vulnerability and impossibility of planning one's live, causing significant disempowerment.

Objectives

The aim of the first step of our program was to explore, through qualitative methods, relations between unemployment and workers' psychological well-being, and difficulties which – in social and financial crisis – may follow job loss. Our purpose was to verify how these problems were perceived by individuals and groups, including trade union organizations, which are the first reference in times of crisis, and to highlight the psychological discomfort that – without specific support – would find only medical and individual answers.

Methods

Focus groups have been carried out with key informants, working within local companies and committed to trade unions. Meetings have been transcribed and analyzed, by means of Atlas.ti software.

Findings

Results showed topics as: emerging needs; problems about work and social identity; psychological aspects of job loss; disempowerment and helplessness; need of social support; differences between precarious and structured workers; individual differences in gender, educational level, marital status; difficulties in facing these problems.

Conclusions

Results showed complex needs and interlacements between social and individual problems, which require an intervention from all the social agencies. So in the second step a synergy among Local Municipality, Public Health Service and Department of Psychology planned an intervention to provide psychological support groups.

Keywords: unemployment, workers' well-being, community based programs, qualitative research, public health services.

PARTNER SUPPORT AND TREATMENT ADHERENCE

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The aim of the present study is to analyse the influence of a partner's social support in adjusting to cardiac disease, in addition to their influence in ensuring compliance with clinically recommended guidelines. The study involved 109 patients and their partners who belonged to the Cardiac Rehabilitation Program at the Ramón y Cajal hospital in Madrid.

The results indicate that the partner is not a significant source of support for the patient adjusting to disease (support received ($p=.46$) and satisfaction with support received ($p=.41$). However, the partner is important in terms of compliance with recommendations concerning healthy lifestyle habits (food, exercise and tobacco consumption), particularly at the twelve-month follow-up ($p<.001$). This leads us to consider it possible that the partner may not be important in adjusting to the illness, perhaps due to the patient experiencing a clinical intervention where other sources such as health professionals or other patients assume a more prominent support role. Upon withdrawal of this clinical supervision, partner support is of crucial importance in adhering to recommended guidelines relating to changes in lifestyle, and, hence, in preventing relapses.

Keywords: partner, coping, cardiac disease, adjusting to disease, adherence.

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THE IMPACT OF COLLECTIVE GUILT ON PREFERENCES OF CONFLICT RESOLUTION STRATEGIES: THE CASE OF ISRAELI-PALESTINIAN CONFLICT

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The objective of the experiment was to investigate the impact of collective guilt on preferences of the Israeli – Palestinian conflict resolution. Members of any nation or social group with a history containing acts of exploitation or unfairness towards other groups are potential candidates for experiencing collective guilt. The conflict between Israelis and Palestinians represents the ongoing ethno-political conflict in which each side may be considered simultaneously perpetrators and victims.

This phenomenon can be explained either from the perspective of social identity and self-categorization theory, or paying attention to four basic features of collective guilt: self-categorization as a member of a perpetrator group, acceptance of in-group's responsibility, illegitimacy appraisal and reparation costs (Wohl, Branscombe, & Klar, 2006), or speaking about justice features (Branscombe, & Doosje, 2004), or paying attention to empathy (Hoffman, 2000).

Participants were 240 persons of both sexes aged 15 to 36 ($M=22,77$, $SD=5,06$) from the Baltic States and Israel, who were randomly assigned to four different conditions (each group contained 30 participants from the Baltic States and 30 from Israel): Israeli guilt, Palestinian guilt, ambiguous information, and neutral information. The preference to conflict resolution strategies served as the dependent measure. The following measures were used during the experiment: identification with Jewish people, identification with Israel, attachment and glorification identification modes, collective guilt, the perceived illegitimacy of group relationships, group responsibility, exonerating cognitions, and readiness for out-group social contact. The whole experiment was conducted online.

In general, the study has showed that collective guilt was provoked by experimental manipulation. The greater collective guilt was provoked in groups with Israeli guilt and ambiguous information. In general group responsibility and collective guilt facilitated positive conflict resolutions (compromising and collaborating strategies), but exonerating cognitions and glorification predicted competing strategy. The more person felt a collective guilt, the more he or she was ready to cooperate. The stronger was the identification with Jewish people, the less person was ready to collaborate with the out-group.

Keywords: collective guilt, Israeli-Palestinian conflict, conflict resolution, in-group identification, social identity theory.

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MOTHER, FATHER AND FRIEND AS ATTACHMENT FIGURES IN ADOLESCENCE

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Objectives

One of the key ideas of Bowlby's theory of attachment is that primary attachment relationship with a mother shapes later relationships with other people. There is a growing number of researches that question importance of attachment to different important others and concordance of attachment patterns between different relationships. In this research patterns of attachment to mother, father and best friend in adolescence were examined.

Design

Non-experimental design.

Method

Participants: 878 adolescents (age 14 and 18 years). Questionnaire: Experiences in close relationships (ECR), versions for mother, father and best friend.

Findings

1. Secure attachment is most frequent in all three relationships (74% with mother, 63% with father and 82% with friend). Second most frequent pattern with parents is avoidant, and with friends preoccupied.
2. Around 48% adolescents have a secure attachment in all relationships. All combinations of secure and insecure attachments exists, but they are not equally frequent. There is a small to moderate concordance between patterns of attachment in different relationships, (Kappa coefficient from 0.08 to 0.46).
3. Results indicate great age ($X^2 = 28.96$, $df=6$, $p < 0.01$) and gender ($X^2 = 52.80$, $df=6$, $p < 0.01$) differences.

Conclusions

Parents are still very important attachment figures in adolescence, but friends also become important figures during a middle adolescence. Concordance between patterns of attachment in different relationships suggest that they are not independent, which is consistent with literature suggesting that early relation with mother shapes later relationships. This result supports a hierarchical model of organization of multiple attachments. Results are discussed in the light of changes in relationships of adolescent boys and girls with parents and friends.

Keywords: attachment, parents, friends, adolescence, concordance between patterns.

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WHETHER THE FAMILY IS MORE IMPORTANT FACTOR THAN THE PEERS FOR THE STUDENT'S BEHAVIOR AT THE SCHOOL?

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Objectives

Some children feel lonely or shy at the school, some of them have aggressive or sociable behavior and some of them are happy or unhappy at the school. According to Rohner's model of family relations, as well as model of peers' relations given by Bukowski and Hoza, child's behavior is to a large extent a reflection of the social relationship in these two most important settings.

Methods

The research question is: Whether family relations are more important factors than relations with peers at the school, for social behavior of the students, in childhood and early adolescence. The hypotheses are regarded to differences in correlations between family and peer variables with variables of student's social behavior in the school. The family variables are: satisfaction with the family interaction, acceptance by the mother and by the father, rejection by the mother, and by the father, emotions from the mother and from the father, controlling by mother and by father. The peer variables are: the quality of the relations with the best friend, the satisfaction with the best friend, the assessment of the friendship reciprocity, the relations of three best friends with the pupil and vice versa, and the acceptance by the peers. Social behaviours are: loneliness, aggressiveness, prosocially behavior, shyness and satisfaction of the school. 194 students were included in the research, 3rd grade pupils (85) and 7th grade pupils (109). The research was made in May 2007 in one elementary school in Skopje (Macedonia).

Findings

The results show differences of multiple correlations between variables of family and peer's relations with social behavior of the child at school. The data from 3rd grade student's show that multiple correlation between family variables with loneliness is significant ($R=0,639$ $p<0,01$) and there is no significant multiple correlation with peer variables ($R=0,352$ $p>0,05$). For aggressive behavior both correlations, family ($R=0,494$ $p<0,05$) and peer variable ($R=0,489$ $p<0,05$) are significant. For pro-socially behavior also both families ($R=0,434$ $p<0,05$) and peer correlations ($R=0,423$ $p<0,05$) are almost equal important. Shyness is correlated neither with family nor with the peer variables. Satisfaction from the school is significantly connected with peers variables ($R=0,440$ $p<0,05$) and with family variables ($R=0,482$ $p<0,05$) too. In the research we got the results for 7th grade students too.

Conclusions

From these data we can conclude that family relations are higher influence factor for loneliness of the child at school. Failure in the satisfaction of the need for belonging and love, primarily in the family, reflected in social dissatisfaction of the child at school and a sense of loneliness. For aggressive behavior, social behavior, perception of social support and satisfaction from the school, family and peers are equal important

factors of influence, or the parents and the peers are in same level models of child social behavior at the school. For the 7th grade student's family is still bigger factor of influence for loneliness, aggressive behavior and satisfaction from the school, while peers are factor of modification of the sociability and perception of social support of the young adolescents.

Keywords: family relations, peer relations, social behavior, child in school.

HOMOPARENTAL FAMILIES: A REALITY IN DEBATE

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Objectives

The twenty-first century has intensified the debate about the characterization of a protective or risky family environment to mental health and psychosocial development of children and adolescents. It is essential to discuss the preconception that still chained homosexuality to the field of pathology, condemning the children of same-sex couples to social rejection, which is a risk factor for mental health of young people.

The research group on Health and Citizenship IOHC / CIIE, in collaboration with ILGA / Portugal and UNICEF has promoted research on the reality of same-sex families in our country assuming the possibility to answer the following questions: 1. Same-sex family contexts are appropriate for healthy development of children and adolescents? 2. How can psychological adjustment of these children be characterized?

Design

The study design was exploratory. The research team studied same-sex couples and their children. Interviews were conducted and data collected on specific dimensions, reflecting educational styles and psychosocial development of the children and young people approached.

Methods

During the interviews several instruments were applied to monitor educational styles and values, mental health and social support networks (homoparental reality) as well as the youngsters' self-esteem, gender roles, respect for social diversity, social integration, and experiences of friendship. Additional information was requested to unbiased key informants about meaningful content to help characterize state of health, development and psychosocial adjustment of children and adolescents: academic and social competence, emotional and behavioral adjustment.

Findings

General rise of new family configurations points to new realities, highly relevant to research on the exercise of parenting: a) The civil recognition of stable union and / or same-sex marriage in several countries has enabled these couples to require the care of children and adolescents from previous heterosexual relationships or engage in lawsuits of adoption; b) The existence of a strong social denial and prejudice towards homosexuality justifies the lack of studies that addresses the characterization of the

psychosocial context of same-sex families considering the development of children and adolescents who grow or grew inserted in this family configuration.

Conclusions

New family configurations require building new solutions and protective family concepts, allowing children and adolescents raised in homosexual homes the construction of personal identities and emotional settings, free of preconception and social rejection.

Thus, it is urgent and important to bring this issue into the context of parenting exercise: Do same-sex settings allow the organization of a family context that potentially sponsors mental health for children and adolescents?

Keywords: homoparental families, psychosocial development, mental health, social rejection.

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FAMILY-SCHOOL SITUATIONAL ANTECEDENTS OF SUBJECTIVE WELL-BEING IN THAI SCHOOL PUPILS: A LONGITUDINAL-SEQUENTIAL STUDY

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Objectives

To ascertain whether educational practices to enable Thai school pupils to meet objectives set out in the education plan to be good, capable and happy depend on close cooperation between the school and family.

Design

To study major indicators of subjective well-being and to explain the characteristics of change of subjective well-being among school pupils to see what are the major causal factors for perceived education practices, the atmosphere in the school or the atmosphere in the family.

Methods

1,033 fourth and fifth grade pupils from six schools were sampled, with data obtained from 4 periods within 2 academic years. All variables were measured using the Summated Rating Method with each having an Alpha coefficient reliability range between .77 and .86. The statistical tool used for data analysis was Path Analysis.

Findings

Family environment influenced subjective well-being more than perceived school atmosphere. Perceived parents' learning support and peer relationship with perceived school atmosphere were the causal factors predicting subjective well-being.

Conclusions

This study can be used as a document for policy planning and a guideline for enhancing subjective well-being and responsible learning behavior.

Keywords: subjective well-being, family environment, school atmosphere, longitudinal study, Thai pupils.

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EFFECTS OF CLASSROOM GOAL STRUCTURE AND FEEDBACK ON STUDENT'S PERCEPTION OF FAILURE IN LEARNING CONTEXTS

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In the process of achieving a desired goal, the situation where confronted with sequence of failure is unavoidable and natural instant to achieve for great outcomes in later. For example, if one wants to be a good bicycles rider, he has to devote certain amount of time into practicing ride and can be frustrated or be injured while he is practicing unless he is very athletic. However, taking such failure as natural and unavoidable instant that can always happen in the journey of achieving greater outcome is not an easy. Taking failures as natural instants and considering them as sequence of practices that lead other chances of learning may act as buffer against one's stresses. If this is so, is there any way we can help students to perceive such failures as sets of practices that may require for greater outcomes in later?

In this study, we examined the effects of classroom goal structure and types of feedback on student's perception of failure in learning. Classroom goal structure and feedback are well-known two that can affect to one's behaviors such as attitude toward learning including amount of investing efforts and its motivation as well as performance. If students perceive the classroom goal as ability-focused which stresses social comparison, their tendencies to concentrate on improving their own ability may decrease and these tendencies to compare own performances may stir negative emotions such as fear of making mistakes. And, even these behaviors and performances could also be different depends on the information they would receive from others.

The overall experimental results showed that students under the condition of mastery classroom goal structure with the accomplishment feedback which emphasized the works students have completed (e.g. "you have already completed 70% to finish this task") led student's perception of failure more as set of practices for later outcomes compared to students who under the condition of ability-focused classroom goal structure with the lack of accomplishment feedback which emphasized the works students have not completed (e.g. "you still need 30% to finish this task"). Although students under the ability-focused classroom goal structure showed the increases of students' anxiety due to its' stresses on social comparison, student's performance increased and their perception of failure in learning turned to positive when students received the accomplishment feedback. These findings suggest that effective types of feedback and environmental achievement goal structure are important to students' perception of failure in learning.

Keywords: perception of failure, classroom goal structure, feedback.

BEHAVIORAL REGULATION, COGNITIVE MATURITY AND READINESS FOR SCHOOL

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Objectives

Understanding school readiness and predicting achievement from kindergarden has been important for psychologists. Recently behavioral regulation has emerged as a predictor of achievement (McClelland et al.,2007). A relationship between behavioral regulation and academic achievement at the end of kindergarden and 1st grade has been demonstrated (Ponitz, McClelland, Matthews, & Morrison, 2009). However other variables may also be moderating the effects of behavioral regulation. Cognitive maturity, age at school entry and school type have been shown to have a relationship with school readiness (McClelland, Morrison & Holmes, 2000; Özer, 2009; Son & Meisel, 2006). It was the purpose of this study to look at the effects of cognitive maturity (as measured by the Bender Gestalt test), and school type on behavioral regulation (as measured by the Head-Toes-Knees-Shoulders task-HTKS).

Design

Children from two different types of socio-educational backgrounds were evaluated at the end of kindergarden with HTKS and the Bender Gestalt test. The relationship between these variables and gender and age were investigated.

Methods

81 kindergardeners with a mean age of 71 months participated in the study . These children were either from a private school, where parent education and income were high, or from a public school, with low income and education levels. The groups also differed in the amounts of preschooling they were exposed to, while the private school children had 2 years of preschool, the public school children only attended kindergarden. HTKS and Bender Gestalt were administered at the end of the kindergarden year. An ANOVA analysis of HTKS and Bender Gestalt scores by Gender and Age was completed.

Findings

The results showed that the children from public schools scored significantly lower in the behavioral regulation task (HTKS) and with more errors on the Bender Gestalt test. Bender Gestalt and HTKS scores were significantly correlated. HTKS scores were also correlated with age. There was a significant school type and age interaction effect on HTKS. That is, while age did not have an effect for private school children, older children in public schools scored significantly higher on HTKS. While only educational status had an effect on Bender Gestalt scores.

Conclusions

It is concluded that behavioral regulation as measured by HTKS may not be an individual difference variable, rather it may be a reflection of amount and quality of kindergarden education and maturity. This study was completed with children from very different socioeconomic/educational backgrounds. Although behavioral regulation may

be an important variable in explaining the variance in homogenous groups, it appears that it's effects are moderated by socioeconomic status and age.

Keywords: behavioural regulation, maturity, school.

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EXPLORATORY STUDY OF FACTORS AFFECTING ON STUDENTS' SATISFACTION IN ACADEMIC SETTING

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In academic setting, students get to the moments of being satisfied from variety of experiences and these kinds of positive emotion play critical roles in one's behavior and motivation. According to literature, positive emotion enhances active engagement of classroom interaction and pro-social behaviors, and leads to better achievements in learning. Then, where do these positive emotions come from?

Previous researches suggest that positive emotion comes when one's expectation is satisfied with one's needs (Ryan, 1995) and it is highly related to one's individual characteristics like self-efficacy (Bandura, 1982), and self-worth (Harter, 1996), and social environments like relationships with meaningful people around such as parents, teacher, friend (Wentzel, 1998). Thus, as an educator, we need to start thinking in what ways we could help students' psychological well-being by exploring factors that make students to be satisfied. However, current existing researches on school satisfaction are only able to inform what should be included for students' satisfaction in general and are not able to fully depict students' requests depending on their age developments. As many Eccles et al. (1993) mentioned students' psychological needs are changing as they grow up, we should focus on students' changeable needs according to their developments. Therefore, this study aimed (1) to explore factors that can affect Korean adolescents' satisfaction in school setting and (2) to investigate how their needs are changing depending on age developments.

