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PREFACE

This abstract book includes all the abstracts of the papers presented at the *4th Annual International Conference on Psychology, 27-30 May 2010*, organized by the Psychology Research Unit of the Athens Institute for Education and Research (AT.IN.E.R.). In total there were 57 papers and 68 presenters, coming from 21 different countries (Australia, Belgium, Brazil, Canada, Colombia, Cyprus, France, Georgia, Germany, Korea, Latvia, Lithuania, Portugal, Russia, Saudi Arabia, Serbia, Spain, Switzerland, UK and USA). The conference was organized into 12 Sessions that included areas such as Psychological Interventions & Therapy, Developmental Psychology, Psychological Issues in Colleges/Universities, Applied Psychological Constructs, Cognitive Psychology, School Psychology, Attachment and Learning & Issues in Schools, Personality Disorders, Maladaptive Behaviors & Perceptions of Schizophrenia, Sensation - Perception & Physiological Psychology, Psychology in Politics & National Issues, Social Factors in Adolescence and Adolescent Development etc. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books of ATINER.

The Institute was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet in Athens and exchange ideas on their research and consider the future developments of their fields of study. Our mission is to make ATHENS a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized

because they serve the mission statement of the Institute. Since 1995, ATINER has organized more than 100 international conferences and has published over 80 books. Academically, the Institute is organized into four research divisions and nineteen research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

I would like to thank all the participants, the members of the organizing and academic committee and most importantly the administration staff of ATINER for putting this conference together.

Gregory T. Papanikos
Director

Personality Characteristics of Underachieving Gifted Students

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Problem. The question addressed by this study is what, if any, set of personality characteristics distinguishes intellectually gifted high-school underachievers from gifted high achievers and underachieving students of average intellectual ability.

Method. A sample of 78 gifted underachievers, 76 gifted high achievers, and 69 average underachievers was selected from a pool of 1,327 high school students on the bases of intelligence test scores and school achievement data. The subjects were administered a comprehensive battery of personality inventories, including Costa and McCrae's NEO PI-R, designed to measure the Big Five personality factors, Holland and Baird's Preconscious Activity Scale, which may be regarded as a measure of originality, and the Tellegen Absorbtion Scale, measuring openness to absorbing and self-altering experiences.

Results & discussion. A canonical discriminant analysis comparing the three groups yielded two significant functions. The first function efficiently discriminates between achieving and underachieving students regardless of their ability level (canonical correlation= .412, Wilks' λ = .743, p = .000) and most saliently correlates with Conscientiousness (.873), whereas the second function differentiates gifted from average underachievers (canonical correlation= .325, Wilks' λ = .895, p = .000) and most saliently correlates with Openness to Experience (.711), Originality/Preconscious Activity (.481), and Agreeableness (-.429). An additional analysis comparing only gifted underachievers to gifted high achievers also yielded a significant discriminant function (canonical correlation= .459, Wilks' λ = .789, p = .000) whose structure matrix confirms that the former group is marked by higher levels of Openness to Experiences (including those described as absorbing/self-altering) and Originality, yet lower levels of Conscientiousness and Agreeableness.

From these results it is argued that underachieving gifted students may indeed be distinguished from both gifted achievers and average underachievers, and by much the same set of personality characteristics found to be typical of creative persons; just like the latter, gifted underachievers can be described as unconventional, non-conforming and somewhat disorganized individuals, who seem to be driven by a need for novelty and challenge, for self-understanding and self-expression, rather than sheer achievement motivation. The results clearly indicate that underachievement in gifted students is a complex phenomenon, related not only to a lack of organizational skills and deficits in self-regulation, but also, and simultaneously so, to more desirable personality traits conducive of creativity.

Conceptions of Justice: Implications for National Identity

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This paper explores representations of fairness and justice and their relations with constructions of national identity in the United Kingdom using a positioning theory approach. Twenty interviews with citizenship officers in the UK will be used to illustrate those links. Justice has been studied in psychology within an instrumental framework that stresses the individual's need to maximise personal gain. Contrary to this tradition, it will be shown in this paper that meanings of justice are more complex, multifaceted and embedded within wider societal discourses that define self-other relations. Identity is approached in this paper as being enacted and negotiated in positioning processes. Using positioning theory, this paper analyses the storylines and positions that were salient in the participants' accounts with regards to naturalisation and immigration. In these narratives, concerns over justice were salient and were often framed in terms of welfare benefits allocation. The paper concludes that definitions and arguments about justice are used as resources for making identity claims for both the self and the other. Participants, by arguing about the legitimacy and eligibility of naturalisation applicants, make claims about the definition of Britishness and the positions of migrants within these representations. This has implications for policies about immigration, integration and cohesion.

Team Power, an Interdisciplinary Approach to Individualized Assessment, Treatment and Treatment Outcome Evaluation of Patients with Chronic Pain Syndrome (CPS)/ Fibromyalgia Syndrome (FMS)

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This is a pilot treatment outcome evaluation study on industrially injured patients diagnosed with chronic pain syndrome (CPS)/ fibromyalgia syndrome(FMS), with an interdisciplinary approach to assessment, treatment delivery, outcome evaluation, as a functional restoration program. Main disciplines involved, contributed to establishing baseline treatment program, including the patient as an essential part of the team and leading agent of change.

Psychometric tests such as Minnesota Multiphasic Personality Inventory (MMPI – 2), Millon Clinical Multiaxial Inventory (MCMI – III), Pain-Patient-Profile (P-3), and Millon Behavioral Medicine Diagnostic (MBMD) were used in phenomenological study of these patients symptomatology as well as personality profiles (Axis I and Axis II). Depression, anxiety, and somatization as secondary problems were differentiated from co- morbid or pre-morbid mental and/or personality disorders.

Core treatment program included individual and group psychotherapy and physical therapy, physiatry, behavioral nutrition/weight management and education, medication management and education, and career counseling. This program was structured as a semi-day treatment program, four days a week and five hours a day. Psychology portion of the treatment in both individual and group level included both cognitive behavioral as well as psycho-physiological intervention and education.

The main study which is in progress, involves over 250 cases. Preliminary results suggest that this population, diagnosed with or labeled as CPS/FMS, are psychologically a diverse population with different psychological profiles. What most tend to have in common are history of psychological trauma and some type of personality disorders. Pain sensitivity, depressive /anxious and somatization symptoms with insomnia and sexual difficulties are also the most common secondary presenting problems. There seems to be significant gender and ethnic differences as well. Without successful simultaneous treatment, these psychological issues appear to be impeding patients' medical recovery and functional restoration process.

After a brief review of the workers Compensation System in the state of California, main components of the pilot program and a few cases with baseline and outcome psychological profiles, systemic issues, programmatic and cost and benefit issues will be discussed with recommendations for program development and evidence based program outcome evaluations. Special focus will be given to evidence based psychological interventions and use of psychometrics.