To explore what factors naturally emanate from students' free responses, we asked the following open-ended question to each 40 to 50 students from elementary school through high school: "What would be the three most factors that make you be satisfied with school life? List three factors in the descending order of importance." Results showed that students in elementary school and middle school rely more on their self-efficacy and close relationships with teachers and friends, especially of their warmth, while students in high school rely more on school facilities and environments as well as a good curriculum including teachers' teaching ability. Compare to lower age groups, remarkably a few students in high school were answered "warmth of teachers" while "close relationships with friends" were recalled several at least and their self-efficacy didn't seem to affect on their school life satisfaction.

These findings well captured students' unbiased free thoughts that reflect what each age of students' really needs for their satisfaction in academic setting and indicate that existing frameworks for students' satisfaction researches are too general and could not be able to reflect many needs. This research reminds the importance of educational interventions which help students to be satisfied with school life should more consider students' developments including students' psychological factors as much as surrounding factors.

Keywords: school life satisfaction, developmental trajectory.

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DIFFERENCES IN MOTIVATION AMONG STUDENTS WITH HIGH AND LOW READING LITERACY PERFORMANCE

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Objectives

The differences in students' achievements on tests of educational competencies could be explained by various non-cognitive factors. Paradigmatic shift in testing the educational achievement from declarative to conditional knowledge (from the facts to the competences) raises the following question – What type of the motivation has the strongest connection with the educational achievement defined as competences. The main goal of this paper is to examine whether there are differences in types of motivation among students who have different educational achievements on the educational competency test.

Design

Educational outcomes were measured using the test of reading literacy from PISA 2009. Students' motivation was examined by Academic motivation scale (AMS) which had been constructed by Vallerand and associates. AMS consists of subscales that measure different types of intrinsic and extrinsic motivation, as well as, amotivation.

Methods

The survey was conducted on a sample of 237 students from 30 schools in Serbia. Based on the reading literacy score from PISA 2009, students were divided into three groups: above average (z-score above 1), average (z-score ranging from -1 to 1) and below average students (z-score smaller than -1).

Findings

The results of canonical discrimination analysis showed that there is one significant discriminant function ($\lambda = 0.689$, $\chi^2(5) = 64.08$, $p = 0.00$; 75.5% classification success). The dimension with the strongest contribution, to be precise, the dimension that evidently distinguishes the group of students with different level of achievements (above average, average and below average) is identified regulation ($\beta = 0.65$). Identified regulation, as the most developed form of the extrinsic motivation according to the self-determination theory, implies that a student learns because he thinks it's good for him even though he does not find the process of learning interesting per se. The next dimension that clearly distinguished students of different achievement is the external regulation that is most similar to the classical understanding of extrinsic motivation (the student learns because he wants to be awarded by a teacher and because he wants to avoid confrontation with his parents). Types of intrinsic motivation show less significant contribution to canonical functions. Group centroids (above average students: 0.634; below-average students: -1.781; average students: 0.063) show that intrinsic and extrinsic motivation are higher in the more successful groups of students although extrinsic motivation is more important in distinguishing groups.

Conclusions

Findings obtained in this research support the claim that non-cognitive factors have a crucial role in academic achievement. Furthermore, these findings suggest the need for paradigm shifts in setting and assessing desired educational outcomes, as well as in using motivational incentives.

Keywords: educational competences, extrinsic motivation, intrinsic motivation, self-determination theory, students.

DWIM TYPOLOGY (DIGITAL WRITING IN INSTANT MESSAGING) BASED ON THE SPELLING LEVEL OF FRENCH 7TH GRADE STUDENTS

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Objectives or Purpose of Study

The increase of Digital Writing (DW) use questioned the borders of the writing, especially because of a hybrid¹ scriptural form emergence, that appeared on screens, and that is located between the oral and the written. This new form disrupts standard spelling; indeed, every user has the opportunity of doing whatever he wants with words.

Background

This research has been made in order to try to answer to what is told in the media about DW.

Methods

We built a research protocol which allowed targeting the various processes linked to Instant messaging (IM) use, with 40 adolescents attending lower secondary school and between the ages of 13 to 15, to account for the effects mentioned above. These pupils used DWIM (Digital Writing in Instant Messaging) so that a typology could have been done.

This one was set up on the basis of several researchers' works, such as Anis (2003, 2004), Fairon, Klein and Paumier (2006), and above all Panckhurst in 2009. In these researches, data were then collected among adults, who produced many DWSMS (Digital Writing in Short Message System) or DWIM forms.

This theoretical base allowed the creation of a new typology built on three kinds of digital modifications: Substitution, where the words phonic value was not distorted (e.g. when "comme" ("as" in English) becomes "kom"), Reduction, which distorted the phonic value (as in consonantal skeletons ("slt")), and Addition of letters or punctuation marks (e.g. "!!!!"), which did not lead necessarily to a change of the phonic value.

Two groups were created thanks to the participants' results to a spelling test²; the first one was a pupil group whose level was in accordance with what is expected in spelling for a 7th grade group, and the second one of pupils who had not reached such a level. Indeed, in the reading of Plester, Wood and Bell (2008), Key stage 2 pupils who used "SMisms"³ the most (essentially based on phonology) get the highest scores in spelling.

Findings

Concerning results, we were able to conclude that substitution was more used

¹ Borrowed from Anis (1998), Mourlhon-Dallies, Rakotonelina, Reboul-Touré (2004), Jalabert (2006) and Pétillon (2006).

² It was Doutriaux and Lepez's test (1994).

³ A word borrowed from Macedo-Rouet (2010), we preferred the term «modifications».

than reduction and addition, that is to say, generally speaking, children did not change the phonic value of French. Furthermore, pupils in the first group wrote more digital modifications than those of the second one, as Plester and al. showed in 2008. The most used substitution processes were to replace a capital letter by a lower-case one and the suppression of letters with no phonic value. To an equal rate, smileys were the reduction process the most written.

Conclusions and/or Discussion

As a consequence, the innovative character of this research proceeded on the fact it seemed necessary to build a new typology which took into account language use through IM by adolescents, and to observe if Plester and al. results (2008) were refund with pupils of French 7th grade, and not with 5th year of primary school English equivalent (that is " Key Stage 2 ", or the North American fifth grade).

This typology could allow understanding the processes involved during writing via Information and Communication Technologies so that it can become a methodological tool.

Keywords: adolescents, digital writing, instant messaging, development.

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DO AUTISTIC CHILDREN REALLY HAVE NO THEORY OF MIND? A PSYCHOLOGY LESSON FROM EDUCATION

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Objectives

Theory of Mind [ToM] (understanding that minds cause behaviour) develops early and is vital to educational learning. Autism (characterised as severe deficits in language, imagination and socialising) involves a lack of ToM. But this view is based mostly on tests with the top third of autistic children, plus studies highly dependent on language comprehension and production. We wondered if in severe autism, level of ToM performance can be enhanced by symbolic aids (the Picture Exchange Communication System - PECS). PECS (used in some UK schools), allows children without language to communicate using pictures to stand for words and objects.

Design

We tested one group of severely autistic children in the standard way, using verbal instructions and props, and accepting pointing or verbal responses as in ToM research generally. Another (matched) group was tested by accompanying each test trial with PECS tokens which told the ToM story.

Methods

Participants were 28 severely autistic children of mean age 8.8 years, 14 in each of two groups. They had no significant co-morbidity. The ToM task was based on dolls as props and a story was told verbally or using PECS. Memory and P-Scales (Preschool Performance Scales) were also assessed. An additional control group of 550 typically-developing 2 to 7 year-olds (mean age = 4.9 years) were the normative comparison group for calculating developmental delays. Analyses used ANCOVA (Analysis of Covariance) and Linear Regression.

Findings

PECS produced 300% ToM improvement (>50% performance) compared to the non-PECS group (< 17% performance). The equivalent ToM age on the normative scale of typically-developing children was 3.7 years, and although this is well below our PECS group's chronological age as typically found, it represents only a deficit of around 0.9 years compared to that group's educational level as indexed using P-Scales.

Conclusions

Although severe autism does involve a ToM deficit even compared to educational (learning) age, PECS shows this deficit is actually less than 1 year relative to an autistic child's educational (learning) age. We explain the tendency for autistic children to show a much greater deficit when tested without PECS, as due to extremely poor language rather than extremely poor ToM. The ToM deficit in Autism may not after all be quite as profound or severe as previously thought; but we do need to pay more attention to possible ways of reducing linguistic barriers for example in education. PECS seems to be such a way.

Keywords: autism, language, non-verbal, school children, Theory of Mind.

GENDER DIFFERENCES IN ANGER EXPRESSIONS

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Anger is one of the many human emotions, expressed especially when confronting undesirable situations. If it is uncontrolled, anger may become unexpectedly dangerous and even destructive.

This study aims to identify gender differences in anger expressions. A total of 5402 students from 21 secondary schools involved in answering the inventory provided with 182 of them are interviewed. All respondents are in their adolescence, aged between 14 to 18 years old. Data are collected using the "*Inventori Emosi Marah Remaja*" (IEMR) and through semi-structured interview. IEMR classifies the types of anger into five emotional construct, they are, aggressive, verbal, intrinsic, extrinsic and passive. Findings from the descriptive analysis discovered that 69.4% and 20.4% of adolescents in Malaysia can be categorized as seldom gets angered and angered respectively. The findings also reported that girls express more anger than boys. They manifest intrinsic, verbal and passive anger while boys manifest aggressive and extrinsic anger. Findings from interviews are managed using NVIVO. It was discovered that expression of anger among adolescents' is also influenced by their parents' personalities. The dissimilarity of anger expressions between genders requires specific methods in controlling and coping. This article will further discuss the impact of the study and suggested that in the efforts of nurturing adolescents' growth, teachers and school counsellors should adopt various strategies while being aware of gender differences.

Keywords: gender, anger, expressions.

THE ROLE OF SCHOOL PSYCHOLOGISTS IN E.U. AND SERBIA: SIMILARITIES AND DIFFERENCES

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Purpose of study

Redefining the role of school psychologists is the on-going process in Europe. Referring to professional engagement of school psychologists, an increasing emphasis is placed on providing consultative services and designing primary prevention programs, while reducing the proportion of psychological assessment. This process is carried out in Serbia, as well. Conceptualisation of the new guidelines, which should regulate the work of a school psychologist, is in progress. In this paper we have considered to what extent the role of school psychologists in Serbia is harmonized with EU standards.

Background

In Serbia, the pedagogical and psychological service has been established in every school since 1976. The schools with over one thousand students have the right to hire a school pedagogue and a school psychologist. Both educational experts are placed at one school and they do not provide their services for a larger number of schools. Apart from engagement as educational experts, some school psychologists are employed as psychology teachers in high schools. At this moment, a large number of psychologists in Serbia work in the education field (approximately one third of Serbian Psychologists Society members). The current employment guideline does not precisely define the specific difference between the professional service of a psychologist and that of a pedagogue. On the other side, the Law on the Fundamentals of the Education System from 2009 and the current education system reform in Serbia significantly modify the demands which are being put in front of psychologists in the education field, mostly through their increased engagement in the reform process and gaining of new roles.

Methods

The applied method in this research was the content analysis of the school psychologist employment guideline in Serbia, and also the Law on the Fundamentals of the Education System from 2009. Since there are currently limited data on school psychologists accessible in most EU countries as well in Serbia, main source for professional profile comparison were the data collected from ESPIL Questionnaire 2010. We especially compared the prescribed area of works and activities. Furthermore, the specific features of the Serbian educational system such as the number of students per one employed school psychologist and the school psychologist placement in the one school are taken into account. Furthermore, the specific features of the Serbian educational system such as the number of students per one employed school psychologist and the school psychologist placement in the one school are taken into account.

Conclusions and Discussion

The new guidelines proposal regarding the work of school psychologists in Serbia emphasizes working with various target groups (students, parents, teachers, principal, and the other employees at school) and suggests the switch of professional focus from individual counselling to the group prevention and education. The guideline puts special emphasis on providing the quality education for students with special needs, help in the professional development of the students, as well as the empowerment of teachers in their own role. In this way, the role of psychologists in Serbia is getting closer to the concept which encompasses the experience of other European countries.

Keywords: school psychologist, educational reform, EU standard.

THE COMPARATIVE ANALYSIS OF QUALITY OF ASSIGNMENTS IN HISTORY TEXTBOOKS FROM DIFFERENT COUNTRIES

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Background

The questions, assignments and exercises (QAE) are the most important components of textbooks, because they are activating students. In our research we analysed QAE in five history textbooks from different countries - Serbia, Montenegro, Italy and Germany. We picked out a common subject for all the textbooks - Ancient Egypt and analysed the QAE related to this subject.

Method

We used the method of content analysis. Unit of the analysis was question, assignment or exercise in the textbook. We analysed the number, the quality and the place where the QAE is written in the textbook. Quality of the QAE is based on three parameters: (1) functionality (possible effects of the QAE), (2) form of the QAE and (3) the level of theoretical and applied knowledge that could be reached using the QAE.

Findings

The number of the QAE varies from one textbook to another (2-47 per book). There is no direct correlation between the number of the QAE and the quality of a textbook, but small number of the QAE is, without a doubt, signal of textbooks limited abilities to activate students and to spur studying. Results show that in textbooks from Serbia and Montenegro there are non-functional („meaningless“) tasks (15% and 12% respectively); the QAE in Serbian textbooks (2002, 2009) dominantly require the reproduction of the content (80% and 78% respectively); in Serbian textbooks there aren't good questions based on understanding (0-13%); German and Italian textbooks have very good reproductive questions, because the important content is put in a form that disables learning by heart; in textbooks from Montenegro, Germany and Italy there are a lot of good questions based on understanding (62%, 49% and 35%); in German textbooks there are 21% of the QAE that spur higher intellectual processes (solving the problems, applying of knowledge and evaluation ability).

Conclusions and/or Discussion

Textbooks are very different when it comes to using the QAE: they go from not knowing the importance of the QAE and not using it at all in textbooks to using them as very important part of a textbook that follows the text and it is used for its better understanding and making it meaningful for students and also for applying new knowledge. The results show that in construction of textbook special attention has to be devoted to the role of questions, assignments and exercises in empowering learning process.

Keywords: history textbooks, assignments, learning/teaching methods, learning process.

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IMAGINATION AND CREATIVITY IN THE TREATMENT OF MUSEUM OBJECTS BY ADULT VISITORS

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The proposed communication deals with imagination and its contribution to the museum visit as a whole and to the treatment of objects exhibited by a fine arts museum. It tries to answer the following questions. For an adult visitor: 1) Does using his imagination influence the time devoted to the visit? 2) Does imagination help increasing the length of the treatment given to the observed objects? 3) Does imagination help giving a more creative treatment to these objects?

Ways to obtain and analyze information on the imaginative functioning

While entering into the museum, an adult visitor is asked to do his visit saying aloud, and as it comes, what he thinks, feels and imagines without bothering remembering or explaining it. What he says forms a "discourse" that is tape-recorded. Afterwards the discourse is typed on a computer, then "cut" into "statements" and studied with grids of analysis.

Sample

A stratified sample of 90 adults containing an equal number of men and women of three age groups (20-35, 36-50, 51-65 years), three levels of education (-Bacc., Bacc., +Bacc.), and three visiting habits (1,2,3 visits a year) is used. After a first analysis of the data, these visitors are divided into two groups of 45 each: a) the ones who most use their imagination; b) the ones who least use it.

Results

Results related to Question 1

The visit of the group who use their imagination most often lasts an average of five minutes more than the visit of the other group.

Results related to Question 2

The treatment of the objects observed by the group who use most their imagination contains an average of 25 "statements" more than the treatment of the other group.

Results related to Question 3

Remark: To deal with museum objects, adult visitors use a repertory of 13 mental operations. A first set includes four operations that simply result in gathering information from the object or from the text that accompanies it. On the other hand, a second set of nine involves a complex mental activity and producing new information that supposes some creativity.

The group who use their imagination most often produce on average 25 times more operations of the second set than the other group.

Interpretation

All adults possess an imaginative functioning, but they do not use it equally well in every situation. The museum visit seems to be one in which some are little capable of utilizing it, while others do it fluently. They easily tap their reservoir of memories, foresee all kinds of events, mentally modify what they are seeing or merely replace it by something they prefer. And for them this seems a sort of game that provides great pleasure.

The research done in the years 1970 and 1980 around the so called "creativity techniques", mainly Brain Storming and Synectics, shows that the capacity to use one's imagination in specific situations could be increased. So museums should think of offering programs that would help adult visitors to discover what they could do with their imagination in the exhibition room.

Considering the positive consequences related to an intensive use of imagination, museums should also think of building exhibitions that favour this capacity.

Keywords: adults, imagination, creativity, museum objects.

PSYCHOMETRIC CHARACTERISTICS OF A NEW FATIGUE SCALE

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Objective

Fatigue is a common symptom associated with psychological and physical disorders. Chronic fatigue syndrome (CFS) includes disabling, persistent fatigue as its hallmark symptom, accompanied by \geq four of eight additional symptoms; idiopathic chronic fatigue (ICF) involves the major symptom of fatigue and \leq 3 of eight accompanying symptoms. CFS is a diagnosis of exclusion; other causes of significant and persistent fatigue must be ruled out. Like pain, fatigue is experienced privately and expressed subjectively, which presents assessment challenges. The objective of this study was to examine the psychometric characteristics of a self-report instrument to assess CFS-related fatigue.

Design and Methods

A self-report fatigue scale included the nine symptoms from the CFS case definition. Symptom frequency was rated on a five-point scale (0="not at all" to 4="constantly") for a possible total score of 0-36. Participants were a cohort of 100 persons with CFS or ICF who were evaluated at the index visit and 6, 12, and 18 months subsequently. Results of physician evaluations and other self-report measures, the SF-36 and the Multidimensional Assessment of Fatigue (MAF), were utilized to examine the psychometric properties of the fatigue scale.

Results

The fatigue scale demonstrated acceptable internal reliability, with alpha coefficients averaging 0.75 across the four administrations, and good test-retest reliability, with an average 0.79 correlation coefficient of each temporal pair of scores (e.g., index visit with 6-month scores). Total fatigue scale scores also demonstrated criterion-related validity compared to physician diagnoses of CFS and ICF: participants who met case criteria for CFS at the index visit had significantly higher fatigue scale scores than those who met criteria for ICF ($t(97) = -2.60, p < .05$); fatigue scale scores continued to discriminate between those with CFS versus ICF or remitted cases at subsequent visits ($F(2, 90) = 14.89; F(2, 88) = 17.29; F(2, 86) = 15.67$, all $p < .01$, at the 6, 12, and 18 month evaluations, respectively). Fatigue scale scores also were associated with the Global Fatigue Index from the MAF (across assessments, average $r=0.61$) and the SF-36 Vitality scale (average $r=0.55$).

Conclusions

This fatigue scale demonstrated good test-retest reliability and concurrent validity with other measures of chronic or longer-term fatigue (MAF, SF-36). It also reflected clinical status, based on physician diagnosis. This measure will be useful for psychologists engaged in the evaluation and/or cognitive-behavioral treatment of patients with CFS and other fatiguing illnesses.

Keywords: fatigue, assessment, reliability, validity.

ASSESSMENT OF STRUCTURAL RESISTANCE TO FAMILIAL CHANGE

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Resistance to therapeutic change has kept its significance for clinical psychologists since the early days of the field. On the other hand, following the anti-psychiatry and systems movements in the 60s, family therapy differentiated itself from other therapeutic traditions and practices by putting more emphasis on change and less on aetiology. Thus, its novel epistemological stand did not only call for novel understandings of psychological health and treatment, but also had important implications for research and assessment. Needless to mention, therefore, resistance to change has gained more importance and different meanings. Notwithstanding, the concept of resistance has been frequently understood even by family psychologists in relation to the symptoms, the content of interactions, the coping attitudes, and the like. In other words, as much as the crucial role of family structure in defining psychological “health of the family” has been acknowledged in various theoretical approaches, the assessment of structural resistance to change has been neglected.

In this presentation, first I briefly discuss the Transformational Family Model and its conceptualization of change. Second, I summarize its operational definition via AYDA (Turkish acronyms for Family Structural/systemic Assessment Device) and its utility for the assessment of structural resistance to change for both clinical and research purposes (Gülerce, 1990; 2007). Third, I will provide some examples from research in Turkey with an expectation that some myths are challenged or novel questions are formulated about family resistance in response to therapy and psycho-socio-cultural aspects of life.

Keywords: family assessment, resistance to change, healthy family.

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EFFECTIVENESS OF MOTIVATIONAL AND CONTROL PROCESSES IN SELF-REGULATIONS ON PSYCHOLOGICAL WELL-BEING UNDER DIFFERENT GOAL CONDITIONS

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Objectives

This study examined similarities between organismic and behavioral forms of self-regulation. It also examined their differential effects in goal pursuits on psychological well-being. We hypothesized that autonomous and behavioral self-regulations, which contain intrinsic motives or control processes, would be beneficial to well-being. In contrast, controlled regulation, which lacks either of these components, would be dysfunctional. We also hypothesized that self-regulatory processes would have differential benefits depending on whether intrinsic motivational content or the exercise of control was more relevant to the goal situation.

Design

Both organismic and behavioral theories of self-regulation have been proposed to account for the processes which promote psychological well-being (Sheldon & Elliot, 1999; Sheldon & Kasser, 1995, 1998). Two components relevant to the effectiveness of motivational and behavioral self-regulation are the nature of the goals selected and the exercise of control (Bandura, 1997; Carver & Scheier, 1998; Endler & Kocovski, 2000; Sheldon, Ryan, Deci & Kasser, 2004). Accordingly, self-regulations containing intrinsic goals or control processes would be found to be effective in promoting well-being. Self-regulations lacking these components would be found to be dysfunctional. In addition, aspects of intrinsic motivation, such as enjoyment of the activity, would be most relevant and effective to promoting well-being more generally. In specific situations, however, such as in the pursuit of short-term goals, cybernetic and behavioral processes, such as perceived goal progress and self-reinforcement, would be most relevant and effective in promoting well-being.

Methods

In an online survey, undergraduates ($N = 186$) completed global measures of autonomous regulation, controlled regulation, behavioral self-reinforcement, and psychological well-being. In addition they listed their intrinsic goals in general and for the academic term, and rated their goal progress, enjoyment of their activities, and use of self-reinforcement in goal pursuits. Hierarchical regressions examined the effects of these forms of self-regulation on well-being in the whole sample and in a pure intrinsic goals subsample. Hierarchical regressions also examined the effects of intrinsic motivation, such as enjoyment of the activity, and cybernetic and behavioral processes, such as perceived goal progress and self-reinforcement, on well-being in two types of situations, in the pursuit of goals more generally and in the pursuit of short-term goals.

Findings

As predicted, autonomous regulation and self-reinforcement were associated with each other, with other positive self-regulation variables, and with psychological well-being. Controlled regulation, however, was not related to the other self-regulation variables and was negatively related to psychological well-being. In terms of goal-related processes, when pursuing goals more generally, intrinsic motivation of enjoyment predicted well-being. However, in pursuing short-term goals, cybernetic and behavioral processes of perceived goal progress and self-reinforcement for goal progress, predicted well-being.

Conclusions

Our study illustrated similarities and differences between organismic and behavioral forms of self-regulation in the promotion of psychological well-being. It also increased our understanding of the relevance of situational factors in goal pursuits to the effectiveness of different forms of self-regulation in the promotion of well-being. Further research will need to corroborate our findings due to the cross-sectional nature of our study.

Keywords: organismic self-regulation, behavioral self-regulation, well-being.

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DISPOSITIONAL OPTIMISM AND THE PERFORMANCE OF PISTOL AND RIFLE SHOOTERS

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Objectives

The purpose of this study was to investigate (a) the relationship between dispositional optimism and shooting performance, and (b) whether dispositional optimism changes as a result of high or low shooting performance, measured at least one hour after the competition.

Background

Dispositional optimism has been conceived as a generalized expectancy for favorable versus unfavorable outcomes (Scheier & Carver, 1985). As it relates to expectations of successful outcomes, it is proposed that optimists are persistent and effective in their goal-directed behaviors in a variety of domains (e.g., Scheier & Carver, 1985; Siddique, LaSalle-Ricci, Glass, Arnkoff, & Diaz, 2006). According to Scheier and Carver (1987), these expectancies are relatively stable across time and context, influencing not only one's emotions but also one's decisions about striving. Optimists who view desired outcomes as attainable continue striving to achieve the outcomes even when progress becomes difficult. Accumulated evidence from a variety of sources demonstrated that optimism stimulates task-oriented behaviors (Scheier & Carver, 1987) and, in the case of sport situation, might well be expected to have a beneficial effect on athletic performance. A positive association is therefore expected between optimism and sport performance. Similarly, it is expected that those who are high in performance might be higher in optimism as compared to those who are low in performance.

Method

The participants were 46 (19 female and 27 males) volunteered pistol and rifle shooters who joined in three prestigious shooting tournaments. LOT (Scheier & Carver, 1985) was used in measuring optimism. Shooting performance has been assessed by a referee, based on the shooter's performance in the competition according to the universally accepted shooting scoring system standardized differentially for males and females. The relationship between LOT and Performance Scores of the shooters was calculated through Pearson Product Moment Correlation. Performance Scores of the shooters were transformed into z-scores in order to make the performance of the shooters comparable. Then two groups of athletes were established, assuming the median point as a cut off score. Comparison was made between high and low performers by employing t-test to the LOT scores of the shooters.

Findings

The results indicated a significant and a positive correlation between optimism and shooting performance. T-test comparison also revealed a significant difference between high and low shooting performers with respect to optimism.

Conclusions

Studies investigating the relationship between optimism and academic achievement revealed that high achievers were found to be more optimistic when compared to low achievers (Aydın, & Tezer, 1991; Robbins, Spencer, & Clark, 1991). These findings might also be accepted as a support of the findings of the present study particularly when the similarities of outcomes of these two domains (i.e., academic and sport performance) are considered. The results can be explained in two ways. First, the relationship between performance and optimism after the competition might be explained in conjunction with the results of the studies investigating optimism-coping strategy relationship. Studies generally revealed that active coping strategies were correlated with optimism across time and situation (Billingsley, Waehler, & Hardin, 1993; Nes & Segerstrom, 2006; Scheier & Carver, 1992; Scheier, Carver, & Bridges, 1994). Specifically, besides active coping, optimism was found to be highly correlated with positive interpretation and growth strategy (Scheier & Carver, 1992). Second, the feelings related to the results of the competition might have triggered the shooters' sense of personal efficacy and mastery orientation that led to optimism.

Keywords: dispositional optimism, performance, shooters.

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SUBJECTIVE MEANINGS OF CAREGIVERS IN *DEMENTIA* PROCESS

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Objective

The concept of “dementia” has aroused psychological, sociological, medical, as well as anthropological thoughts. The subjective experience of caregivers cannot be understood solely by the explanations and categorizations of the biomedical model. In this way, it is considered that caregivers actively construct their psychological processes, in which all combinations and constructions are not a finished cultural product, but instead represent lived and continuously shared realities, co-constructed in the dialogue the individual maintains with himself and others.

Design

The present study aims to characterize the caregivers of demented persons in psychological terms, including cognitive, behavioral and emotional aspects, in a way that allows the development of psychological interventions aiming the prevention/reduction of counter-productive and/or maladaptive emotional responses, having as a goal the adaptation of caregivers to the reality of the disease. Addressing all actions of the caregivers, those aim to preserve to stability of the illness process, and the adaptation to its consequences of a minimum of suffering.

Methods

In our study, the sample population consists of 28 participants, 11 of which are informal caregivers (IC), resorting to the universe of associates of the Portuguese Association for Family and Friends of Alzheimer Patients, and 17 formal caregivers (i.e., 10 primary caregivers, 7 secondary caregivers), resorting to the Armed Forces' Institute of Social Work – Oeiras Center for Social Support. Participants began by signing an informed consent protocol, after being briefed on the goals of the study and conditions of participation. This was followed by a first stage where quantitative instruments were applied, following the described order of presentation (BDI, SAS, IB, WCQ) and a second stage where a semi-structured interview was conducted. A mixed methodology was chosen, i.e., integration and complementarity between a qualitative methodology - semi-structured interview and a quantitative methodology supported in a number of instruments. The resource to a form of mixed methodology allows for traditional methods, based on quantification, to be complemented by qualitative methods of access to the processes of individual construction of reality.

Results

Results show the presence of disturbing emotional expressions in dementiated persons' caregivers. Informal caregivers subjective meanings related with the seeking of social support were not only the most representative but also the most preponderant. In formal caregivers, subjective meanings related with positive reappraisal were also the most representative and most preponderant ones.

Conclusions

Results show that caregivers present different explanations, or subjective meanings, over dementia processes. There is a strong need for analysis of the primary implications of those different explanations in the development of clinical and/or educational interventions with caregivers in order to prevent disruptive emotional responses.

Keywords: dementia, caregivers, subjective meanings, emotional symptomatology, coping.

EFFECTIVENESS OF SUBJECTIVE WELL-BEING INTERVENTION PROGRAM ON SUBJECTIVE WELL-BEING AND COPING STYLES

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Objectives

University students in Turkey find themselves in a very competitive educational system. During their education, most of them live alone in a big city where they have also to deal with different types of daily hassles such as economical, emotional, individual and so on. All of these factors are considered as stressors, and thus have to be coped with in order to be successful leading relatively happy life. A common belief also suggests that level of happiness can be increased by gaining coping skills which reduce stress level. Based on this framework, we first developed a subjective well-being intervention program for undergraduate students and tested the effectiveness of this program.

Design

Previous studies suggested that neuroticism influenced subjective well-being in a negative way. Thus, the experimental and control groups were formed according to neuroticism scores by matched subject design.

Methods

To create the study sample, Big-Five Personality Inventory-Short Form (NEO-FFI) was first applied to 251 undergraduate students ($M=$, $SD=$). Second, neuroticism scores were listed from the highest to the lowest. These scores in the list were matched pair by pair. Then, each of the participants in the pairs was randomly assigned to the control ($n=12$) or experimental group ($n=12$). Subjective Well-Being Scale, Coping Styles Scale and Big-Five Personality Inventory-Short Form (NEO-FFI) were used to collect the data. For the statistical analyses, Mann Whitney U test and Wilcoxon Signed Rank Test were applied.

Findings

Result revealed that a subjective well-being intervention program significantly increased students' subjective well being. Follow-up test also indicated continuation of the effect. On the other hand, students' coping skills remained unaffected.

Conclusions

Results suggested that individuals' subjective well being could be increased by engaging such positive psychology intervention programs.

Keywords: subjective well-being, happiness, intervention program.

REDEFINING PSYCHOPATHOLOGY

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Throughout its first century, psychological practice operated as applications of psychological theories in response to the demands of (Western) modernity. Though the basic assumptions which theoretical approaches hold about human nature, psychological development, health, psychopathology, clinical assessment, psychotherapeutic change, and so on, showed drastic diversity. Psychopathology, for instance, either deterministically is defined as organismic failure or disease, as driven by inner or unknown forces, as conditioned or controlled by the environment, or by giving more visible role to human agency as in the selection and processing of information, or as in the meaningful fulfilment of human potentials. Notwithstanding, they all remained within the static, structural and monological worldview of psychological theory which has been unreflectively adjusting itself to modernist scientism.

Over the last decades, on the other hand, there have been various pressures from different corners of psychological science bordering with philosophy, other disciplines, rapid technological advancements, global sociohistorical conditions, and from diverse cultural experience and critique that call for dynamic, systemic and dialogical perspectives. While many dichotomic boundaries of psychological knowledge/practice including the one between psychological health and psychopathology have been blurred, and new conceptual and pragmatic confusions have been created, the field of clinical psychology cannot remain detached from the legitimate demand of redefining psychopathology and its related practices of psychological assessment and psychotherapy.

This presentation highlights only few crucial issues in this argument concerning psychopathology, and focuses on schizophrenia in contemporary society as an illustrative category in point. Basic conceptualizations of schizophrenia from conventional psychoanalytic, existentialist, phenomenological, and communicational perspectives comparatively are reviewed. Novel questions are raised and new avenues are charted from within the transformational-transformative matrix of psychology (Gülerce, 2010) that would invite clinical psychologists towards dialogical, relational and sociocultural systemic understandings and praxis of psychopathology.

Keywords: relational psychopathology, schizophrenia, postmodern clinical psychology, dialogicality.

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EFFECT OF COUPLE COMMUNICATION PATTERNS AND CONFLICT RESOLUTION STYLES ON RELATIONSHIP SATISFACTION

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Studies focusing on relationship satisfaction have identified the impact of a number of couple interaction/communication patterns. One of these interaction patterns that received a lot of interest is the “demand/withdraw” pattern. Not only the presence of a demand/withdraw pattern in a relationship but also the gender of those partners who withdraw or demand is found to be significantly related with overall relationship satisfaction levels (Christensen, 1988; Christensen & Heavey, 1993). The moderating influence of gender is also found to be culture-dependent (Christensen, Eldridge, Catta-Preta, Lim & Santagata, 2006).

Conflict resolution styles of partners in intimate relationships have also been a fertile area of investigation. Positive-constructive and non-aggressive-conflict resolution styles are found to be related to higher relationship satisfaction (Weiss & Heyman, 1990). Yet the great majority of these studies have been carried out with Western populations.

Presence of similar patterns among non-Western couples needs to be further investigated. Thus, the present study investigates the impact of “demand/withdraw” interaction patterns of 42 Turkish dating couples and their conflict resolution styles on relationship satisfaction. It is hypothesized that lack of a demand/withdraw pattern of communication, coupled with a positive conflict resolution style leads to higher relationship satisfaction. It is also hypothesized that gender will have a moderating role in this interaction. To test these hypotheses, data from 42 Turkish heterosexual dating couples (84 individuals) was collected. The couples in the study were between the ages of 18-35 (mean age= 23.51), who have been in this relationship for at least 3 months (mean duration of relationship was 30 months). Matched data on participants’ “demand/withdraw” communication pattern, conflict resolution styles and relationship satisfaction were collected using the Communication Patterns Questionnaire Short Form (Christensen & Sullaway, 1984), Conflict Resolution Styles Scale (Ozen, 2006) and Relationship Assessment Scale (Hendrick, 1988). The data are being analyzed using multilevel dyadic analysis. The study aims to generate ideas for developing culturally specific and research based couple and family therapy interventions to work with non-Western populations.