ERP Correlates of Individual Differences in Spatial Performance

Dawn G. Blasko

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The mental rotation task is a widely used measure of spatial performance. Participants are given a drawing of a three dimension block shape and asked whether a second drawing is the same shape rotated in space or a different shape. The results of meta-analyses show that overall males tend to have an advantage over females on this task although the reasons for any performance differences are hotly debated. Using mental imagery to rotate an entire object in the mind's eye is working memory intensive so many people will avoid this by employing a block counting strategy. In the current study, we examined this task more closely using event-related brain potentials (ERPs). ERPs provide a moment-to-moment record of the electrical activity of the brain. This allows us to map the time course of a cognitive process and provides a sensitive measure of individual differences. If a high density recording is used (64-electrodes), then ERPs can also provide a statistical estimate of the areas of the brain responsible for various ERP components. In the current study, male and female college students completed a mental rotation task while their ERPs were recorded. They also completed a laterality questionnaire to assess hand preference (one correlate of brain organization), a brief intelligence task that provides scores on verbal IQ and performance IQ, and the Operations Span task of working memory. Participants with poor spatial performance took longer to judge the objects and had more difficulty with same objects than different objects. Working memory played a role only with the most difficult rotations. The ERPs of higher and low spatial performers showed differences beginning in the early regions of the waveforms (300ms post stimulus onset) and continued to show differences late in the epoch. A preliminary source analysis showed source models in the frontal cortex.

Community Psychoanalysis: Developing a Model of Psychoanalytically-informed Community Crisis Intervention

Mark B. Borg

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The purpose of this paper is to ask a series of questions that challenge the conventional wisdom that psychoanalysis and community psychology are necessarily divergent approaches to psychological intervention. In this paper the author will define and illustrate key concepts, practices and intervention strategies from the seemingly disparate fields of community psychology and psychoanalysis (specifically, relational/interpersonal psychoanalysis). Through a number of examples from the author's own work as both a clinical psychoanalyst and community practitioner, he will illustrate how a useful intersection has been, and can be, developed to cross-pollinate and enliven the practice of community crisis intervention (as well as how such work can also be usefully applied to clinical psychoanalysis itself). The author will present an overview of key psychoanalytic and community psychology concepts, such as transference, countertransference, enactment, empowerment and primary prevention, and how these undergird the development of a psychoanalytic approach to community crisis intervention. The author will also present a number of new concepts—community character, point of impact, and project group methodology—which he will then use in describing the development of a model of psychoanalytically-informed community crisis intervention. Finally, the he author will reverse the lens and utilize the community psychoanalytic concepts to illuminate clinical work with individual patients. Through a number of examples the author will locate individual and collective human processes in the real world with its multiple levels of influence, acknowledge that our world includes groups diverse both in resources and culture, and pose that learning about and being effective and validated in that real world involves creating authentic relationships that are inclusionary, negotiated, and involve the development of trust and reciprocal commitments.

Personality Disorders and Cognitive Performance: A Study with the WAIS-III

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Personality disorders are described by the DSM-IV-TR as an enduring pattern of behavior that deviates from the cultural expectations associated with impulsive and unpredictable behavior, unstable mood, and deficits in tolerance regarding frustration. Personality disorders are inflexible and pervasive due to the fact that they are ego-syntonic and perceived as appropriate by the individual. This study aimed to compare the cognitive performance on the Wechsler Adult Intelligence Scale (WAIS-III) by two groups of individuals selected for psychoanalytic psychotherapy in an outpatient university service: (a) 38 individuals diagnosed with borderline personality disorder (DSM-IV, SCID-II), (b) 68 individuals diagnosed with a disorder other than borderline or with no disorder at all. The results of the comparative statistical analysis showed no differences between these two groups who also performed according to the expected average. Some subtle differences were noted on Verbal Subtests, such as Similarities, Arithmetic, Comprehension, and Digit Span, with higher scores from the non-borderline group. On the Performance Subtests, one difference occurred on Object Assembly, with a higher score from the borderline group. The authors discussed these data according to Alison, Blatt & Zimet's approach which considered the psychological processes involved in the WAIS performance as an interweaving of ego functions, instinctual forces, defensive maneuvers, and reality demands. They also took into consideration the fact that these individuals were selected to be treated in psychotherapy and consequently they all met some requirements such as not being psychotic, as not having mental retardation or organic problems, or as having criminal records.

Educational Psychology Circles on Students' Sense of Entitlement in the College and University Classrooms

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As a relatively new construct, Academic Entitlement refers to demanding attitudes towards teachers plus expectations of high grades for modest effort. Almost 500 1st- and 4th-year male and female undergraduate students from various faculties at the University of Windsor completed an online survey on entitlement, personality (self-esteem), motivation, and basic demographics. Results showed that academic entitlement was significantly higher among males, higher among 1st -year students, and higher among students in the faculties of Science, Nursing, and Engineering (cf. Arts and Social Sciences); there were no interactions among these factors. In addition, academic entitlement was negatively correlated with age and self-esteem, and negatively correlated to each of openness to experience (i.e., reception to new ideas), agreeableness (i.e., sensitivity and compassion), and conscientiousness (i.e., dependability and commitment); but was positively correlated to neuroticism (i.e., anxiety). Implications for full- and part-time class instructors and future collaborations are outlined.

**Promoting School Success through Social
and Emotional Abilities Development**

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Psychological Time in Women Aged from 55 to 65 Years

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In Russia women can retire at age 55, and attainment of retirement age leads to significant changes of the life style. We studied the features of the psychological time of four different groups each comprising of twenty women aged 55 to 65 years. The members of the first group were pensioned of and run a household and bring up grandchildren (socially inactive women). The second group quitted a job but remains socially active (involved in arts and local community work). The third group changed their occupation and worked at least part time. The members of forth group continue their employment. We used the modified motivational induction method (M.I.M.) of Nuttin, the cause-metrical psycho-biographical method of Kronik and Golovaha, the Cottle's circles test, the Zimbardo time perspective inventory, transcendental future scale and the inventory of perceptual time patterns (time-styles) of Usunier. Psychological age of women in all groups is significantly lower than chronological age. It helps them to extend the perspective of the future while keeping realistic expectation of life time. We demonstrated the difference between these groups in manifestation of time perspective factors (past-negative, present-hedonistic), extension of future perspective and motivation richness, subjective remoteness and clarity of images of the future events, density of causal and target-oriented relations between actual events, and, to a lesser extent, potential events. Socially inactive women tend to hold back the frightening events in order to prevent appearance of these events. Our results suggest that both social activity and continuation of professional activity correlate with longer event-rich future-time perspective, and more balanced time perspective.

**Modification of Conceptions of Learning by Metacognition and
Changes in the Learning Context**

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Attitudes and Behavioural Intentions of Typically Developing Adolescents towards their Peers with Asperger Syndrome

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Individuals with Asperger syndrome (AS) are often characterized as “socially awkward” with significant deficits in the area of social interaction and understanding other people’s emotional state (Carrington, Templeton & Papinczak., 2003). Despite the observed intense need of AS individuals to engage in social interactions during adolescent period, this is the time highlighted by high rates of loneliness and isolation (e.g. Marks et al., 2000, p. 8). This phenomenon gives birth to the importance of examining typically developing (TD) and AS young adolescent’s relationships.