Keywords: communication, conflict resolution, relationship satisfaction.

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EVENT-BASED PROSPECTIVE MEMORY AND OCD INTRUSIVE OBSESSIVE THOUGHTS

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Objectives

The detrimental impact of anxiety on prospective memory task performance has been attributed to worry associated with anxiety competing with prospective memory for limited working memory capacity (Harris & Menzies, 1999). Recently, poorer prospective remembering has been reported among student samples selected for elevated scores on measures of obsessive compulsive disorder checking (Cuttler & Graf, 2007; 2008) and washing (Marsh, Brewer, Jameson, Cook, Amir, & Hicks, 2009). The present study examined prospective and retrospective memory for neutral (e.g., 'coriander') and harm/danger-related (e.g., 'devastate') cues among students selected for high and low scores on a measure of obsessive compulsive disorder obsessions.

Based on previous research, it was predicted that those with elevated obsession scores would perform more poorly on prospective remembering of neutral cues than those with low scores. No effect of obsession scores was expected on responding to harm/danger-related cues if biased attention negates the working memory problem (c.f. Marsh et al., 2009), or on retrospective memory, where the presence of task instructions would be expected to reduce the working memory demands of the task.

Design

A single factor independent groups design with two levels was used.

Methods

Students selected for high (n=37) and low (n=31) scores on the obsessing subscale of the Obsessive-Compulsive Inventory-Revised were compared on matched experimental prospective and retrospective memory tasks.

Findings

Significant differences between the groups were found in prospective memory performance regardless of whether the cues were neutral or harm/danger-related.

Conclusions

While deficits in prospective memory among analogue samples selected for compulsions associated with checking and washing have been previously reported, no study has compared samples selected for OCD obsessing on matched prospective and retrospective memory tasks. The findings are consistent with the view that compromised working memory associated with the presence of obsessions impacts on prospective memory, regardless of the degree of concurrent compulsive behavior.

Keywords: prospective memory, retrospective memory, anxiety, OCD obsessions.

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GAMBLING RELATED COGNITIONS AND MOTIVES AS PREDICTORS OF RISKY GAMBLING IN A SAMPLE FROM TURKEY

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Objectives

Understanding the influence of cognitions and motives as possible etiological pathways of risky gambling behaviors is essential both for developing preventive actions and for tailoring therapy programs. From this standpoint, this study aimed to evaluate the effects of gambling-related cognitions and gambling-related motives in predicting risky gambling. It was hypothesized that probable pathological gamblers would report more gambling related cognitions and motives as compared to non-pathological gamblers. Moreover, it was expected that those cognitions and motives would significantly predict risky gambling after controlling for the effect of indices of gambling participation.

Design

The present research was a cross-sectional survey study from a convenience sample. Results were analyzed by logistic regression analysis and one-way analysis of variance.

Methods

The sample was composed of 354 adult male participants from horse race and sports betting terminals, reached by through convenience sampling in Istanbul, in Turkey. South Oaks Gambling Screen (SOGS), Gambling-Related Cognitions Scale (GRCS), and Gambling Motives Scale (GMS) were used as standardized assessment instruments. Data on devoted time to gambling-related affairs and money wagered for gambling were also obtained as indices of gambling participation measure. The participants were grouped and compared depending on their gambling severity scores with respect to their gambling related cognitions and motives, and gambling participation.

Findings

According to the results of the logistic regression analyses, gambling-related cognitions and avoidance motive to gamble were found as significant predictors of risky gambling together with indices of gambling participation measure. The odds ratios of cognitions and avoidance motive were compatible with odds ratios of devoted time and wagered money which are empirically established robust associates of pathological gambling. Moreover probable pathological gamblers reported more gambling-related cognitions and higher levels of avoidance, monetary, and excitement motives to gamble as compared to non-pathological gamblers.

Conclusions

The findings of this study are important to present the maintaining effects of cognitions and motives in problem gambling at one hand. On the other hand, research findings from non-Western countries with respect to gambling such as the present study are essentially important since majority of conducted and published work in gambling literature derive from studies conducted with Western participants. However, establishing universal principles and understanding the possible contribution of cultural factors obviously necessitates the research of gamblers from different cultures.

Keywords: cognition, motive, gambling.

ALCOHOL OUTCOME EXPECTANCIES AND CONSEQUENCES: DO PEOPLE THINK THEMSELVES INTO AND OUT OF TROUBLE?

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In the early years of addiction research, alcohol related consequences were assumed to be almost exclusively a function of the amount of alcohol consumed. However, the now legendary balanced placebo design drinking study conducted by clinical psychologist G. Alan Marlatt and colleagues demonstrated alcohol placebo effects such that intoxicated behavior occurred even when no alcohol had been consumed by alcohol dependent study participants. In that study, participants who were told they were drinking alcohol at levels that would lead to intoxication but in reality were consuming tonic water placebo beverages (without alcohol) believed and acted as if they were intoxicated.

The balanced placebo study has since been replicated with people both dependent and non-dependent upon alcohol, providing clear evidence that beliefs about drinking alcohol are potent predictors of how people behave in drinking situations, independent of whether they have been actually drinking alcohol or not. Beliefs about the expected outcomes associated with consuming alcohol have been referred to by addiction researchers as "alcohol outcome expectancies". Blume and colleagues later expanded upon the balanced placebo design research findings concerning the potency of alcohol related beliefs when they found that alcohol related negative consequences were significantly and independently associated with alcohol outcome expectancies after controlling for alcohol consumption in a cross-sectional study, leading the authors to hypothesize that some negative alcohol consequences may be a function of alcohol outcome expectancies and independent of the amount of alcohol consumed.

A recent longitudinal study has replicated and extended those findings, demonstrating that alcohol outcome expectancies significantly predicted alcohol related consequences three months later, after controlling for alcohol consumption ($\Delta R^2 = .07$; Full Model $R^2 = .48$) or number of binge drinking events ($\Delta R^2 = .08$; Full Model $R^2 = .44$), as well as age and gender. The preponderance of evidence from these studies is that client beliefs about drinking warrant serious consideration when clinically intervening on alcohol abuse including alcohol related consequences. The body of evidence from these studies also suggests a potential roadmap for conducting effective harm reduction psychotherapy with clients who are uninterested in or having difficulties with reducing alcohol consumption.

Keywords: addiction, alcohol, cognitions, expectancies, harm reduction.

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SELF ESTEEM AND THE MANAGEMENT OF DEPRESSION, PART 1

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Against the backdrop of the pre-eminence of neurochemical explanations for mental suffering, this paper offers an alternative perspective that emphasizes the central role of self-esteem, particularly failing low self-esteem, as a key factor in the experience of depression and related psychiatric and emotional disorders and disturbances. This presentation will postulate a developmental approach to the origins, nature and function of self-esteem to explain the relationship between failing low self-esteem and mental suffering. The universal phenomenon of unmet needs in childhood, experienced by the child as abandonment, coupled with the egocentric cognitions first described by Piaget, and by which the child seeks to understand the abandonment experience, leads to the particular form in which low self-esteem emerges in early childhood. This has a significant impact on personality formation as well as patterns of emotional regulation.

The understanding of the provenance and purpose of self-esteem is integral to the set of cognitive tools required for reversing depression and other forms of mental suffering associated with failing self-esteem. The presentation will draw on vignettes from clinical practice as well as cultural and literary references to illustrate the workings of this novel cognitive model.

Keywords: self-esteem, abandonment, narcissism, depression, empowerment.

SELF ESTEEM AND THE MANAGEMENT OF DEPRESSION, PART 2

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The state of depression can be understood as a state of failed low self-esteem. In Part 1 of this presentation I proposed a framework for understanding the developmental origins of low self-esteem as the naturally occurring target state of self-esteem. Part 2 will outline the means whereby successful low self-esteem circumstantially converts to failed low self-esteem, and how this leads to depression. The presentation will highlight a specific method to reverse this regression in order to allow the person to regain a state of healthy self-esteem. The technique is an Informed Decision Making procedure that allows people with failing low self-esteem to become their own source of personal worth by replacing others as their external source of self-esteem. This presentation will highlight the steps required to achieve this personal transformation and will show how it can be an effective treatment for clinical depression.

Keywords: Self-esteem failure, depression, informed decision-making.

EMOTIONAL AND BEHAVIORAL DISTURBANCES OF PRESCHOOL CHILDREN WITH MILD PERINATAL BRAIN PATHOLOGY IN THE ANAMNESIS

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Over the past decades, in Russia, there has been a tendency towards the increase in the prevalence of mild perinatal pathology of nervous system. Therefore, there is a problem to investigate both the immediate and long-term effects of perinatal brain damage.

This research was dedicated to condition of emotional development and features of behavior of 5-6 years old children who have mild perinatal brain pathology in their anamnesis. 92 children have been investigated: 1) 52 neurological healthy children with perinatal encephalopathy in the anamnesis; 2) 40 healthy children without perinatal damages CNS. Observational research methods and special psychological tests were used. To determine the reliability of the differences between the groups we used the non-parametrical statistical Mann-Whitney U criteria.

The following emotional and behavioral disorders of children with perinatal brain pathology were detected: 1. Increased or decreased emotional sensitivity (78%). These children demonstrated the combination of increased emotional sensitivity, sensibility and vulnerability in relation to themselves with a rather low compassion, emotional empathy. This feature affects the process of communication and interaction; communication by these children is more superficial, they show a decrease in productive interaction and in the formation of deep emotional ties. 2. Emotional lability (58%): the child's mood is unstable, rapidly changing under the influence of minor events. 3. Ease of emergence and consolidation of fears (42%; 10% in the control group). 4. Aggressiveness (36%), negativism (40%). These children are characterized by a combination of aggressiveness towards other children and negativity to adult family members and Kindergarten teachers. 5. A decrease in the feeling of closeness (40%), which is manifested in establishing contact and communication with adults and other children. These children do not feel, do not understand and do not take their social roles in their behavior. 6. The reduced self-control capability. These children have difficulties in mastering of rules of behavior and in discipline. 7. Neurodynamic disorders (inertia, reduced efficiency, distortion of activity tempos, a long "warming up period" etc.).

These features negatively influence upon the mental development and social adaptation of the children. Thus, perinatal brain pathology even in case of a favorable outcome is one of the important factors which cause deviations of ontogenesis.

Keywords: children, perinatal pathology, behavior, emotions.

PROPOSAL FOR PSYCHOLOGICAL COUNSELLING OF DOMESTIC ABUSERS OF CHILDREN

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Objectives

The present study aims to highlight the role of psychotherapy of domestic aggressors of children in early childhood. We focused care on the child's offender, assuming that as a faster strategy to inhibit the practice of violence, since the victim's attendance does not guarantee the end of violence.

Subliminal objectives in our proposal reside in taking care of the aggressor's negative experiences and memories, promoting insights and enabling them to deal with their conflicts, pain or fears, preventing the possibility of projecting their frustrations in children that surround them, specially their own.

Design

The study design was exploratory. Drawing a profile of direct and indirect aggressors, we approached the abusers, making them aware of how serious and hard intra-familial violence is through helping them to better accept or resignify their internal conflicts.

Methods

Before assembling a care protocol, a field research was carried out: qualitative methodology using semi-structured interviews and field observations, from home visits to families involved in family health programs in nine district areas of São Luís do Maranhão, Brazil. From the results, assumptions about domestic violence against children in early childhood guided the creation of a pilot attendance protocol with pre-defined themes.

The therapeutic intervention was performed in 98 offenders, who searched for psychological help through spontaneous demands motivated by local social support network. 87 patients enabled the use of data for research. The process of brief psychodynamic therapy occurred in 15 sessions on average. The research subjects were treated over a period of 9 months. Two follow up sessions were made.

Findings

We aimed to contribute to effectively stop the repeated cycle of violence that many families carry. Our research found common traits in perpetrators of violence, and proposed a treatment that included the following steps: Awareness, Acceptance and Positive response of the aggressor towards the victim. The study reveals that treating the offender is a viable and very efficient alternative when it comes to protecting the victim.

Conclusions

This model of domestic violence treatment was effective as an important step to break the cycle of violence. In two follow up sessions, we obtained 91% of positive returns in relation to aggressions committed, assumed or reported. All individuals agreed to continue therapy for another six months in the researchers' private practices. 22% of the indirect aggressors decided to report the violence they witnessed to the Children and Adolescents Protection Committee. 20% of the direct perpetrators sought for continued help.

Keywords: domestic violence, early childhood, aggressor, psychotherapy.

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GATHERING INFORMATION ABOUT INTRA-FAMILIAL VIOLENCE AGAINST WOMEN: A NEW CHECK-LIST

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Objectives

The main objective of this paper is to present the construction of a new check-list about intra-familial violence against women integrating the knowledge produced by scientific studies and the operator's empirical experience. This work is part of a wider research project aiming to increase knowledge on this topic, also providing a useful tool to "first aid" operators of community-based agencies for abused women seeking advocacy and shelter.

Design

The study implies: 1) to analyse the scientific literature about intra-familial violence to identify main recent results on this topic; 2) to obtain data about the way operators conduct the first interview and the kind of information they collect; 3) to compare and integrate the scientific and empirical findings; 4) to create a structured tool in order to operationalize the various aspects of the intra-familial violence construct; 5) to check effectiveness and functionality of this tool in gathering critical data. Descriptive analysis and data reduction techniques are employed.

Methods

This pilot study is conducted administering the check-list to five operators, each of them providing information about six women (N=30). The check-list is composed by seven areas: socio-demographic, personal history and Self, relational and intimate history, motivational demand and help provided by the agency, kind of current violence, perpetrator's characteristics, past violence and history of victimization. Obtained data are analysed by qualitative methods. Feedback of operators about tool's functionality is also included.

Findings

Information collected by operators misses some risk and protective factors highlighted by scientific literature as critical in intra-familial violence; i.e. frequency of the current violence, and past experiences of victimization; social support, social networks, and the personal resources of the abused woman. These results show that data considered as critical in scientific literature are not perceived as such by operators. At the same time, the variability in the missing information suggest that often operators are not following a structured interview and the kind of questions they use to arise from the particular context or operator's subjectivity

Conclusions

Given the importance of the first interviews for the following planning of services and treatment offered to the abused women by the agencies, it is essential to endow the operators with theoretically and scientifically valid tools in order to guide their interventions. At the same time, we believe that the data gathered by operators are critical for the progress of scientific knowledge, therefore it is essential to collect data about the main aspects of the intra-familial construct.

Keywords: violence, gender differences, intra-familial violence, assessment violence.

PARTNER VIOLENCE: RESULTS FROM AN INTERVENTION PROGRAM WITH BATTERERS

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Objectives

Literature in domestic violence suggests that abused women show difficulties in leaving their abusive partners and abusive men tend to engage continuously in abusive relationships with different partners. Additionally, the treatment of marital offenders based solely on punitive strategies revealed poor efficacy. In this sense intervention programs for batterers have been developed and tested. In this presentation is outlined the theoretical framework, methodology and results of the implementation of such a program.

Design

This intervention program has a multimodal (e.g. motivational interviewing, cognitive-behavioral and psycho-educational strategies) and a multilevel (individual and in group) approach. The program is composed of 24 sessions, 6 individual and 18 in group, on a weekly basis. The main goals of this program are: 1) ending of the abusive behavior against women; 2) changing irrational beliefs and attitudes toward marital violence; and 3) promoting personal and social skills to prompt healthy relationships and the use of non-violence strategies in the resolution of domestic conflicts, thus fostering respect towards women.

Methods

Our sample was composed of 8 male batterers. Subjects were assessed in five different moments of the intervention program (pre-test, in-between post-test, final post-test, 3 months follow-up and 6 months follow-up). A series of self-report measures (Marital Violence Inventory (IVC), Marital Violence Beliefs Scale (ECVC), Brief Symptom Inventory (BSI), Problem Solving Inventory (IRP), and Rosenberg Self-esteem Scale (RSES) were used to assess change and a risk rating scale (Spouse Abuse Risk Assessment (SARA) was used to assess the risk of marital violence.

Findings

Our results showed that participants revealed a significant reduction in aggressive behaviors toward their intimate partners, a significant reduction in attitudes that legitimate marital violence and a significant reduction in psychological symptoms. Additionally, subjects revealed a significant improvement in problem solving, coping strategies and self-esteem. On the risk measures, subjects presented a significant reduction in the re-offending risk.

Discussion and Conclusions

In short, these data suggest that this intervention program for marital offenders produced positive outcomes that can account for a reduction in recidivism.

Keywords: Marital violence, batterer, intervention program, change.

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ONLINE VIOLENCE: NOT BEAUTIFUL ENOUGH... NOT THIN ENOUGH – ANORECTIC TESTIMONIALS IN THE WEB

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Of the two thirds of adolescent girls searching online for how lose weight and eating disorders information, 13% engage in binge eating and purging behaviours (Wilson, Peebles, Hardy, & Litt, 2006). The pro-anorexia is a harmful movement (Overbeke, 2008) that promotes anti-recovery and anorexia as a lifestyle (Brotsky & Giles, 2007), and a growing example of a social phenomenon unique of the Internet age (Giles, 2006) unlikely to disappear (Bardone-Cone & Cass, 2007).

Considering i) the public availability of weblogs which promote pro-anorexia as a style of life and/or self-inflicted aggression; ii) that, according to findings from EU KIDS ONLINE project, children can take an active role in demand, production and dissemination of harmful content; iii) that the reception of undesirable content is a major concern for parents; in the course of a doctoral research about suffered or self-inflicted online violence involving children, the need arises for an in depth study of these websites, once they appeal to a cadaverous ideal of beauty and provide easy access to potentially harmful and risky content.

This qualitative content analysis examined Portuguese speaking blogs written by teenagers (boys and girls) between 13 and 19 years old, who use these sites in order to meet their peers, with whom they share the desire of losing weight and the daily struggle in search of a dangerous perfection.

Through this investigation eleven blogs were intensively followed, and publicly accessible material was studied. A descriptive interpretative content approach was used to examine the features and the contents available, as well as the messages posted and exchanged.

Provisional findings are suggesting that there are common themes in all weblogs such as diets, need for anorexia, solidarity among users, frustration, depression, conflict with parents, “*thinspiration*” material, suicide thoughts, cutting and drug information. We also may find information about medical experiences with doctors and treatments, commitment to follow harsh diets together and tips and tricks to deceive parents. Only a few number of teenagers reported parental control in the use of the Internet; some of those who felt that kind of pressure decided to change the weblog URL.

Keywords: pro-ana, pro-mia, *thinspiration*, weblog, children.

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THREAT ASSESSMENT, AND WHAT'S NEXT? EVALUATION OF A CRISIS PREVENTION PROGRAM TO IMPROVE SAFETY IN GERMAN SCHOOLS

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Objectives

Dealing with the threat of School Shootings is no longer a problem limited to specific schools, types of schools or countries. In fact, the threat of severe targeted school violence goes far beyond the classroom walls and broadly affects feelings of safety among teachers, students, and parents, but reaches society in a whole, e.g. through alarming media reports. To keep schools a safe place, school staff needs helpful criteria to distinguish significant threats from harmless ones. Among the existing threat assessment approaches the NETWASS (Networks Against School Shootings) Program initially aims at preventing critical development in adolescents which may lead to planning a School Shooting.

The NETWASS Project started in 2009 at the Freie Universität Berlin after the Winnenden and Emsdetten School Shootings in Germany. The main objective is the early, but indicated prevention of school shootings and severe targeted school violence. This prevention approach addresses (1) threats and leaking, and (2) psychosocial risk factors found from extensive case analyses of German school shootings and international research.

Design

We conducted a comparative pre-post-follow-up-evaluation study with more than 100 schools. Using different implementation strategies, first, all school staff received a training enhancing their sensitivity for psychosocial crises in students. Second, crisis prevention teams were prepared and deployed at schools for the concrete threat assessment and an effective case management.

Methods

Schools were selected by cluster sampling in three of the German Federal States (Berlin, Brandenburg and Baden-Wurttemberg) and randomly assigned to one of the four implementation strategies. We attempted to balance the number of schools regarding location, implementation strategy and type of school. Data was collected by a mixed methods design using different questionnaires for school staff and teams examining the main effects, a training evaluation form, and transcripts of qualitative interviews. Starting with approx. 4000 teachers, the sample slightly decreased during the seven-month period due to longitudinal drop out.

Findings

In our presentation we will focus on teacher and team self-reports revealing reduced fear and improved quality of crises recognition and management after training. Results will be discussed on the background of program-related changes in school structure and processes indicated by qualitative data.

Conclusions

Results clearly show that NETWASS is an appropriate program regarding the main effects. Schools utilized the crisis prevention team approach for case-management as recommended or flexibly adapted to their specific needs. Certainly, further research examining long-term effects over more than one school year is desirable.

Keywords: school shooting, threat assessment, leaking, safety in schools, crisis prevention.

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THE RELATIONSHIP OF SELECTED PERSONAL CHARACTERISTICS TO SELF-HARM IN EARLY ADOLESCENTS: A PILOT STUDY

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Research problems

The main purpose of the study was to obtain a general preliminary idea about the incidence and some of the expected correlates of self-harm in early adolescents.

Research objectives

The main objective of the study was identifying the most common forms of self-harm, and examining their incidence, potential gender differences, as well as other relevant associations, for example relationships to depression and anxiety, and self-esteem, or examine influence of selected subcultures ("Emo", "Goth").

Methods

In accordance with the research objectives, what we were interested in were quantitative, exploratory data, best obtainable through one-shot cross-sectional survey using self-report measures. The methods for measuring self-harm included the Self-Harm Inventory (Sansone, Sansone, Wiederman, 1995), and the Self-Harm Behavior Questionnaire, used in the study by Gutierrez in 2010. Other methods included a set of scales selected from the integrated battery used in the research project SAHA 2008, as well as a version of the PAQ, adapted for non-adults (Rohner, 1971).

Data collection

The data were collected through random sampling, with an increased emphasis on the ethical issues involved. Altogether there were 235 participants, ages 12-16 with a mean of 13.65, with gender participation of 52% female and 48% male.

Conclusions

The results of the survey point at some serious issues: In the research sample more than one fifth of the respondents indicated they had had personal experience with at least one form of self-harm, and more than 60% reported vicarious experience relating to some of their peers. Most common ways to self-harm included: 53% (n=35) scratching oneself drawing blood and 48% (n=32) hitting oneself on purpose 45% (n=30) cutting ones wrists. Girls' most often preferred form was scratching themselves, drawing blood followed by cutting their wrists, boys mostly hit themselves.

Self-harming participants are more aggressive, emotionally labile and pessimistic while they appraise themselves less and see themselves less efficient than their peers. Interesting results emerged concerning the relationships between depression and/or anxiety states and the occurrence of self-harm, as well as between self-harm and self-esteem. Self harming individuals show significantly more depressive symptoms and score higher in somatic anxiety scale.

Keywords: self-harm, self-mutilation, non-suicidal self-injury, repetitive self-harm, children and adolescents.

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A PRELIMINARY INVESTIGATION OF A NEW MULTIDIMENSIONAL INSTRUMENTS ASSESSING INTIMACY IN A COUPLE'S RELATIONSHIP

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Objectives

Intimacy in its various expressions represents an important protective factor for the quality of a couple's relationship (Dzara, 2010; Leslie & Morgan, 2011). Over the years, several attempts have been made to define and assess intimacy aspects (e.g., Badr & Acitelli, 2005; Ben-Ari & Lavee, 2005; Heller & Wood, 1998; Laurenceau, Barrett, & Rovine, 2005; Manne et al., 2004; Reiss & Shaver, 1988). At present, there is no consensus regarding its definition and the employment of a variety of measures generates a confusing framework. Starting from a multidimensional theoretical model (Raffagnino, 2007; Raffagnino & Penzo, in press) - carried out through an extensive analysis of the literature (e.g., Davis et al., 2006; Fincham & Bradbury, 1987; Laurenceau et al., 2005; Mallinckrodt & Wang, 2004; Manne et al., 2004; Reiss & Shaver, 1988; Wimberly et al., 2005) – the present paper aims to propose a new instrument in order to operationalize the various aspects of intimacy construct according to a multidimensional approach and preliminary test if the proposed model fit well the data.

Design

This is a cross-sectional study. Participants are a convenience sample of adult couples. Data are gathered in individual sessions. A self-report measure is used. Descriptive and confirmatory factor analyses (CFA) and data reduction techniques are employed.

Methods

153 heterosexual couples of Italian nationality complete both a personal data form and an *ad hoc* questionnaire composed by 34 items referred to the following dimensions: self-disclosure, partner disclosure, perceived partner responsiveness, relational communication and different fears of intimacy. This final item pool is carried out on the basis of existing assertions followed by a number of additional items and first administered in earlier studies. The hypothesized multidimensional model is verified through CFA. Several fit indices are used in order to evaluate goodness-of-fit of the model to the data. The criteria suggested by Schermelleh-Engel, Moosbrugger, & Müller (2003) are used to determine goodness-of-fit of the model to data.

Findings

CFA displays an overall acceptable fit to the data, giving a support for the hypothesized multidimensional instrument.

Conclusions

Although the results obtained are encouraging, further studies with a greater number of participants are needed to understand and clarify the complexity and structure of the construct of intimacy. Future psychometric evaluations will be important not only for increase knowledge on this topic but also for any clinical applications, during the assessment process, diagnosis and intervention, including prevention and health and psychosocial well-being promotion.

Keywords: intimacy, quality of couple relationship, assessment, confirmatory factor analysis.

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TEACHER NOMINATION TECHNIQUE IN ASSESSMENT OF CHILDREN BEHAVIOR PROBLEMS

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Objectives

The purpose of our study was to (1) examine the degree of agreement among children, parents and teachers on the scales and items of the Czech version of the Child Behavior Checklist; (2) to assess a short instrument of our own construction – teacher nomination technique. Our aim was to explore whether the teachers are able to recognize children with higher levels of self-reported problems by means of a short and simple instrument.

Methods

The Czech versions of CBCL, YSR (Youth Self-Report), and TRF (Teacher Report Form) were administered on the sample of 300 children (aged 11-16; $M=13.41$; $SD=0.95$; 58% boys). The nomination technique contained nine short descriptions; the teacher was to name children who matched the description. The sample consisted of 145 children of non-clinical population (aged 11-12; $M=11.17$; $SD=0.38$; 41% boys). The descriptions were to a large extent based on the items of TRF scales.

Findings

CBCL scales cross-informant agreement: The correlation coefficients reflecting the agreement between pairs of informants on behavior problem scales are presented in Figure 1. The highest correlations were found between the ratings of parents and teachers (median correlation 0.336), followed by the correlations between the ratings of parents and children (median correlation 0.316). The agreement between teacher's and children's ratings was generally poor; the median correlation was 0.115 and only 4 of the 11 correlations were significant. Correlation coefficients higher than $r=0.200$ were found only for the Externalizing Behavior scales. The cross-informant agreement was better for assessment of girls than of boys. Very similar pattern can be derived from Kappa coefficients: the highest agreement was obtained for the parents-children ratings (median Kappa 0.240) and for the parents-teachers ratings (0.186).

Nomination technique: The teachers named only a low proportion of children at each problem child description; the most of the children (75.2%) was not matched with any description. The aggressive child description was the most frequent, followed by the child with social problems description. There were found 4 significant associations between the teacher's ratings in the nomination technique and the categorical ratings based on YSR. The Kappa of 0.171 ($p<0.01$) was obtained for the Description B - Depressed child and the Anxious/Depressed scale of the YSR. The rest of the significant Kappas were found for the ratings in the Description E - Aggressive Child: it was associated with the Aggressive Behavior scale ($\kappa=0.232$, $p<0.01$); Delinquent Behavior scale ($\kappa=0.162$, $p<0.01$); and the broadband Externalizing Behavior scale ($\kappa=0.194$, $p<0.01$).

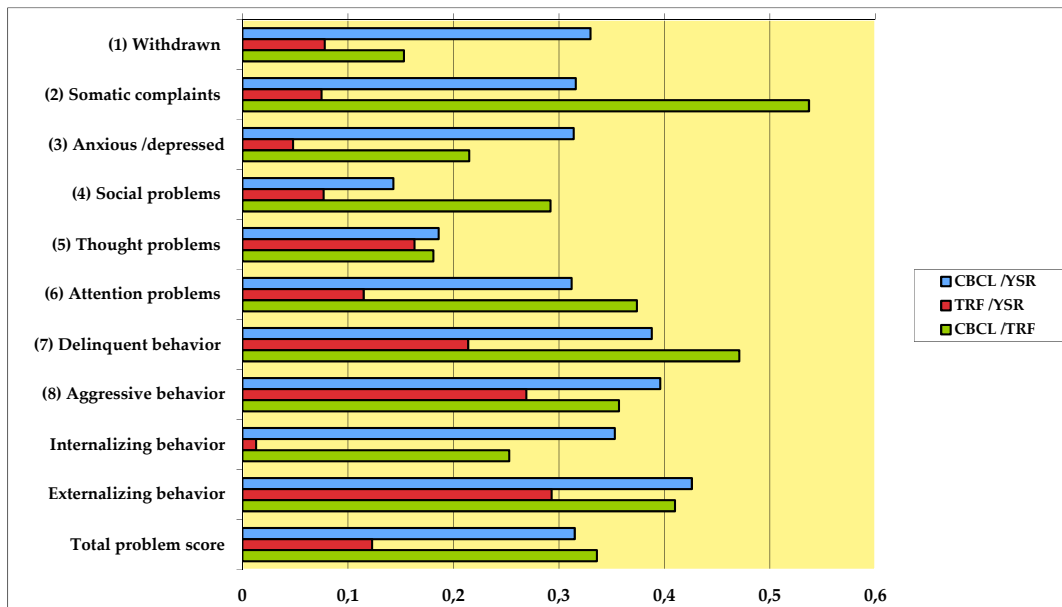


Figure 1: Pearson correlation coefficients for the CBCL/YSR, TRF/YSR, and CBCL/TRF scales.

Conclusions and Discussion

The overall degree of cross-informant agreement was low, particularly for ratings of boys. The highest degree of agreement on problem behavior scales was found for parent-teacher pairs. The median correlation of 0.34 for the problem scales was even higher than the mean parent-teacher ratings correlation of 0.27 found by Achenbach et al. (1987) in their meta-analysis.

The overall agreement between teachers' and children's ratings was very low, with the exception of moderate agreement on the Externalizing Behavior scales. This result is in concordance with previous findings (e.g. Stanger & Lewis, 1993; Achenbach et al., 1987) on better agreement on externalizing behaviors than on internalizing behaviors, especially between teachers and other raters. To assess the utility of the nomination technique as a potential screening instrument, this method should be administered concurrently with the TRF. The wording of the descriptions should be further modified to capture not only the small fraction of children with the most serious problems. These findings emphasize the importance of obtaining information on child emotional and behavioral problems from multiple informants.

Keywords: CBCL, informants' agreement, nomination technique, teachers, child problem behavior.

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VALIDATION OF THE “RESILIENCE SCALE FOR ADULTS” WITH A FRENCH-SPEAKING CANADIAN SAMPLE

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Introduction

Resilience can take a variety of meanings but it's mostly associated with the ability to maintain normal functioning despite adversity (Masten, 2001; Rutter, 2000). In the past decade, great efforts were made to define the construct but few measurement scales of resilience were developed (Naglieri & LeBuffe, 2005). In a methodological review of available instruments, Windle, Bennett and Noyes (2011) concluded that the Resilience Scale for Adults (RSA; Hjemdal, Friborg, Martinussen, & Rosenvinge, 2001) is one of the most relevant.

Objectives

The main objective of this study is to validate the use of the RSA with a French-speaking Canadian population. Moderator effects of resilience on symptomatology are also investigated.

Method

A sample of 405 French-speaking students at University Laval (Quebec, Canada) completed the RSA and measures of related variables: early trauma experiences, post-traumatic stress disorder (PTSD), anxiety/irritability and psychological well-being. Participants also completed the Conner-Davidson Resilience scale (Conner & Davidson, 2003).

Results

Confirmatory factorial analyses and reliability analyses were conducted. Alpha coefficients of the subscales range from 0.67 to 0.89 (global scale = 0.90). Significant correlations are observed with measures of construct-related variables. Hierarchical regression analyses show that some dimensions of the RSA have a main effect on PTSD symptoms, while others have a buffering effect depending on early trauma experiences.

Conclusions

This study supports the cross-cultural validity of the RSA and the metric equivalence of the French version of the scale with a Canadian sample. The relevance of dimensions-level analyses of resilience effects on symptomatology is also highlighted.

Keywords: resilience, trauma, PTSD, measurement, cross-cultural study.

PSYCHOLOGICAL WELL-BEING IN WOMEN IN RISK TO DEVELOP EATING DISORDERS

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Objectives

People with eating disorders (ED) usually have a depression and anxiety diagnosis. However, not many researches have analyzed the relationship between ED and psychological well-being. Additionally, it is well established the need for general population research, not just for clinical samples, on the ED topic. For this reason, it is important to study not only patients with ED diagnosis but also normal individuals that can develop this pathology with the pass of the time. In this study it is analyzed psychological well-being in women in risk to develop ED. According to the previous research, it is expected that women in risk to develop ED will report less psychological well-being than women with no risk.

Design

A cross-sectional study was conducted with a Spanish sample of women studying at the Spanish Open University. The groups of participants were formed by categorizing those individuals with the higher and lower scores on the Dieting subscale of the Eating Attitudes Test 26 (EAT-26) (25% upper and 25% below) as groups with and without risk to develop ED respectively.

Methods

456 female students were selected to conduct the study.

Results

It was found that women with high scores in the Dieting subscale of the EAT-26 had lower psychological well-being (self-acceptance, positive relations with others, autonomy, environmental mastery and purpose in life) compared with women with low scores in the EAT-26.

Discussion

It is discussed why reports of well-being problems were much more common in participants with high scores in the Dieting sub-scale of the EAT-26.

Keywords: eating disorders, psychological well-being, eating attitudes test, women.