The present research examined the way that typically developing (TD) adolescents perceived a hypothetical peer with AS compared to a same-age TD peer as a first step for developing an effective intervention. A convenience sample of 179, Year 7 and Year 10, male and female school students (Mean age = 13.77) were recruited from a mainstream school in the Berkshire area of the United Kingdom. Participants were presented with the scenario that two new students might attend their school and that the researcher was interested to know what their behavioural attitudes and intentions were towards them. Students viewed two short presentations about a male AS and TD child performing daily activities while the source and the type of information about the actors was manipulated (child vs. teacher source, descriptive vs. explanatory information).

Results showed a less positive attitude and behavioural intentions towards the AS child when compared to the TD target. Year 7 boys appeared to be more positive than Year 10 boys. No such age difference was observed for female participants. When teacher was the source of information explanatory information appeared to be more effective than descriptive. However, descriptive information by a child source appeared to trigger the most positive evaluations for the AS target.

Stressors Affecting Female, Undergraduate Married Students: A Qualitative Analysis

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Within the four years of obtaining a college degree, all students have been exposed to a substantial amount of stress. Dusseliser et al. (2005) identify several sources of stress including: academic workload, conflict with a faculty member, residence hall environment, roommate conflict, and sleep difficulties. When students choose to marry prior to earning their bachelorette degree, naturally they experience same academic stressors as do all university students. However, they also undertake added responsibilities and face unique challenges when compared to their single cohorts.

The present qualitative, phenomenological research study involved in-depth interviews with 23 female, undergraduate, married students attending a private, selective Midwest university in the United States. The tape recorded interviews were transcribed and coded for thematic analysis. Internal validity for the study was enhanced via use of NIVO-8 qualitative software, member checking, independent analysis, and the use of a data trail.

Females in our sample identified three main areas of stress that affected their lives as undergraduate married students. First, participants perceived themselves to be busy individuals. The pace of life that generally accompanied both academic and domestic responsibilities of undergraduate married students in our sample seemed to contribute to participants' overall stress levels. Second, the women described academic shifts which took place during their transition from life as single undergraduate students to their present married lifestyle. For instance, scheduling academic requirements became an absolute necessity and the women noticed an extreme shift in their priorities. Finally, the married women articulated a decrease of relational stress when they became a wife compared to when they were a girlfriend. The permanency of marriage reduced the anxiety connected to dating. When compared to single life, these women reported significant shifts in stressors when transitioning to married life as an undergraduate student.

We discuss the study's results in the context of a developmental understanding of married students' experiences. Psychological seasons of life are somewhat different for married, undergraduate, university students than they are for unmarried students. We explore the psychology of how students balance competing demands and cope

with both the noted challenges and blessings of being married while completing a university degree.

**Social and Emotional Intelligence in Children with Special
Educational Need institutionalized: Preliminary Studies**

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Adelinda Araujo Candeias

Professor, University of Evora, Portugal

Sex Differences in Children's Attachment to Caregivers in Kindergarten and their Engagement in Learning Activities

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Bettina Hannover

Professor, Freie University, Germany

How does child-caregiver attachment quality in preschool affect girls' and boys' behaviour supportive of learning? We expected securely attached children to most likely engage in learning activities and accept assistance provided by the preschool teacher. Based on previous research we expected girls to be more often securely attached to the caregiver than boys (Ahnert, Pinquart & Lamb, 2006). Accordingly, in our study we hypothesised that behaviours supportive of learning would more likely be seen in girls than in boys. In 75 independent child-caregiver dyads attachment quality was observed using the Attachment Q-Sort (Waters & Deane, 1985). Children's engagement in daily learning activities in kindergarten and children's acceptance of caregivers', mothers' and peers' assistance were measured via questionnaires. In addition, we observed child-caregiver interaction during a cooperative learning task and measured the child's acceptance of caregiver's support. Results showed that girls were more often securely attached to their preschool teacher than boys. Compared to girls, boys were less likely to engage in learning activity-offers and to accept assistance provided by the teacher. Acceptance of parental and peer support did not differ according to the child's sex. In girls but not in boys, quality of attachment was associated with the extent to which the child engaged in learning activities and accepted assistance by the caregiver. Results are discussed with respect to the question in how far sex-differences in attachment quality, acceptance of learning offers and assistance in preschool impact children's future scholastic careers.

The Relationship between Team Identification and Psychological Well-being: The Case of Football fans in Greece

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The need to belong is fundamental in humans, which is met through a series of interpersonal, positively rewarding, relationships (Baumeister & Leary, 1995). Social identity theory (Tajfel and Turner, 1986) suggests that individuals belong to groups and define themselves according to these groups. Group membership affects emotions and cognitive functioning. According to Seligman et al (2004) involvement is a route to happiness. Moreover, Branscombe and Wann (1991) argue that group identification with sport teams affects positively self-esteem, and negatively depression. Identification with sport teams appears to boost social well-being (Wann, 2006).

A longitudinal study took place in 2 different times during the Super League national championship. Fans were asked to state their level of identification with their favourite team, the type of passion (Vallerand et al, 2003) accompanying this identification as well as several well-being constructs (e.g. self-esteem, anxiety, depression, positive and negative emotions, life satisfaction and life orientation).

200 participants took part in the study, all recruited via electronic forums and groups, voluntarily. The relationship between team identification and well being was examined as well as alterations in identification levels and shifts of identification from club to national team based on favourite team's and national team's results.

Integrating Spatial Information across Experienced and Non-experienced Views

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The ability to recognize novel views of previously experienced locations is vital for human wayfinding. To date, however, the mechanisms underlying this ability have only begun to be identified and evaluated. Recent evidence suggests that psychological mechanisms combine spatial information from multiple, disparate views into a single representation reflecting a centralized (i.e., interpolated) view of a location (Waller, Friedman, Hodgson, & Greenauer, 2009). Recognition is achieved by comparing the current view with the stored interpolated view in memory rather than to memory for a previously experience view. In the current study, we evaluated the circumstances under which view interpolation can occur. Specifically, the role of imagination processes (e.g., mental rotation) and spatial updating mechanisms (i.e., the real-time monitoring of self-to-object relations during locomotion) were evaluated. Participants were asked to learn the spatial arrangement of a concealed, table top sized array of objects from a single viewing location by looking through a small aperture. Subsequently, participants moved a short distance around the table without visual access to the array and were asked to complete a computer based scene recognition task. Test items presented images of the array aligned with the learned view as well as with their current heading, an intermediate heading, and headings beyond the experienced space. The results indicate that recognition performance for novel views aligned with the testing and intermediate heading were similar to that for the experienced view. Recognition performance for views beyond the experienced space was comparatively worse. These results suggest that view combination mechanisms may not be limited to visual information but rather reflect a general integration process that can be fairly flexible deployed. The potential role of spatial updating, mental imagery, and perceptual-motor simulations in the context of this integration process are discussed.

The Relationship between Job Satisfaction, Perceived Organizational Support and Positive Personality Characteristics

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Background, aim. Job satisfaction is among the most popular research topics in multiple studies, nevertheless, few of them analyse its relationship with positive personality characteristics. Therefore, the aim of the study was to assess the relationship between employee's job satisfaction, perceived organizational support, and positive personality characteristics, such as happiness, hardiness, optimism.