ADAPTATION OF THE “SITUATIONAL TEMPTATIONS TO SMOKE SCALE” TO ALCOHOL CONSUMPTION IN SPANISH ADOLESCENTS

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Objectives

To adapt the Situational Temptations to Smoke Scale, originally used with non-smoking American adolescents (Pallonen et al., 2001), to investigate the Temptations of Alcohol Consumption amongst Spanish adolescents.

Design

A cross-sectional validation study of the Spanish version of the Situational Temptations to Alcohol Consumption.

Methods

The initial sample consisted of 1,507 secondary students (49.6% male), aged 12 to 17 years (mean age = 14.03, SD = 1.28) from all public schools in the city of Girona (Catalonia, Spain). A questionnaire was used to measure a number of demographic variables (e.g. gender, age) and whether the adolescents consumed alcohol. The Spanish version of the Situational Temptations to Smoke Scale, which had been adapted to investigate alcohol consumption, was also included. Only data from the 1,192 non-alcohol consumers (79.1% of the initial sample) were analysed.

Findings

PCA confirmed the four factor structure, found in the original Temptations to Smoke Scale (Positive Social Situations, Negative Affect, Peer Situations and Curiosity), when it was used to investigate temptations to consume alcohol amongst Spanish adolescents. This solution explained 77.6% of the variance and the Cronbach's alphas ranged from .72 to .91.

Conclusions

These results show that an instrument originally designed to evaluate situations that tempt adolescents to smoke can also be used to investigate situations that tempt them to consume alcohol. In addition, the results indicate the cross-cultural validity of the scale in a sample of Spanish adolescents.

Keywords: alcohol consumption, temptations, adolescents.

COPING AND SUBJECTIVE WELL-BEING IN SOCIAL EDUCATORS

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Different studies had been centred in investigating the causes of work overload in professionals that develop their job with human groups. In this study the main objective was to analyse which strategies of coping can promote social educators' well-being. Sixty one child protection employees of Tenerife, with a mean age of 31.68 years, completed the *Coping Operations Preference Enquiry* (COPE; Carver, Scheier, & Weintraub, 1989); the *Satisfaction with Life Scale* (SWLS; Diener, Emmons, Larsen, & Griffin, 1985); the *Subjective Happiness Scale* (Lyubomirsky & Lepper, 1999); the *Positive and Negative Affect Schedule* (PANAS; Watson, Clark, & Tellegen, 1988) and a Likert Scale about job satisfaction. Regression analyses showed that the different components of well-being were predicted by different strategies of coping. A 23% of the variance in job satisfaction was explained by Religion and by the lack of Self-Punishment. Happiness was better predicted (21% of the variance) by a lower use of Distraction Activities and by the Concentration on Solving the Situation. Life Satisfaction was predicted (24% of the variance) by Concentrate on Solving the Situation and by the non-use of Focus on and Venting of Emotions. Concentrate on solving the situation, Religion and the absence of Seeking Social Support accounted for 36% of the variance in Positive Emotions. Denial and Focus on and Venting of Emotions explained a 28% of the variance in Negative Emotions. These findings suggest that some strategies of coping influence job satisfaction and others, basically concentration on solving the situation, influence subjective well-being.

Keywords: coping, well-being, job satisfaction, social educators.

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INNOVATIVE EXPERIENCES TO PROMOTE INCLUSION OF MENTAL HEALTH PATIENTS

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Introduction

People with mental illness often face with stigma in local communities. Spreading knowledge about this disease may positively influence social attitudes and reduce prejudice and discrimination. Perceived stigma stand in the way of opportunities and relationships for people with mental illnesses and may interfere with perceived social support. Empowering activities may work, on the contrary, to promote social inclusion.

Several activities have been planned to promote socialization and build networks between Public Mental Health Service (PMHS) and local community. The first activity concerned participation in a sports club, involving patients also in organizing association and in promoting new sports, like sailing.

Another relevant experience has been theatre, which appeared to be a useful instrument to encourage expression and communication of emotions, so to improve a better inclusion of patients with mental disorders.

Objectives

This study explores motivations of mental patients to participate in playing theatre and opinions of professionals and citizens in order to analyze changes in wellbeing leaded by these interventions.

Methods

Participants were Actors, Relatives, Professionals, Audience (24 interviews an 1 focus group). Semi structured interviews, audio-taped and transcribed, about motivation in participating, difficulties, perceived changes, have been carried out. Data analysis was based on qualitative method (software Atlas.ti).

Findings

Results have highlighted perceptions about: well-being and capabilities (particularly in actors who are patients of PMHS, and in audience); importance of experience.

Conclusions

Results showed relevant issues for enhancing empowerment, promoting health, building social networks and improving inclusion.

Keywords: public mental health services, inclusion, social theatre, community based programs, qualitative research.

THE SKIN CONDUCTIVITY CHANGES AS A MARKER FOR THE AFFECTIVE RESPONSE TO TONAL MUSIC STIMULI

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Objectives or Purpose of Study

In order to determine objective components of the subject's emotional state, a measurement of changes in skin conductance while exposure to music was carried out. Changes in skin conductance, demonstrating the activity of the autonomic nervous system, were treated as a marker of affective response to musical stimuli.

Design

Reactions to different musical stimuli differ among themselves both in terms of the number of peaks, mean amplitude and the lapse of reaction.

Methods

The analysis of variance for independent variables: gender, mood, and the level of interest were conducted.

Findings

The analysis of variance for independent variables showed that there were significant differences only for the number of peaks in relation to gender. Women's reactions are characterized by fewer peaks to "acceleration" and "mute" stimuli than men's reactions. "Mute" stimulus, in which the dynamics of musical stimulus is being decreased, elicits in the subjects the strongest response, characterized both by the greatest number of peaks and the highest average amplitude of responses. The weakest psycho-galvanic response with the lowest number of peaks and the average amplitude of response is evoked by a "slowing down" stimulus, in which the pace is decreasing. The stimulus combining the features of "mute" and "slowing down" incentives, in which both the dynamics and the pace are decreasing, causes a weak skin galvanic response in comparison to other stimuli, both in terms of the number of peaks and the average amplitude of responses.

Conclusions

It is possible that a decrease in pace acts soothing to the subjects, which causes a reduction in the sympathetic nervous system activity.

Keywords: central executive system, memory, self-regulation, tonal music.

ADAPTATION OF THE “DECISIONAL BALANCE INVENTORY” TO INVESTIGATE ALCOHOL CONSUMPTION AMONGST SPANISH ADOLESCENTS

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Objectives

To adapt the Decisional Balance Inventory, originally used with non-smoking American adolescents (Pallonen et al., 2001), to investigate alcohol consumption amongst Spanish adolescents.

Design

A cross-sectional validation study of the Spanish version of the Decisional Balance Inventory for Alcohol Consumption.

Methods

The initial sample consisted of 1,507 secondary students (49.6% male), aged 12 to 17 years (mean age = 14.03, SD = 1.28) from all public schools in the city of Girona (Catalonia, Spain). A questionnaire was used to measure a number of demographic variables (e.g. gender, age) and whether the adolescents consumed alcohol. The Spanish version of the Decisional Balance Inventory for Smoking, which had been adapted to investigate alcohol consumption, was also included. Only data from the 1,192 non-alcohol consumers (79.1% of the initial sample) were analysed.

Findings

Principal Components Analysis confirmed the three factor structure, found in the original Inventory (Social Pros, Coping Pros and Cons), when it was applied to alcohol consumption amongst Spanish adolescents. This solution explained 62.6% of the variance and the Cronbach's alphas ranged from .73 to .87.

Conclusions

These results show that an instrument, originally designed to evaluate the pros and cons of smoking, can also be used to evaluate the pros and cons of consuming alcohol. In addition, the results evidence the cross-cultural validity of the Decisional Balance Inventory in a sample of Spanish adolescents.

Keywords: alcohol consumption, decisional balance, adolescents.

CROSS-CULTURAL DIFFERENCES IN MEMORY: A COMPARISON OF COLOMBIAN, MOROCCAN AND SPANISH ADULTS

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Objectives

Cognitive assessment of ethnic minorities continues being one of the biggest challenges for neuropsychology. Beside the importance of cultural factors in neuropsychological performance, not all tests available can be used with people coming from other cultures. In this context, our goal was to determine the differences in memory performance of three cultural groups highly represented in the Spanish culture.

Design

Participants were 81 adults from three different cultural groups, talking the same and different language: 27 Colombians, 27 Moroccans and 27 Spaniards. The groups were matched for age, sex, incomes and educational level.

Methods

Spanish language competence was assessed through "Woodcock Spanish Psycho-Educational Battery". Participants were compared on the following memory tests: "Rey Complex Figure Test Osterriech" (visual memory) and "Hopkins Verbal Learning and Test" (verbal memory).

Findings

Analyses reveal significant differences across the groups in visual and verbal memory. Findings highlight a high percentage of immigrants incorrectly diagnosed as patients with clinical deterioration: 37% of Colombians and 48.1% of Moroccans for the visual memory area, and 14.8% of Colombian and 40.7% of Moroccans for the verbal memory area.

Conclusions

These results do not necessarily mean a poorer memory in immigrant patients, but may be a mistake in the interpretation of tests widely used in a different culture. Recognizing cultural differences in neuropsychological performance, allow a more appropriate diagnosis and rehabilitation of cognitive disorders in foreign population.

Keywords: cross-cultural, neuropsychology, memory, ethnicity, misdiagnosis.

CULTURAL ORIENTATIONS AMONG MANAGERS WITH DIFFERENT ETHNICAL BACKGROUND IN SERBIA AND MACEDONIA

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Objectives

Serbia and Macedonia are multiethnic countries where existed many minorities with own language, religion and lifestyle. There are continuously observed disagreements between Albanian ethnical minority and Serbian and Macedonian majority that culminated with wars in Kosovo and Macedonia. The analyses examine the extent to which differ in cultural orientations toward individualism-collectivism and power distance and leader-follower affective, instrumental, contractual and obligatory relationship among Albanian, Macedonian and Serbian managers in Serbia and Macedonia. Orientation toward individualism is characterized with attitudes of group independence, honesty, autonomy and the most important connections are horizontal, as husband-wife, friend-friend. Orientation toward collectivism is characterized with sociability, interdependence and the most important connections are vertical as parent-child, supervisor-subordinate. Individuals with higher orientation toward power distance are willing to accept hierarchy, accept authority. Paternalism reflects the type of behavior similar to the way it relates to father to his children. Leader-follower relationship is integral part of understanding leadership.

Methods

The sample consists of 200 managers working for different companies in Serbia and Macedonia, with Albanian, Serbian and Macedonian ethnical background. The average age of participants is 45.54 (SD=9.18), the youngest is 22 years old and the oldest 67 years old, 74.5 % are male and 25.5 are female. Cultural orientations toward individualism-collectivism were measured using 6 items scale developed by Dorfman & Howell (1998). Paternalistic leadership was measured with 6 items scale by Pellegrini & Scandura (2006). Leader-follower relationship was measured with the 12-item scale developed by Jiang (2005). All survey items had a 7-point, strongly agree-strongly disagree Likert scales.

Findings

The findings indicate that there are significant differences in cultural orientations and leader-follower relationship among managers with different ethnical background. In addition, Albanian managers score higher on collectivistic orientation than Serbian managers ($F=243.79$; $df=148$; $p<0.01$) and Macedonian managers ($F=29.98$; $df=98$; $p<0.01$), also Albanian managers score higher on paternalistic behavior than Serbian managers ($F=17.81$; $df=124$; $p<0.01$) and Macedonian managers ($F=30.40$; $df=98$; $p<0.01$) and score higher on contractual relationship leader-subordinate ($F=55.82$; $df=124$; $p<0.01$) than Serbian managers, but Albanian managers score higher on affective supervisor-subordinate relationship than Macedonian managers ($F=57.38$; $df=98$; $p<0.01$).

Conclusions

Despite globalization and international competition, local cultures still have significant impact on local business behaviour. Understanding the differences in cultural orientations and leader-follower relationship between different ethnical groups is crucial to overcome conflicts and mutual cooperation. The findings have theoretical and practical implications.

Keywords: ethnicity, managers, cultural orientations, leader-follower relationship.

THE IMPACT OF THE ORGANIZATIONAL COMMITMENT ON JOB SATISFACTION

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Purpose

Job satisfaction is contentment with different work aspects concerning the nature and contents of job demands and tasks on the one side, and the characteristics of the work environment on the other side. An organizational commitment presents the relation towards work organization indicating the estimate of one's own efficacy in the organization and personal competence at the market of work force, the feeling of individual responsibility for successful working of the organization as well as the intrinsic satisfaction with the type of work he/she accomplishes. The organizational commitment consists of calculative, normative and affective components [1] that correspond to the three phases in the development of the employee commitment to his/her organization. Concretely, in the first phase a calculative commitment denotes the employee acceptance of organizational goals and culture just to provide material benefits. In the second phase employee strives for good interpersonal relations to provide social rewards and develops normative commitment to the organization. In the third phase employee really identifies with the organization, internalizes its goals and culture, and is intrinsically satisfied that all together points at the affective commitment to the organization. Hence, the organizational commitment comprises employee job satisfaction especially referring to the affective attachment. Both phenomena are complex and multidimensional consisting of many aspects and components.

Many researchers confirmed that higher organizational commitment was related to higher job satisfaction among employees [4]. Regardless to this positive relation, the dilemma remains whether the organizational commitment is a predictor (antecedent) and the job satisfaction is a criterion (consequent) or maybe the opposite is true. In order to reveal this dilemma, this study postulates the organizational commitment is a wider concept and hence will predict job satisfaction among employees in the private and state-owned sector during the process of transition in the Republic of Macedonia.

Methods

The sample encompasses 120 employees among which 60 selected from private companies (service and production) and 60 chosen from state institutions in the Republic of Macedonia. Job satisfaction is appraised with Minnesota Satisfaction Questionnaire [5], consisting of 20 items with five-anchored Lickert's answer scale of satisfaction. The Organizational Commitment Questionnaire [3] consisting of 15 items with seven-anchored Lickert's answer scale of agreement was applied too.

Findings

The regression analysis confirmed the organizational commitment was a strong predictor of job satisfaction in the sample (N=120, constant 1.362, regression coefficient 0.466 sig .000), in the private sector (N=60, constant 1.569, regression coefficient 0.450 sig .000)

and in the state-owned sector (N=60, constant 1.458, regression coefficient 0.406 sig .000). In addition, the organizational commitment explains 46.10 %, 44.10 % and 38.00 % in the variance of job satisfaction in the sample, in the private sector and in the state-owned sector respectively. These results are due to high multiple R among job satisfaction and organizational commitment (.683, .671, .625 respectively) and to the significance of coefficient of determination R^2 . The organizational commitment exerts significant impact in the variance of the employee job satisfaction. The organizational commitment contributes towards an acquirement of a positive attitude to the work [4]. As an employee becomes attached more affectively to the organization he/she feels greater intrinsic satisfaction with his/her job. Previously, was asserted the organizational commitment is neither a simultaneous process nor a consequence of the job satisfaction [4].

Also genetic factors were found to contribute to the level of job satisfaction through the inborn affectivity, so individuals with positive affectivity are permanently more satisfied with their jobs than individuals with negative affectivity are [2]. The conclusion may be job satisfaction is a result or consequence of individual affectivity and organizational circumstances. Hence, employees with positive affectivity and strong affective attachment to their work environment show high job satisfaction, productivity and efficacy. They have a strong need for achievement and are motivated intrinsically to do their job, to work hard and to put in increased efforts for the gaining of organizational goals that are compatible with their own goals. The successful accomplishment of their job tasks makes them feel satisfied and attached to the organization.

The organizational commitment explains more variance in the employee job satisfaction in the private sector than in the state-owned sector does perhaps due to market oriented economy, new system of values and higher pay in the private sector in the Republic of Macedonia. To make state-owned sector more attractive to work in, it seems necessary to develop the organizational climate of high achievements and pay leveling referring to the private sector.

Keywords: employee, organization, commitment, satisfaction, predictor.

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INFORMATION GATHERING IN FOOD CHOICE: WHO USES FOOD LABELS?*

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Objective

Use of nutritional labels was proven to be beneficial for healthier food choices (Kim et al., 2001). Studies show that this type of consumer behaviour is getting more habitual among European consumers, but data on other populations are still scarce. The aim of this study was to explore frequency of use of data labels in six Western Balkan countries and to establish motivational and socio-demographic profile of people who use and do not use labels.

Design

In this correlational study, socio-demographic data and motives for food choice were treated as predictors, while usage of nutritional labels was a criterion variable.

Methods

The sample consisted of 3085 adult respondents from six Western Balkan countries and was both regionally and country representative. Data was gathered via direct interviews. Questionnaire consisted of three blocks: Food Choice Questionnaire (Stephoe, Pollard, & Wardle, 1995) aimed to measure motives for everyday nutritional choices; Nutritional labels use scale; Socio-demographic block aimed to gather relevant socio-demographic data.

Findings

Younger, higher educated, female consumers, coming from a household with higher income are more likely to use nutritional labels. When making food choices, label users value purchase convenience, health impact and natural content of the food and put less emphasis on the price, compared to non-users.