Subjects. The subjects of the study were 428 of different gender, educational level, age, length of service and work nature from various towns of Lithuania from which 327 (76,4 %) were females and 101 (23,6 %) were males.

Methods. Several methodological instruments were used in the study: Job Satisfaction Questionnaire (P. Spector, 1994), Perceived Organizational Support Questionnaire (R. Eisenberger, 1984), Happiness Questionnaire (S. Lyubomirski, 1997), 30-item Dispositional Resilience Scale (Bartone, 2007), and Life Orientation Test (Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994).

Results, conclusions. The results showed that men and women did not differ in job satisfaction. Older employees were more satisfied with promotion and nature of work than younger employees, employees with higher educational level were more satisfied with payment and promotion over less educated employees. Happier workers also expressed their overall satisfaction with work. Hardy employees were more satisfied with overall work than less psychologically hardy employees. However, more optimistic employees were less satisfied with overall job. Employees with higher scores on perceived organizational support level tended to be more satisfied with their job than employees with lower levels of perceived organizational support.

Linear regression analysis showed that perceived organizational support and hardiness were among strongest predictors of job satisfaction.

Peer Status in Adolescence: Differences in Personality and Social Competence

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Background. Establishment of reciprocal and close friendships is one of the key developmental tasks in the middle childhood and adolescence. During these periods, children and adolescents spend more time outside of their homes, engaged in interactions with peers to whom they turn for intimacy, confide, and by whom seek to be accepted.

While social competence is considered to be both a prerequisite, and a consequence of successful peer relations, the role of personality traits is not yet clear, since most of the available research findings were gathered on samples of preschool and schoolchildren, for whom personality assessment is considered to be of low reliability.

Therefore, the current research intended to explore differences in personality traits and social competence of adolescents who differ in peer status.

Method. Data on social competence, personality traits, and peer acceptance were gathered for a sample of 222 high school students. Teachers evaluated social competence of students on the School Social Behavior Scales (Merrell, 2002), personality was assessed using the Costa and McCrae's NEO-PI-R, a standard instrument for measuring the Big Five, and information on peer acceptance were gathered by sociometric procedure.

Results. According to their average sociometric score, students were categorized into groups of low (9.0%), middle (66.2%), and high (24.8%) peer status. Discriminant analysis yielded two significant discriminant functions. The group centroids indicate that the first function maximally separated the high (-.75) from the low peer status group (.89), whereas the second mainly discriminated between the low (-.98) and the middle peer status group (.21). The standardized canonical discriminant function coefficients suggest that Peer Relations (-.54) and Antisocial/Aggressive (.36) were the most important predictors in the first function, while Neuroticism (.69), Extraversion (-.50) and Self-Management (.43) were the most important predictors in the second. The classification procedure revealed that 69.0% of the original grouped cases were classified correctly.

Conclusion. Levels of success in the establishment of peer relations and expression of aggressive behavior are predictive of high and low peer status, while some of the personality traits distinguish between those of low and middle status.

Features of Mental Development of Children with Mild Perinatal Brain Pathology

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Nowadays the problem of improving children's mental health is considered to be the priority in many countries including Russia. Perinatal brain pathology is one of the most significant factors causing deviations in the mental ontogenesis.

This research was dedicated to condition of mental development 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 CNS damages. Both psychological methods of research, and neuropsychological Luriya's tests were used.

According to the data of research, it was typical for the mental development of children of group 1: neurodynamic dysfunctions, reduction of stress-resistance, various emotional and behavioral disturbances (emotional lability, increased or lowered emotional sensibility, easy appearance of fears, aggressiveness, negativism etc.). Neuropsychological research has revealed the negative features of development of their mental functions: attention concentration difficulties, speech development disorder, slight decrease in verbal memory, mild lag in the development of verbal-logical thinking, disorders of spatial perception, decrease in tactile perception. Also these children demonstrated lowering the ability to the self-control, the lag in the development of executive functions: deficiency of volition, planning and purposive actions; deficiency of resistance to attention distraction; deficiency of mental flexibility.

Thus, perinatal brain pathology even in case of a favorable outcome negatively influences upon the mental development of children. These children require medical and psychological support during the long period, not only during the first year of their life.

Local Language Competence and Peer Relations among Swiss and Immigrant Children: The Mediating Roles of Social Behaviour

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Bullying is recognized as a serious problem affecting children in schools worldwide. Specifically, children who are rejected or victimized by their peers are at risk for internalizing problems, such as depression, loneliness, suicide, and school-related problems, including poor academic progress and truancy. Such links have spawned researchers to understand the factors that place children at risk for peer difficulties. For example, social behaviours, including prosocial, assertive (setting appropriate limits), and withdrawn behaviour have all been linked to the quality of children's peer relationships. Extending this research, we posit that immigrant (and native) children who lack proficiency in the local language of their host kindergarten are at increased risk for peer difficulties because language problems likely hinder their ability to engage in socially skilled behaviors.

A short-term longitudinal design was used to test our hypothesized model that social behaviors mediate the link between local language competence (LLC) and peer rejection and victimization. The sample comprised 546 (equal numbers of boys and girls) native Swiss and immigrant children. Social behavior, LLC, and victimization data were collected by teachers and sociometric procedures were used assess children's peer acceptance.

Structural equation modeling revealed LLC was positively associated with prosocial tendencies and setting limits, and negatively with withdrawn behavior. Moreover, these behaviors mediated the links between LLC and peer acceptance and peer victimization, such that LLC was concurrently associated with acceptance via higher levels of prosocial behavior and lower withdrawn, and predictively (increases in acceptance) via setting appropriate limits. Greater LLC was also associated both concurrently and predictively (decreases in) victimization via higher levels of prosocial behavior and setting limits. Withdrawn behavior predicted decreases in peer victimization over the course of the kindergarten. These findings and others will be discussed in terms of implications for helping children, especially immigrants, form supportive relationships that promote healthy development.

Aspects of Time Identity Research of Latvian People's Different Generations

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Introduction. The time identity as a personality self-identification with their lifetime anticipates three aspects of research: a contextual aspect involves the analysis of the assessment of the time interval; a biographical aspect covers the analysis of a personality life history, chronological boundaries of personality's existence; a historical aspect covers the analysis of a personality life conception on the assumption of possibilities afforded by a historical time period. *Aim of the study.* To analyze peculiarities of time identity of representatives of Latvian people's different generations from the point of view of various aspects of study. *Materials and methods.* The contextual aspect of the time identity research involves application of an experiment for the time perception research, the biographical aspect involves application of a biographical method, and the historical aspect involves application of a method of life goals research. *Results.* The results of the time identity research have revealed significant differences in time perception and evaluation, in the realization level of significant life spheres, in the life goals structure of representatives of different generations. *Conclusions.* The aspects of time identity research allow viewing thereof as a whole in the context of a personality lifetime on the assumption of values and possibilities existing during a specified time period.

Predicting Caffeine Use and Intention: A Social-Cognitive Model Comparison

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Predicting behavior is an important goal for many disciplines, especially health psychology. One such behavior is caffeine use. Relative to other drugs, caffeine is a much less understood drug of use. Based on social-cognitive theory, this study explored the extent to which the Theory of Planned Behavior (TPB; Ajzen, 1991) in comparison to the Theory of Reasoned Action (TRA; Fishbein & Ajzen, 1975), predicted intentions to consume caffeine, as well as actual ingestion. Using the TPB as the full model, we set out to explore how the attitudes (ATTs), subjective norms (SNs), perceived behavioral control (PBC), intentions (INTs), and behavior (BEH) constructs of the theory could further help us to understand personal caffeine consumption. In particular, we expected that the primary antecedents of ATT, SNs, and PBC would account for a greater percentage of the variance in INTs than the predictors assessed within the TRA (ATTs, SNs), given the expected contribution of PBC. Specifically, within the context of the TPB, we first expected that a positive attitude toward caffeine use, being influenced by significant others to consume caffeine, and one's ability to control caffeine intake would influence one's intentions to consume it. And second, the stronger one's intention to consume caffeine, the greater the likelihood that one will actually ingest it. To test our predictions, measures reflecting the TPB/TRA were administered to 168 students. Based on a series of multiple regression analyses and in accord with our expectations, the results indicated that (1) the TPB accounted for a greater percent of the variance in INTs relative to the TRA, (2) ATTs, SNs, as well as PBC, predicted INTs to consume caffeine, and (3) INTs to consume caffeine was related to caffeine consumption (BEH). Suggestions for future research will be discussed.

The Friendships of Anxious Solitary and Unsociable Withdrawn Preadolescents

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Although withdrawn children's peer group relations (e.g., peer group acceptance and rejection) have been studied extensively, their dyadic relationships (mutual friendships in particular), have received much less attention. Because the consequences of peer isolation can be severe, including vulnerability to bullying and the development of internalizing problems, the aims of this study were to investigate whether: (1) children who exhibit specific patterns of withdrawn behavior (i.e., unsociable or anxious-solitary) differ from non-withdrawn children on characteristics that might promote or impede friendship participation, (2) anxious solitary and unsociable children participate in mutual friendships and, if so, the prevalence and stability of their friendships, (3) specific behavioral, emotional, and relational factors predict changes in anxious solitary and unsociable children's friendships, (4) anxious solitary or unsociable children who have mutual friendships are less likely to be victimized by peers, and (5) anxious solitary and unsociable children friend's resemble them behaviorally, emotionally, or relationally.

To address these aims, teacher-, peer- and self-reported data were collected on 2,437 (1,245 females; M age = 10.25) fifth-grade children from urban, suburban, and rural school districts within multiple Midwestern, Eastern, and Western states within the U.S. In general, results substantiated the premise that withdrawn children have mutual best friends; although it is more common for unsociable, rather than anxious solitary, withdrawn youth to have friends, be stably friended, and have larger friendship networks. Additionally, while peer rejection and exclusion anteceded friendlessness and friendship instability for withdrawn and non-withdrawn children, they were particularly prognostic of friendlessness for anxious solitary children. Moreover, evidence suggested that friendships serve a protective function for peer victimization and extends what is known about withdrawn children's friendships by implying that anxious withdrawn and unsociable children derive this type of provision from their friendships. Finally, findings qualified previous evidence by suggesting that homophily occurs to a greater extent, and is manifested on more maladaptive characteristics, within the friendships of anxious solitary as compared to unsociable children.

**Exploring the Mediating Mechanism between
Self-cutting Behavior and Sexual Risk Outcomes
among Adolescent Females Receiving Psychiatric Services**

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Cutting is a frequent self-mutilation behavior observed among adolescents, especially females. Studies have identified a link between cutting and sexual risk-taking although the mechanism that explains this association is unclear. The current study sought to determine: 1) the prevalence of cutting behavior; 2) associations between cutting and sexual risk behaviors; 3) the association between cutting and biologically confirmed sexually transmitted infections (STIs); and 4) whether substance use acts as a mediator of cutting and sexual risk-taking.

A total of 498 adolescent females between the ages of 13 and 18 (mean=14.9; sd=1.29) were recruited in three urban cities in the United States. All participants were clinically diagnosed with a psychiatric disorder at time of enrollment. Cutting behavior was reported by 38.2% of females; 33.3% reported using alcohol and/or marijuana in the past 30 days; 58.7% were sexually active and 12.3% tested positive for one of three commonly occurring STIs (Chlamydia, Gonorrhea, Trichomoniasis).

Using Baron and Kenny's criteria for mediation, we found that cutting had a significant direct effect on four sexual risk outcomes: testing positive for an STI, engaging in vaginal sex, having casual sex partners, and inconsistent condom use; cutting also had a significant direct effect on substance use. Finally, controlling for age, there were significant indirect effects of cutting behavior on all aforementioned risk outcomes through substance use, thus substantiating a mediation model for each of the risk outcomes.

Cutting was found to be prevalent in this sample of adolescent females receiving psychiatric services. The relation between cutting and sexual risk outcomes was explained by the use of alcohol and/or marijuana. Consequently, in addition to addressing the underlying psychological processes contributing to cutting behaviors, clinicians are advised to assess and treat substance use disorders when working with female adolescents in an attempt to lessen sexual risk taking.

Everything you Must Know about Sleep, but are Too Tired to Ask

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- Most adults and students are sleep deprived, causing reduced concentration, productivity and quality of work, as well as an increase in moodiness, stress, accidents, illness and shortened life span.
- Several leading Fortune 500 companies and professional associations, as well as professional athletes, are learning that it is neither “macho” nor smart to operate on less than the required amount of sleep; in fact, recent medical research proves that sleep deprivation literally “makes you stupid, clumsy and will significantly shorten your life.”

To be a peak performer you need to be fully alert, dynamic, energetic, in a good mood, and cognitively sharp. You must be able to concentrate, remember, make critical and creative decisions, communicate persuasively, and be productive all day long. None of this is possible without quality sleep. Furthermore, healthy sleep has been proven to be the single most important determinant in predicting longevity. It is more influential than diet, exercise or heredity-but our modern culture has become a study in sleep deprivation. We must learn to value sleep, yet most of us know very little about the incredibly varied activity that occurs during the course of each night, and how it affects health, happiness and performance.

This multi-media keynote presentation consistently receives standing ovations and highest accolades for “great take-away value” from corporate, association, professional, academic and general/family audiences. Dr. Maas explores the nature of sleep, focusing on such questions as:

- Why are most adults sleep deprived?
- What are the serious consequences of sleep deprivation for performance, mood, general well-being, health and lifespan?
- What are the five different stages of nocturnal sleep and how important are they to daytime functioning?
- What does recent brain imagery (fMRI's) research indicate that proves the essential role sleep in cognition, memory, creativity and critical thinking?
- How can you reduce stress and sleep better?
- How can you minimize travel fatigue?
- What is the relationship between sleep and alcohol?
- How can you increase your athletic performance overnight?
- Do you need less sleep as you get older?

- What is the best predictor of longevity?
- Is napping healthy?
- What causes insomnia?
- How do you choose a great pillow and mattress?
- What are the four golden rules and ten sleep strategies that will assure you a great night's sleep?

The information provided in this presentation will increase your daytime alertness, psychological mood, productivity, creativity and quality of life.