Conclusion

Results suggest that in Western Balkan countries only consumers that are more educated, younger and more health-aware can benefit from label use. Hence, public messages encouraging this type of consumer behavior should be specifically tailored to address the non-users, having in mind their food choice motives and demographic profile (Rimal & Adkins, 2003).

* The research leading to these results has received funding from the European Union's Seventh Framework Programme (FP7 2007-2013) under grant agreement 212 579, Focus Balkans Project.

Keywords: consumer behavior, food choice, use of nutritional labels.

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DIFFERENTIAL IMPLICATION OF DYSFUNCTIONAL FAMILY ENVIRONMENT DIMENSIONS ON DIRECT OR INDIRECT AGGRESSION IN ADOLESCENTS

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Objectives

Dysfunctional family environment is considered a risk factor for externalizing problems in adolescence. However, more research is necessary to clearly establish which specific characteristics of the family may be involved in direct versus indirect aggression forms. The aim of this study was to examine the relation of the adolescents' perception of his/her family functioning on each dimension of the McMaster Model of Family Functioning (MMFF; Ryan, Epstein, Keitner, Miller, & Bishop, 2005) with the specific component of direct and indirect aggression, thus controlling for the effect of the alternative aggression form.

Design and Method

A cross-sectional study was carried out and hierarchical regression analysis was mainly used for data analyses. Data were collected from a sample of 722 Spanish adolescents (373 girls and 349 boys) who completed self-report form of the "Children's Social Behavior Scale" (CSBS, Crick & Grotpeter, 1995), and the "Family Assessment Device" (FAD; Epstein, Baldwin & Bishop, 1983), which includes six specific dimensions (problem solving, communication, roles, affective responsiveness, affective involvement, behaviour control).

Findings

The analyses showed that difficulties in problem solving and roles explain both direct and indirect aggression. However, unhealthy patterns of communication within the family was only predictive of direct aggression, whereas the way in which the family express emotions and affections was only a predictor for indirect aggression.

Conclusions

There are different family dimensions related to direct or indirect aggression. This knowledge could be useful in the design of specific intervention programmes aimed to the prevention of adolescent aggressive behaviour.

Keywords: family dimensions, direct and indirect aggression.

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MOTIVATED OVER-REPORTING OF PAST PERFORMANCES

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Objectives

Memory distortion often reflects motive for self-enhancement; positive biases are evident in various forms of self-reports (Bahrick et al., 2008; Dunning et al., 2004). Based on this empirical evidence, we formulated following research hypotheses: (a) People will exaggerate in reporting of their past performances; (b) They will exaggerate more if the information is less accessible in memory, more in a public than in a private situation, more if the attribute that is measured is central than if it is peripheral to their self-view, more if they scored low (failure) than if they scored high (success) in comparison to a referent group (Wilard & Gramzow, 2009).

Design

A total of 358 participants took part in the survey. Two laboratory experiments were designed to test the effects of three two-leveled factors (2x2x2): *memory accessibility*: immediate or delayed recall and *reporting situation*: public or private. In one experiment the third factor was *ego-involvement* and in the other experiment, it was *performance level* (success or failure).

Findings

On average between 60 and 70% of all respondents exaggerated their scores. However, the exaggeration margin was on average around 10% of their initial grade. Respondents exaggerated more if the event was less accessible in memory and if their score was low; there was no significant difference by ego-involvement (intelligence vs. visual ability test).

Conclusions

People over-report motivated by self-presentation, but not only by self-presentation (they still significantly over-report in anonymous situation). Less accessibility in memory provokes more over-reporting: later reports are not only less accurate, but more positively biased. Memory distortion in form of past performance exaggeration seems to be a norm rather than a deviation, yet it is constrained by reality (Kunda, 1990).

Keywords: positive biases, self-enhancement, memory distortion, exaggeration of past performance.

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PHYSICAL SELF-DISCREPANCIES AND EMOTIONAL DISCOMFORT IN ADOLESCENTS AFFECTED BY TYPE1-DIABETES AND CONTROLS

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Objectives

The perception of one's own body as imperfect and dependent from medical treatments could expose adolescents affected by type1-diabetes (T₁D) to negative judgments on their actual body and higher ideals on physical self-concept. Therefore, in line with predictions based on Self-Discrepancy Theory, we hypothesize that in T₁D-adolescents the association between actual/ideal-discrepancy (AID) and depression might be stronger than controls. Moreover, T₁D-adolescents are commonly required (by parents and doctors) to be particularly responsible for the medical needs of their bodies. However, the normal process of autonomy and individualization from adults might expose T₁D-adolescents to high actual/ought-discrepancy (AOD), and stronger associations between AOD and anxiety than controls.

Design

We performed several sets of regressions using as dependent variables depression and anxiety measures and as independent variables various discrepancy measures.

Methods

A sample of 170 T1D-adolescents (age range: 11-18; males: 57%) and an equivalent sample of controls (N=172), completed an adaptation of the Selves Questionnaire to the physical self-domain and self-report measures of depression and anxiety.

Findings

Results showed no difference between T1D-adolescents and controls in relation to the AID/depression association. Regarding the link between AOD and anxiety, in T1D-adolescents, the effect on anxiety was due to discrepancies between actual-self and ought-self according to significant others perspective; whilst in the control group, the effect on anxiety was due to discrepancies between one's own representations.

Conclusions

Our study showed a major role of significant others in the formation of AOD for T1D-adolescents. This has implications for psychological programs to support T1D-adolescents and their families.

Keywords: self-concept discrepancies, emotional discomfort, type1-diabetes, adolescence.

SPATIAL INFORMATION AS A THREAT TO THE STATUS QUO OF GENDER RELATIONS

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Objectives

In this study we investigated the implications of the Spatial Agency Bias (SAB, left-to-right orientation = agency/maleness) in person perception.

Design

We conduct an experiment to test whether the spatial position affects the impression of male and female targets. Participants had to guess the job of the target choosing between a profession high or low in agency. Half of the targets were shown facing rightward, the other half leftward.

Methods

Forty participants (twenty women) saw eighty photos of female and male faces, half of them facing rightward and the other half leftward. For each photo participants could choose between two professions one high and the other low in agency, but equally associated with gender. The percent of high agency job chosen by each participant was sent to an ANOVA 2 (participants gender: male vs. female) X 2 (target: male vs. female) X 2 (target direction: rightward vs. leftward), with the first factor between-subject and the others within-subject.

Findings

The interaction between gender and direction of the targets' face showed that participants chose the profession for all the targets randomly, except for females showing their rightward profile. In this case, women were attributed agentic jobs less frequently.

Conclusions

This result is not consistent with a straightforward application of SAB to person perception (rightward profile = agency), but with a more complex dynamic. Given the association between rightward orientation and agency/maleness, women showing a rightward profile are perceived as a threat to gender stereotypes. To restore the status quo, participants reacted attributing them less agentic roles.

Keywords: spatial agency bias, agency, person perception.

METRIC EVIDENCE OF SPREITZER'S PSYCHOLOGICAL EMPOWERMENT SCALE WITH A PORTUGUESE SAMPLE*

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Objectives

Psychological empowerment can be described as an affective state that employees must experience for interventions to be successful (Spreitzer, 1995). Spreitzer created a 5 point Likert scale-type with 12 items, measuring four components of psychological empowerment scale: meaningful work, competence, autonomy, and impact. In this study we tested the quality of the adaptation of the metric scale of Spreitzer's Psychological Empowerment to the Portuguese population.

Design

A cross sectional study using questionnaires was conducted for psychometric validation.

Methods

The scale of Spreitzer's Psychological Empowerment was translated by two bilingual individuals and two other back-translated also by bilingual experts. The final version result was adjusted by two specialists. We developed the study with a convenience sample of 232 participants (36.2% men and 63.4%) aged between 27 and 63 years ($M = 45.8$ and $SD = 8.01$) in a Portuguese university. Our sample consists of university employees, 54.3% teachers and 45.7% non-teaching employees. Data collection was administered individually and guaranteed the ethical requirements.

Findings

We performed an exploratory factor analysis. The KMO index presented a value of .761, observing the correlation between items (Bartlett's test of sphericity = 1675.80, $p < .001$). The principal component analysis using varimax rotation, allowed us to observe a structure of four factors (eigenvalues greater than 1) explaining up to 82% of the variance of the results. The F1 Meaningful work (items: 2, 5, 10) explains 37% of the variance, F2 Impact (items: 4, 6, 11) explains 19%, F3 Self-Determination (items 3, 7, 8) explains 14.8% and F4 Competence (items: 1, 9, 12) explains 11.5% of the variance. The analysis of internal consistency for the 12 items is very satisfactory ($\alpha = .839$).

* This paper was partially financed by the Foundation for Science and Technology (Portugal).

Conclusions

Our results replicate the original scale structure reported by Spreitzer in his theoretical model. For future studies, the sample should be increased and we suggest the realization of a confirmatory factor analysis.

Keywords: psychological empowerment, meaningful work, competence, autonomy, impact.

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PREDICTORS OF IMPULSE FOOD CONSUMPTION*

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Objective

There is evidence for inter-individual differences in the way people consume food: while some do it after deliberation and act more rationally, others act fast, relying on impulses. The latter are found to be more prone to unhealthy eating, especially snacking (Hofman et al., 2008; Honkanen, et al., 2012). This study aims to investigate socio-demographic profile and food choice motives of impulsive and non-impulsive eaters in Western Balkan countries.

Design

Impulsiveness in food consumption served as a criterion variable, while key predictors were sociodemographic variables and food choice motives.

Methods

The sample consisted of 3085 adult respondents from six Western Balkan countries and was both regionally and country representative. Data was gathered via direct interviews. The questionnaire consisted of Impulsive food consumption scale, Food choice questionnaire (Pollard, Steptoe & Wardle, 1998) and set of socio-demographic data.

Findings

Factor analysis of the Impulsive food consumption scale revealed two factors labeled "Cognitive" (lack of planning and deliberation in food choice) and "Affective" (feeling of pleasure, excitement or regret related to food choice). Both subscales and scale in total demonstrated satisfactory internal reliability.

Impulsive eaters were stated to be younger and less educated; they assessed their overall health status more positively. As expected, they put less emphasis on health impact and natural content of the food products and value mood-enhancing and familiar food more. This finding was obtained both on regional and country samples.

Conclusion

Our results suggest that there are significant individual differences in impulsive eating. Furthermore, a relatively stable profile of impulsive eater emerged. This fact could help in tailoring public health messages having in mind that impulsive eating tendency usually leaves consumer vulnerable to unhealthy eating choices.

Keywords: impulsive consumption, food choice, consumer behavior.

* The research leading to these results has received funding from the European Union's Seventh Framework Programme (FP7 2007-2013) under grant agreement 212 579, Focus Balkans Project.

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ADAPTATION OF CWEQ-II (LASCHINGER, FINEGAN, SHAMIAN & WILK, 2001) WITH A PORTUGUESE SAMPLE*

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Objectives

Structural empowerment is a construct that describes four environmental social structures necessary for effective employee functioning (Kanter, 1993). When the organization provides opportunity and power through information, resources, and support, employees are more effective on the job, and feel a good about what they do (Kanter, 1993). Our study tried to analyze the characteristics of the CWEQ-II metrics, developed by Laschinger and colleagues (2001) of a Portuguese version. This scale consists of 19 items in six subscales based on Kanter's theory: Opportunity, Information, Support, Resources, Informal Power, and Formal Power.

Design

A cross sectional study using questionnaires was conducted for psychometric validation.

Methods

The translation and retranslation of CWEQ Scale-II (Laschinger, Finegan, Shamian, & Wilk, 2001) was made by four bilingual individuals. The final result of the adjustment was made by two specialists. We developed the study with a convenience sample of 232 participants (36.2% men and 63.4%) aged between 27 and 63 years old ($M = 45.8$ and $SD = 8.01$) of a Portuguese university. Our sample consists of university employees, 54.3% teachers and 45.7% non-teaching employees. Data collection was administered individually and guaranteed the ethical requirements.

Findings

We performed an exploratory factor analysis. The index KMO presented a value of .856, observing the correlation between items (Bartlett's test of sphericity = 2141,619, $p < .001$). The principal component analysis using varimax rotation forced to six factors; we could observe a good fit to the original model. The reliability of the 19 items is .89. and guaranteed the ethical requirements.

Conclusions

Our results replicate the structure reported by Laschinger et al (2001) in their theoretical model and the original scale. Further studies imply an increase of the sample and confirmatory analysis should be performed.

* This paper was partially financed by the Foundation for Science and Technology (Portugal).

Keywords: structural empowerment, opportunity, information, support, resources, the informal power, and formal power.

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HOW ADOLESCENTS WITH DYSLEXIA DYSORTHOGRAPHIA USE TEXTING

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Objectives

The Short Message Service (SMS) allows sending little messages on mobile phones. This communication system is very popular among teens. The majority of adolescents between the ages of 15 and 25 own a mobile phone nowadays.

The dyslexia dysorthographia (DD) disorder affects phonological skills whether or not coupled with visual-attention deficit. The objective of the study is to know if SMS use differs between adolescents with DD and those with no disorder, in terms of language.

Background

Given the shortage of studies in the field of SMS use by adolescents with DD, we tried to answer that question, largely discussed in the media regarding normal SMS use, and less regarding pathological one.

Methods

We produced two different kinds of dictation with the same meaning. The first one was literary, and included 46 words and 54 syllables. The second was based on SMS language, with 47 words and 52 syllables.

30 participants, including 13 girls and 17 boys, were all French native speakers. Two groups of 15 normal writers and 15 adolescents with DD were created.

They had to write the literary dictation on paper and the SMS one on a mobile phone. We controlled their SMS habits and their word identification skills (Exalang 11/15, Lenfant, Thibault, & Helloin, 2009).

This protocol has been elaborated according to the results of Plester, Wood and Joshi (2009), who showed the knowledge of SMS had a link with good orthographic performance and phonological awareness. We established a link between these results and our protocol setting.

Results

We analysed data with regards to both phonographic and semiographic processes. All adolescents used more phonographic SMS codes than semiographic ones. One of the SMS codes, which consists in removing letters from a grapheme, was used in a different proportion, more important in the normal writers group than in the adolescents with DD group.

We ensure the dictation order did not cause significant difference. The group effect was found to be significant, because of a greater SMS codes use by normal writers than by adolescents with DD (48% vs. 39%).

Conclusion

To conclude, this study showed a less important use of SMS codes in quantitative terms among adolescents with DD. An equivalent use in terms of quality was found by contrast in both groups. This new kind of spelling has to be studied in a larger proportion because of the help it could bring to better understand language disorders, especially among adolescents, who strengthen their knowledge in literacy skills.

Keywords: adolescent, SMS language, dyslexia, dysorthographia, writing.

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EDUCATIONAL LEVEL, AGE AND SEX AS PREDICTORS OF SOCIAL COMPETENCE COMPONENTS

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Objectives

The primary goal of the research was to investigate the influence of educational level, age and sex on various components of the social competence (SC). We suggested in general that influence of these three factors will be expressed in differences for variance of the SC components and also in various correlations between SC components.

Background

The background of our work are some of the ideas of many researches about competence-based approach to education as a condition for successful adaptation of each person in the contemporary world (R. Barnett., P. Jarvis, R. Cox, G. Light, D. Rychen, F. Weinert, I. Tilla, S. E. Shishov, I. A. Zimnyaya, D. I. Izarenkov, etc.).

Design

For achievement of the basic purpose of work, 4 educational levels have been chosen: school, college, university and retraining for people with higher education.

Methods

The data were collected on 211 students of different educational level (138 females and 73 males). There were 51 higher school students ($M=16.0$; $SD=0.35$), 52 college students ($M=16.1$; $SD=1.6$), 56 university students ($M=19.5$; $SD=0.66$) и 51 retraining education students ($M=37.26$; $SD=8.85$). Participants completed the following questionnaires: Emotional Intelligence Scale (EI) (N. Holl), Communicative Competence Questionnaire (N. Fetiskin), Communicative tolerance (V. Boyko). The main research questions were explored by descriptive statistics; the linear and multivariate regression analysis and Spearman's correlation analysis were used.

Findings

The linear and multivariate regression analysis results showed specific influence Educational level, Age and Sex of various SC components. The regression results are in the Table 1.

We found an interesting fact that education level and sex were predictors of SC as combined factor. Linear analyses showed age as independent predictor of three SC components: communicative tolerance, self-awareness, and social skills. Education level, age and sex weren't predictors such components of SC as self-motivation, mutual perception, mutual influence, social autonomy. Education level was predictor of communicative tolerance, empathy, social skills, Integral EI, also social adaptability, social activity and Integral SC Index. Sex is predictor of tolerance, all components of SI, also mutual understanding and social adaptability. Several of the components of SC are better developed in college students, others - in university students. Some

components of SC are lower in higher school students. The correlation matrixes showing interrelation between components of SC differ in all educational groups.