The Relationship between Emotional Intelligence and Coping with Trauma

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The construct of Emotional intelligence has been associated with emotional health and well-being, with success in social relationships and academic or professional life, but it's still unclear whether emotional intelligence influence how vulnerable are individuals to the different mental illnesses and which components of emotional intelligence implicate in developing trauma symptoms. The presented paper deals with establishing whether emotional intelligence (EI) can predict how effectively individuals cope with trauma. 200 Georgian internally displaced persons (100 male and 100 female) (as a group who have experienced potentially traumatic events such as war, death of close relatives and losing the houses) were administered with Trait Emotional Intelligence Questionnaire (TEIQue) (K.V. Petrides, 2009) along with The Ways of Coping Questionnaire (WCQ) (R. Lazarus & S. Folkman, 1984) and The Impact of Events Scale - Revised (IES_R) (D. Weiss & R. Marmar, 1997). The IES_R assesses psychological trauma and post traumatic stress disorder (PTSD) symptoms according the DSM_IV criteria for PTSD. The theoretical framework for the given study is the Trait Emotional Intelligence model (K. Petrides, 2009). According this model, emotional intelligence is "a constellation of emotion-related self-perceptions located at the lower levels of personality" and an alternative label for the construct is trait emotional self-efficacy. The theoretical framework for coping is the cognitive theory of coping by R. S. Lazarus and his colleagues (R. S. Lazarus and S. Folkman 1984). The results showed that Individuals with higher trait emotional intelligence scores report fewer psychological symptoms relating to their traumatic experiences. Participants with higher scores of trait emotional intelligence prefer active coping strategies more than passive coping. Traumatic event had a greater impact on females than males. Participants who choose problem focused coping strategies report fewer traumatic symptoms relating to the traumatic event.

**Student' Attitudes and Motivation toward Learning and School –
Study of Exploratory Models about the Effects of Socio-
Demographics, Personal Attributes and School Characteristics**

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Prisoners` Social Representations of Justice and Belief in a Just World

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Studies on the justice phenomenon in social psychology have been conducted for more than 60 years and they have multidimensional and complex nature. One of the topical aspects of such studies is the impact of justice on formation and development of moral and judicial cognition. It determines individual's behaviour in the society and its correspondence to socially accepted norms. Therefore it can be argued that the justice phenomenon in its essence is a social phenomenon that determines the nature of interaction between the individual and society. Furthermore, the relationships between society and groups of social risk (e.g. prisoners) are particularly important, because they frequently perceive justice as something utopian. The theoretical background of our research is based on the S.Moskovici's theory of social representations, theories of personal moral development (L.Kohlberg, J.Piaget et.al.) and theoretical aspects of a belief in a just world (M.Lerner, K.Dalbert et.al.). The aim of this research is to analyse Latvian prisoners' (N=268) representations of justice and a just world, as well as to determine the relationship between the contents of social representations and belief in a just world. In the course of the research numerous questions are answered: a) what are prisoners' representations of justice; b) what is the level of prisoners' belief in justice and a just world; c) what are there Latvian prisoners' representations on general and personal belief in a just world. As additional variables are prisoners' age, family status, level of education, criminal background and satisfaction with life and judgement.

Dynamics of the Concept of "Risk" in Psychological Science and its Interdisciplinary Discourse

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The research carried out a comparative analysis of the theoretical origins to the operationalization of concepts and systematization of risk. Theoretically tracked the dynamics of the concept of "risk" of psychological science, taking the multidisciplinary discourse explored phenomenon and précised methodological explanation the terms associated with the concept of "risk". Investigated correlation study of risk, especially in connection with creativity, for the positive elucidates this phenomenon. The result of theoretical studies has been analyzed and systematized classical and modern studies of risk and correlating with phenomena, while remaining the focus of research.

Psychology for Peacebuilding. An Experience from Colombia

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Psychology has an important role in peacebuilding, and not only in conflict analysis. The experience with affected, injured population and illegal ex-combatant people has shown the necessity to build new relational conditions which make reconciliation possible. A goal has been to transform the subjectivity construction conditions through relational strategies from the socio-constructionism theory such as appreciative dialogues, public conversations, art performances and integrated life-together projects. Another goal has been to generate conditions for collective memory within and among the different populations immersed in the conflict experience in different ways. Life-History methodology and Self-Help Group strategies from socio-constructionism comprehension have contributed to reach the purposes of memory. We have worked with communities in the Metropolitan Area of Bucaramanga in Colombia developing conditions to improve the life-together and to promote reconciliation conditions. The peacebuilding experience has shown the importance of improving the informational condition about the legal opportunities and restrictions for each participant in a national and local peace process as well as the nuclear values of empathy and forgiveness among the communities. The socio-constructionism perspective has allowed to promote interactions which had not been possible before; and to develop different meanings about past experiences and future desires for each person and the community as well. Relativism and historical conditions have been also taken in account. This paper explains each methodological conditions of the project previously explained and its results. This is still an ongoing process.

The Relationship between Chronic Illness with Emotional Maturity and Death Anxiety

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In modern era Coronary Heart Disease and Diabetes are devastating disorders striking large number of people all across the world almost like epidemics and causing deaths in substantially large number of young people at their most productive years in the Indian subcontinent. Within this backdrop the present study was planned to examine the relationship between normal and three categories of chronic disease patients (heart, diabetics, heart and diabetics, normal) with emotional maturity and death anxiety. Equal number of respondents (N=25) were randomly selected from four potential categories of respondents including normal and patients having chronic illness. The subjects were required to respond to a brief survey instrument which incorporated items on demographic information, death anxiety and emotional maturity. One way ANOVA result revealed significant differences between categories of illness and dependent measures related to death anxiety and emotional maturity. The respondents who were suffering from both heart and diabetics reported less emotional maturity and high death anxiety followed by their counterparts belonging to other three categories like heart, diabetics and normal. However, multiple comparisons (q test) revealed no significant differences between two category of patients (heart versus heart and diabetics) and (diabetics and normal patients) on major dependent measures. Thus, the results revealed that respondents suffering from heart and both heart and diabetic's disease reported significantly lower emotional maturity and high death anxiety than their counterparts belonging to diabetic and normal categories. The respondents who were residing in the joint system did exhibit low death anxiety and higher emotionality maturity than their counterparts who were living in the nuclear family system. Implications of the study are discussed.

Applying Latent-class Growth Model to Investigating Clusters in Adolescent's On-line Game and its Psychological Determinant

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The purposes of the this study were to identify the latent classes depending on the change patterns in on-line game time and to test the effects of gender, self-control, self-esteem, aggressiveness, emotion regulation, academic stress, academic motivation, and social skill on determining the latent classes.

The participants were 3,449 adolescents who participate in Korean Youth Panel Study, which is 4-year longitudinal study from 2nd grade of middle school students to 2nd grade of high school students. For the research goals, we applied Nagin's(1999) semi-parametric group-based approach to determine the number of latent classes.

Results showed that there were four latent classes. They were defined, according to the change patterns, as potentially normal group, potentially risky group, risky group, and normal group. Adolescents in potentially normal group, potentially risky group, risky group, and normal group are decreasing, increasing, consistently high and low, respectively, in degree of on-line game time across year.

By adding gender, self-control, self-esteem, aggressiveness, emotion regulation, academic stress, academic motivation, and social skill to the unconditional model, we tested the effects of the variables on the latent classes. According to the results, boys compared to girls are more likely to belong to potentially normal group than potentially risky group. This result implies that prevention programs may be particularly beneficial to boys in that programs can keep boys from moving to more seriously risky group. In addition, adolescents with a high level of academic motivation are more likely to belong to potentially normal group than potentially risky group. This result indicates that academic motivation is an important factor that can help adolescents come back to normal group by reducing on-line game time.

Findings from this study suggest the need to consider heterogeneity in the study of adolescents' on-line game to facilitate more refined targeting of intervention program.

Greek Tradition of Psychology: Socrates as the First Psychologist

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Ethical Personality Measurement in Police Trainees

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The 1960's saw considerable interest in personality measurement related to ethical issues. Kohlberg's stages of moral development and other popular presentations on "the greening of America" suggested that compassion and ethical sensitivity might be components of personality that could help move mankind to a better relationship with the world and people around him.

However, murders, rapes and a wide range of personal aggressive behavior clearly continues, and recent examples of civilian and military police brutality clearly show that our authority and social control agencies have institutional challenges with showing ethical behavior.

The present study is the second phase of a research program designed to develop a measure of ethical personality that could be used with civilian and military police or staff personnel. We found with our initial instrument (Warden, Alexander and Parrott, 2008) that sex and age differences were present with police trainees in a state program leading to police hiring.

The current study uses a revised version of the "Stage 1" instrument which has been further refined to more sharply focus on ethical situations and issues in police settings. With a sample of 180 police trainees, the improved assessment inventory provides a number of subscales and a total score on "general ethical promise." Sex, age and background variables yield significant differences on the instrument, and we also find that actual training in ethical sensitivity improves the ethical outlook of the respondents. Further applications of the instrument to predict individuals who could present problems later in their careers and for the application of the instrument to military police settings are discussed.

Toward Models that Bridge Perceptual Gestalts and Hidden Patterns in Recurrent Neural Networks

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The research reported here is based on the assumption that perceptual experience is a kind of hidden biological pattern. In this work, analyses and simulations of neural network models are employed to investigate the processes underlying hidden pattern production and the properties of hidden patterns. Previous studies have shown that stable hidden patterns are created within certain model recurrent neural networks (RNN) (Pavloski, 2006; 2007), and that some RNNs composed of integrate-and-fire neurons produce hidden patterns having a structure mimicking that of rudimentary visual space (Pavloski, 2008; In Press). These patterns are hidden because they are structured only along the dimensions of cooperative network-wide neural interactions. They are produced by organizing neurons into clusters defined by their roles in those interactions, and they have been revealed indirectly through singular value decomposition of matrices of input conductance values ($G(t)$) in each target cluster due to each source cluster. This presentation reports new research aimed at developing explicit models of hidden patterns. Simulations of RNNs composed of integrate-and-fire neurons show that synaptic processes map network-wide histories of action potentials to $G(t)$, and thereby create an abstract information state (Chalmers, 1996) that mirrors the combinatorial structure (internal structure of each complex state) and relational structure (difference structure of each element in the complex state) of $G(t)$. Post-synaptic processes map the structure of $G(t)$ into new action potential histories, and thereby reify the information state as a hidden pattern category (Lawvere & Schanuel, 1997; Walters, 1992). The objects of this category reify the relational structures of the information space and the maps between those objects reify its combinatorial structure. Future work will focus on determining if hidden pattern categories having relational and combinatorial structures matching those of perceptual gestalts can be produced.

The Effect of Training in the Use of Metacognitive Skills to Solve Mathematical Word Problems

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Over the past few years, metacognition has received much attention in the educational literature, but most research has focused on adolescents and young adult students. We chose to study the effects of metacognition training on mathematical word problem solving with normal 8- to 10-year-old children. The central question underlying this study was whether metacognition training could enhance the two metacognition components - knowledge and skills - and the mathematical problem-solving capacities of normal children in Grade 3. In addition, we investigated whether metacognitive training had a differential effect according to the children's level of achievement in mathematics. Our study did not look at children with specific mathematics learning disabilities, but focused on normal children with different achievement scores in mathematics. One potentially interesting aspect of our study was that it provided an indication of whether any improvement in mathematical problem solving was due to metacognitive knowledge and/or metacognitive skills in a normal sample of Grade 3 children. Fifty subjects took part in this study and were divided into an experimental and a control group. Results indicated that children in the training group had significantly higher post-test metacognitive knowledge, metacognitive skills and mathematical problem-solving scores. In addition, metacognitive training was particularly beneficial to the low achievers. This result is in line with the findings of Desoete, Roeyers, & De Clercq (2003), who also found that prediction seemed to be a modifiable metacognitive skill, and with the suggestion of Desoete, Roeyers, & Buysse (2001) that off-line metacognition is a metacognitive component which specifically differentiates between average and below-average mathematical problem-solvers. Our findings highlight the links between metacognition and problem-solving abilities and the importance of explicitly teaching general strategies for solving mathematical problems.

Fractal Analysis of Heart Rate Variability: Is it Valid at Short Time Scales?

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Fractal physiology is a new paradigm in psychophysiological and cognitive research that poses a challenge to the long-held notion of homeostatic control, according to which physiological systems strive to reduce variability and maintain equilibrium-like states after being externally perturbed. Fractal measures have been applied to the analysis of heart rate variability to assess the underlining organization of the autonomous nervous systems, but results reported at short time scales are not conclusive. In this study we present results from two experiments on human subjects showing that fractal measures of short-term heart rate variability (HRV) are sensitive to trend-like oscillations originating from specific control mechanisms such as respiratory sinus arrhythmia and baroreflex. In the first experiment, paced breathing at different frequencies (0.1, 0.2 Hz) was shown to significantly alter ($t=11.59$, $p < 0.001$) the α_1 scaling exponent of shortterm HRV obtained by Detrended Fluctuation Analysis (DFA). In the second experiment atropine administration significantly increased the α_1 exponent ($F=19.55$, $p < 0.05$). We compare these results with those obtained by simulated signals. Our interpretation raises serious methodological and conceptual concerns regarding the application of fractal measures to short-term HRV.

Measuring of Implicit Ethnic Attitudes Using a Standard Procedure of Unconscious Emotional Masked Priming

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The aim of research: Working-out a measuring method of the affective component of the ethnic attitude with the use of the unconscious priming standard procedure. **Methods:** Implicit measurements: Was used the unconscious emotional priming paradigm, in which the visual presentation of target, evaluative words were preceded by prime stimulus - the names of three ethnic groups at varying SOAs. Responses latencies were registered. Repeated-measures factorial analysis of variance for latency was used. Explicit measurements: The three scales of «Types of ethnic identity». «Index of tolerance» by Soldatova et al.. **Participants:** 144 adults, one group of participants considered that they belong to the ethnic group «Russians» and other - to the «Latvians». **Results:** The effect of primes-targets valences and SOAs intervals on responses latencies was demonstrated. It's found that either shift, absolute or normalized, is suitable for determining the attitude to the ethnic group by the reaction time. The explicit and implicit methods show the correspondence of some aspects. It was found that the affective component of the implicit attitude is not equivalent in both groups at the different intervals of SOA. The modality of the implicit attitude is expressed more compare to the results of explicit attitude measuring. The originality of this study holds the use of the priming phenomenon for the exposure of modalities of ethnic relations between Russians and Latvians. **Conclusion:** New experimental data give the opportunity of development of the methodology of implicit measuring of the ethnic attitudes.