<i>Predictors</i>	Communicative tolerance		<i>Emotional intelligence</i>									
			Self-awareness		Emotional control		Empathy		Social skills		Integral EI	
	Beta	Sig.	Beta	Sig.	Beta	Sig.	Beta	Sig.	Beta	Sig.	Beta	Sig.
Education level	0.188	0.006	0.368	0.000	-	-	0.214	.002	0.190	0.005	0.191	0.005
Age	-0.154	0.025	0.296	0.000	-	-	-	-	0.138	0.047	-	-
Sex	0.215	0.002	-0.182	0.008	0.169	0.021	-0.232	0.001	-0.254	0.000	0.153	0.005
<i>Predictors</i>	<i>Interactive-perception competence</i>											
	Mutual understanding		Social adaptability		Social activity		Integral SC Index					
	Beta	Sig.	Beta	Sig.	Beta	Sig.	Beta	Sig.	Beta	Sig.	Beta	Sig.
Education level	-	-	0.193	0.006	0.207	0.003	0.193	0.005				
Sex	-0.150	0.030	0.166	0.016	-	-	-	-				

Table 1: Linear and Multiple regression analysis showing Education level, Age and sex as predictors of Social Competence.

Conclusions

Research results are important for the development of social competence components at different educational levels. The study provides further evidence for the relationship between education level, age and sex with several characteristics of Social Competence components. Findings revealed that these factors were the specific predictors of several components of SC. The impact of these three factors to SC had difference and commonalities.

Keywords: education level, social competence, communicative tolerance, emotional intelligent, interactive-perception competence.

THE INFLUENCE OF POSITIVE/NEGATIVE FEEDBACK ON MULTI-LEVEL TASKS

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Objectives

What kind of influence for the subject's performance do on the tasks, if subjects were given positive or negative feedback.

Design

The subjects were given 4 levels of tasks. The first level task is for nerve transfer level (identify the number on the display within very short time), the second level is for perception level (very simple calculation of the numbers on the display) , the third is for simple thinking level (calculation of the numbers on the display) and the last is for complex thinking level (complex calculation of the numbers on the display and memory them) .

In order to unify the type of tasks, we use numerical value stimulus for all levels of tasks. And all levels of task contain 20 trials for each.

Methods

All of the subjects were required to perform the all levels of tasks. After doing the tasks, there are 20 minutes break time; and while break time experimenter gave the feedback about the result of subject.

Irrespective of subject's active (true) results, two types of feedbacks were given: positive conditions ("your score is greater than average subjects") for first group and negative conditions ("your score is less than average subjects") for second group. And for control condition, neutral condition (which means no feedback) added as third group. After the break time, subjects were required to perform again for the all levels of tasks which are same difficulty but are not same problem. The measures were the number of wrong answers and reaction times.

Findings

There are no significant differences on nerve transfer level task and complex thinking level task.

On the perception level task, there is significant difference at reaction time between negative feedback group and positive feedback group. The reaction time of negative condition group is significantly improved than positive group.

On the simple thinking level task, there is significant difference at the numbers of wrong answers between negative group and positive group. The positive group improved than negative group.

Conclusions

Although negative feedback raises the working efficiency at perception level, positive feedback raises the efficiency of simple thinking level. Anyway, positive/negative feedbacks do not have influence for the nerve transfer level task nor for complex thinking level task.

Keywords: positive/negative, feedback, levels of task, performance of task.

STATISTICAL REASONING AND GRAPHICAL REPRESENTATIONS: WHICH RELATIONSHIP?

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Objectives

The literature reports differences in the statistical solution ability related to the mode of problem presentation: verbal-numerical vs. pictorial-graphical (e.g. Brase, 2009). We explore the role of visuo-spatial and numerical abilities, statistical expertise and time pressure on statistical reasoning, in order to test the facilitating effect of pictorial form.

Design

By a quasi-experimental mixed design, we observed the typology of responses on items (repeated measures in numerical-verbal/graphical-pictorial forms), manipulating time pressure (proofs presented for groups with/without time pressure). We controlled statistical expertise (students with/without attendance in a statistics course) and the numerical and visuo-spatial abilities, measured by Thurstone's P.M.A (L.L. Thurstone & T.G. Thurstone, 1981).

Methods

We recruited 473 undergraduate Italian students (female 77.5%), from the faculties of Educational Sciences (67.1%), Physical Education (14.2%), Business and Economics (18.8%). The sampling was non-probabilistic (quota selection). To observe the statistical reasoning, seven items were selected from Garfield's S.R.A. (2003), investigating the reasoning about statistical measures and probability. We prepared two parallel forms of each item (numerical-verbal/graphical-pictorial). 46.5% of subjects worked in time pressure; 35% attended a course of Statistics. Hierarchical-Loglinear-Model and Logit-Model were applied.

Findings

The effect of facilitation induced by graphic presentation changed with respect to different items, but was more likely under conditions of low statistical expertise, low numerical and high visuo-spatial skills.

Conclusions

Statistical reasoning is a multifactorial concept that may be facilitated by pictorial-graphical representations (Moro, Bodanza, & Freidin, 2011). However, the usefulness of representations in fostering statistical reasoning is affected by the structure of task and individual specificities (individual-task combination) (Zhu & Gigerenzer, 2006).

Keywords: statistical reasoning, graphical representations, individual differences, abilities, time pressure.

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CHALLENGING MOTIVATION FOR LEARNING: “SELF-REGULATION OF MOTIVATION FOR LEARNING SCALE”

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Given the importance of school achievement in the promotion of a more favorable future for youth, it becomes crucial to understand the factors that influence academic success. Previous studies refer that students can regulate their motivation to learn [Self-Regulation of Motivation (SRM)] and that this process has an impact on achievement and school learning.

The present work explores SRM process at adolescence. A group of 316 students attending the 3rd cycle of education in schools in the region of Lisbon completed a self-report questionnaire named «Self-Regulation of Motivation for Learning Scale» (SRMLS), which assessed determinants of SRM (i.e. goals, task value), SRM strategies and self-efficacy expectancies. More specifically, we studied the psychometric properties of the instrument and analyzed the correlations between variables.

We hope this study will allow us to hypothesize possible mediation models between motivational beliefs in the prediction of academic performance and motivational regulation strategies. Overall we expect this work to be a contribution to a better understanding of SRM in the global process of self-regulated learning.

Keywords: self-regulation of motivation, students, adolescents, goals, task value, self-efficacy.

THE EFFECT OF JUDICIAL INSTRUCTIONS ON THE LAY JUDGMENT FOR SELF-DEFENSE IN KOREA

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This study was to examine how juror eligible laypeople in Korea, known as a collectivistic culture, evaluate claims of self-defense generically (i.e., without being informed with its legal definitions), and how the judicial instructions on the legal doctrine of self-defense curb the commonsensical evaluations.

It was hypothesized that, in determination for self-defense claims in courtrooms, jurors in Korea would become stricter under judge's instructions on the law than they would without the instructions because the essential function of the self-defense law would be interpreted by Koreans as to control human selfishness to do anything to protect own interests and maintain social order rather than as to protect and expand individual rights and privacy.

The results showed no change in acceptance of self-defense pleas before and after the judicial instructions when the defendants' cases were weak. But when the defendants' cases were strong, the acceptance of self-defense pleas was significantly reduced after the judicial instructions. Implications of the results were discussed for possible cultural differences and how to instruct the Korean jurors in the courtrooms of self-defense trials.

Keywords: self-defense, judicial instructions.

THE SOCIO-PSYCHOLOGICAL CONSEQUENCES OF CRIME IN METRO DO PORTO

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Insecurity can be understood as a subjective dimension directly related and a consequence of fear, reflecting on the current social representations (Frias, 2004). However, talking about insecurity is not synonymous with talking about risk perception. Risk perception concerns the cognitive assessment that the individual makes of security conditions and the judgment on the possible risk of criminal victimization, affected by a set of causes that exist in the surrounding environment (Robinson, 1998; Mesch, 2000).

Sustained in a quantitative methodology, this study's main objective was to study the feeling of insecurity in Metro do Porto given specific dimensions such as victimization (direct and indirect) and the influences it may have on risk perception and consequently on self-protection behaviors adopted by the Metro users. To this end, it was built for this purpose based on the key issues raised in the literature related to the feeling of insecurity, the "Inquérito sobre Sentimento de (in)Segurança no Metro do Porto S.A." (Mendes, Santos, Matos, Machado & Almeida, 2010), a self report instrument applied to a sample of 521 participants.

This instrument aims to collect, in addition to socio-demographic information and MP utilization characteristics, information about other dimensions: 1/2) general and specific level of fear, 3) risk perception, 4) victimization situations, 5) promoting factors of (in)security, 6) crime contextual aspects and 7) self-protection conduct.

The results show a low percentage of participants who were the target of a situation of victimization (6.5% - direct, 17.8% -indirect). In addition, most participants felt that the probability of being victims of crime in the next year in MP is low (55.8%), adopting two to three self-protection strategies simultaneously, being these relatively "passive".

Although crime on public transport and socio-psychological consequences have been, until now, subject of scant attention in the social sciences (Fernandes & Carvalho, 2000), and studying this phenomenon becomes imperative given its implications to customers safety and their life quality.

In the future it is hoped that such studies have practical implications in the development of primary prevention measures to fight insecurity in transports, as well as new areas of interest to the investigation.

Keywords: feeling of insecurity, risk perception, fear of crime, victimization, metro do Porto

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DIFFERENCES IN EXECUTIVE FUNCTION AMONG BATTERERS: AN APPROACH TO PROFILE ACCORDING TO THE OBJECT OF VIOLENCE

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Many authors agree on the utility in investigating subtypes of batterers to better understand intimate partner violence (Capaldi and Kim, 2007). There are limited neuropsychological studies that investigate batterers, and most of them are focused on a possible relationship between brain injury and intimate partner violence (Hamberger, 2008).

Hypothesis

There will be different neuropsychological profiles among batterers who are exclusively violent toward their partner or former partner, and those batterers who are violent toward others including their partner or former partner.

Objectives

To study the executive function in batterers who have a history of violent behavior exclusively toward their wives, and those batterers who have been violent to others.

Methods

Seventy-four participants convicted intimate partner violence were divided into two groups according to who has exercised violence only toward his wife (n = 59), or who has exercised violence toward others (n = 15). Both groups were matched for age and education. Executive function was assessed through the following tests: WAIS-Letters and Numbers, Go nogo, Iowa Gambling Task, and Trail Making Test. T Student tests were conducted to compare the groups.

Findings

Batterers who are generally violent showed significantly lower scores in decision-making processes. Batterers who were only violent toward their wives showed a lower yield in flexibility and they showed longer reaction times related to impulsivity.

Conclusions and discussions

Our results show batterers who are only violent toward their wives are less flexible and less impulsive, but they make better decisions than the batterers who are generally violent. These neuropsychological characteristics should be considered in future research in order to understand batterers' behavior and/or take remedial measures.

Keywords: types of batterers, executive function, violence, neuropsychology.

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VIRTUAL PRESENTATIONS

TEACHERS AND THEIR ART OF SHAPING BEHAVIORS

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Objective

Creation of classes of adaptation, in which those concerned can undergo a different program, easier, in steps, in order to realize the need for further studies.

Background

Being in the contradiction between the budgetary compulsions and also the responsibility of training the new generation for a life which is continuously changing, school doesn't always satisfy the society's expectations regarding its role. Every time when school has failed in its efforts of adapting itself at the external evolutions, its target of preparing nowadays youth for life has been transformed into an instrument of parting their company with life. The absenteeism as a part of the deviant behavior has been often met in Romanian school in the last years. It affects all, the pupil, his family and his community. In the present study we aimed to discover the motivations absences and school abandonment by children from poor environments and effective ways for teachers working with these children

Unfavorable circumstances:

Any problem which is not observed in time could entail a process of maladaptation. The pupil resigns himself or renounces, becoming indifferent face to school or revolting himself against the failures he cannot overcome. He tries some compensation through which he wants to prove to himself that he can succeed in some things, that sometimes conducts to actions of indiscipline. He will prefer to spend his time in an environment in which, he thinks, he can distinguish himself.

Findings

Schools from the unfavorable zones are characterized by isolation, poverty and lack of opportunities of socio-professional success for the graduates. Being deprived of motivation, many pupils of the secondary school renounce to school in the first or second year of study, remaining to help their parents in their own house-holds, or to work as day workers for the wealthier people of the villages. The teacher should be aware of the importance of his work, although working conditions are hard and uncomfortable, positive results in these children is rewarding and provides a benefit for local community families will be better integrated. Intervention strategies should target schools, mainly in the quality of educational intervention, the relevance of content in relation to the needs of student learning, teaching styles and methods relevant to students' cognitive situations and the evaluation system.

Conclusions

The parents and the school's negative reactions support the pupils defensive mechanisms creating a vicious circle, in which the abandonment of school tends to appear as the only solution through which all problems can be solved. The absenteeism becomes a social problem, often a tardy signal of the existence of problems, a conduct that reflects the lack of interest, motivation, or trust in school education. It is a result of the diminution of school importance in the individual's value

system. The teachers, through the quality of their instructive-educational interventions, the relevance of the didactic methods and styles for the pupils' cognitive situations, may contribute at the diminishing of the deviant behavior. Pedagogical counseling is extremely important for teachers of this category of students such as training courses covering design knowledge and use of individualized and personalized plans of students.

Keywords: abandonment, absenteeism, maladaptation.

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GROUP COUNSELLING AND MUSIC ACTIVITIES AS LIFE SKILLS PROMOTION IN THAI JUVENILE DELINQUENTS

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The objective of this study was to investigate the efficacy of group counseling and music activities in promoting life skills of Thai juvenile delinquents. We hypothesized that group with music would enhance more scores of life skills among juvenile delinquents than ones in usual group counseling.

The study was conducted under quasi – experimental design. The samples were 60 post-sentence juveniles staying at the Juvenal Observation and Protection Center, Nakhon Si Thammarat Province, Thailand. Among the samples, 30 had committed serious crimes while the other half committed unserious crimes. The research tools were 1) group counseling program and group integrated with music activities. Both were conducted for 18 sessions to increase 4 dimensions of life skills: self-esteem, decision making, negotiation, and coping with emotions, and 2) life skill questionnaires assessed at 3 phases: before, after, and one month follow up.

The data was analyzed by 2-way MANOVA, repeated measure. Its findings included: (1) after the experiment, there were significant different in scores of 4 dimensions of life skills in both group counseling and group integrated with music activities at 0.01. The significance different in scores also found at one month follow up. However, the size effects in group integrated with music activities were larger than ones in group counseling at both termination and follow up, (2) when compared between juvenile delinquents with serious crimes and unserious ones, the scores of life skills conducted in both counseling programs were not found significantly different at termination and one month follow up. It can be said that the group integrated with music activities tended to be more effective for juvenile delinquents than usual group counseling. The crime committed juveniles seemed to learn better with music. They responded more with music which enabled them to connect and relate better to group leader who used improvisational music. Most Thai committed juveniles had difficulties in expressing themselves. Improvisational music activities allowed them to express without words.

Keywords: group counselling, life skills, juvenile delinquents.

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THERAPEUTIC RESIDENTIAL CARE FOR CHILDREN AND YOUNG PEOPLE: AN ATTACHMENT AND TRAUMA INFORMED MODEL FOR PRACTICE

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Children and young people in care who have been traumatized need a therapeutic environment where they can heal and which meets their emotional and developmental needs. Presenting authors have documented a model of care for traumatized children and young people, based on theory and practice experience pioneered at the Lighthouse Foundation, Australia. The authors explain the impact of trauma on child development, drawing on psychodynamic, attachment and neurobiological trauma theories. The practical aspects of undertaking therapeutic care are then outlined, covering everything from forming therapeutic relationships to the importance of the home environment and daily routines. The presentation considers the totality of the child's experience at the individual, group, organization and community levels and argues that attention to all of these is essential if the child is to achieve wellness. Case material from both children and carers is used throughout to illustrate both the impact of trauma and how children have been helped to recovery through therapeutic care. This work will provide anyone caring for traumatized children and young people in a residential setting with both the understanding and the practical knowledge to help children recover. It will be essential learning for managers and decision-makers responsible for looked after children, child care workers such as residential and foster carers, youth workers, social workers, mental health workers and child welfare academics.

Keywords: youth, trauma recovery, homelessness, attachment.

THE ATTITUDES TOWARD THE NEW CONCEPTS OF CO-PARENTING, SHARED RESPONSIBILITY AND SUPPORT

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This study explores perceptions and attitudes toward the concept of co-parenting. Co-parenting refers to “an enterprise undertaken by two or more adults working together to raise a child for whom they share responsibility” (McHale et al. 2002).

Method: 151 participants (22 men and 129 women) students from the Faculty of Education at the University of Granada (Spain) completed and returned a questionnaire aimed to examine the concept of parenting. The Beliefs Concerning the Parental Role Scale (Bonney & Kelley, 1996) was used to assess participants' beliefs about shared responsibility and mutual support between partners in the welfare and care of children. The role of (1) quality of parenting in the family of origin and (2) ambivalent sexism as predictors of their attitude toward co-parenting was explored. Women, compared to men, were more favorable to co-parenting.

We conducted separate regression analyses for males and females participants. Results from multiple regression analyses indicated that, for men, the quality of co-parenting in the family of origin of participants significantly predicted their attitude toward co-parenting. However, for women, their attitude toward co-parenting was negatively predicted only by benevolent sexism.

Findings are discussed in terms of implications for the development of parenting programs. We maintain that parenting programs could help men and women learn to overcome negative influences such as poor co-parenting in the family of origin, for men, and benevolent sexism, for women.

Keywords: co-parenting, parenting program, father involvement, parental roles, ambivalent sexism.

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