Relationship between Spirituality and wellness in Lithuanian Adult Sample

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Background, purpose. There is substantial literature that relates spirituality to a better mental and physical health. However, the nature of this relationship is not clear enough. Some evidence suggests that spirituality may contribute to the better health through the healthier life style chosen by more spiritual people. This study examines the relationship between spirituality, satisfaction with life, and wellness, which is understood as health oriented lifestyle.

Material and methods. 340 Lithuanian adults, 148 (43.5%) males and 192 (59.5%) females, mean age 41.1 (SD18.5), ranging from 21 to 89, completed Five Factor Wellness Inventory (5F-WEL, Myers, Sweeney, 2005), The Daily Spiritual Experience Scale (DSES, Underwood, Teresi, 2002) and Satisfaction with Life Scale (SLS, Diener, 1985).

Results, conclusions. The results showed that age but not gender was significantly related to spirituality - older respondents reported more frequent spiritual experience, than younger ones. Spirituality was significantly related to general wellness, creative attitude towards life (Creative Self), better social relationships (Social Self), stronger inner values (Essential Self), increased attention to nutrition and physical activity (Physical Self) when impact of age and gender were controlled. Multiple regression analysis confirmed significant although not strong relationship between spirituality and wellness. Daily spiritual experience explained about 11% of variance of general wellness, and was a better predictor of wellness than age and gender. Spirituality was also positively related to general satisfaction with life.

The study of a Lithuanian sample showed that spirituality had a significant positive impact on health oriented lifestyle and satisfaction with life during adulthood

Contributors to Muscularity Development among a Sample of Gay Men

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In answer to the call to develop theoretical models that address health-risk behaviors among gay (homosexual) men the researchers turned to Tajfel and Turner's (1986) Social Identity Theory and scholarly work on internalized homophobia and body image to predict that gay men with a high degree of angst about their sexual orientation will similarly have a high degree of angst about their body and therefore engage in muscle-building activities to assimilate a "straight" (or heterosexual-looking) physique. Internalized homophobia is a gay person's agreement with, or acceptance of, negative social attitudes about gay people in general. Social physique anxiety is a type of body image disturbance where a person experiences stress when showing one's body in public.

Study hypotheses were that: 1) degree of outness (e.g., extent to which one has revealed oneself as gay to others) would be related to internalized homophobia, and 2) internalized homophobia and social physique anxiety would both be related to drive for muscularity, with social physique anxiety as the stronger predictor. Participants recruited via a gay-oriented social networking website completed a web-based questionnaire which included measures assessing degree of outness, internalized homophobia, social physique anxiety, drive for muscularity, and basic demographics. Of the 702 anonymous respondents, 222 men identified as "completely gay" and were used for the analysis.

Hypotheses were tested via Structural Equation Modeling. The model that best fit the data [$\chi^2(7)=8.421$, $p=.297$, $CFI=.997$, $RMSEA=.030$] demonstrated that degree of outness predicted internalized homophobia; internalized homophobia predicted engagement in muscle-enhancement activity and social physique anxiety; social physique anxiety predicted engagement in muscle-building activities and intention to become more muscular. Attitudes towards muscularity was not predicted by internalized homophobia or social physique anxiety. These results are interpreted in the context of the interface between gay men's social personae and psyche and muscle-building's association with substance abuse.

Raven's Color Progressive Matrices in Children from Public and Private Schools without Mental Health Problems

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OBJECTIVE: To evaluate the intellectual performance capability of children without emotional/behavioral problems, verifying potential differences between public and private school students. **METHOD:** This is a comparative study of two samples of school children of both genders and aged 7 to 10 years, from public and private schools of Cuiabá city, located in the Central West region of Brazil. **Instruments applied:** (a) The Child Behavior Checklist (Achenbach's CBCL/6-18), a screening questionnaire that identifies emotional/behavioral problems in the age group 6-18 years, was applied to parents of all study participants; and (b) Raven's Color Progressive Matrices evaluated the intellectual performance capability of children classifying it according to three percentile ranges: high (>74), average (26-74) and low (<26). **RESULTS:** Raven's test was applied to 217 students, who had negative results on CBCL/6-18 total behavior problem scale (T score<60): 115 from public schools (group 1) and 102 from private schools (group 2). In group 1, the majority (53.9%) of children showed average capability, 37.4% reached the high performance range and 8.7% had a low performance. In group 2, the majority (52.9%) of children showed high performance, 46.1% were average and only 1.0% showed low performance. This difference between groups was confirmed statistically (chi-square test, $p=0.007$). **CONCLUSION:** Public school students showed lower intellectual performance capability compared to private school students, probably due to a lack of stimuli necessary to cognitive development, common in populations that live under adverse socioeconomic conditions.

Massage Therapy: Research and Data Relevant to Practicing Psychologists

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While many individuals utilize massage therapy, there is a relative paucity of research on its effectiveness. In addition to a lack of familiarity with documented massage therapy effects, practicing psychologists may not be aware of the training, experience, and credentials required for massage therapy and thus may be reluctant to make referrals, or may risk making inappropriate referrals. This presentation aims to define and describe massage therapy, and to survey the clinical conditions and populations for which evidence supports the utilization of massage therapy. What makes massage therapy different from related healing modalities, such as physical therapy, occupational therapy, and other forms of bodywork? What mechanisms may explain its physiological and psychological effects? Existing research supports the effectiveness of massage therapy for pain reduction, anxiety, and depression and for a range of clinical conditions from at-risk neonates to agitated elderly, and from various autoimmune and immune conditions to various sleep disorders, spinal cord injuries, and strokes. At times, extravagant claims for the effectiveness of massage therapy have been made, and thus one aim of the present work is to distinguish evidence-based claims from overzealous ones. Furthermore, the current status of massage therapy training, certification, and licensure will be outlined and the relevance and significance of massage therapy for psychology will be discussed.

Social-emotional Competences Enhancement in Children at Primary School

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Both the theoretical and the empirical source, acknowledge that the socio-emotional domain plays an important role in the student's (un)success in academic achievement and personal adjustment, as well as in his subjective well-being. The use of programs to promote Social and Emotional Learning (ASE; CASEL, 2003) appears related to attitudes, behaviours, and student performance, which are fundamental for the development of basic skills for subsequent personal and professional success, and civic adjustment.

This paper focuses in an attempt to understand how the socio-emotional development may contribute to academic achievement and personal adjustment among children of primary school. Significant body of evidence demonstrates that the promotion of socio-emotional development among children of school age contributes positively to the academic success and personal adjustment of the same. Given the above, we describe a model that may help understand the dynamics between the variables and the identification of guidelines for intervention in with prevention programs in school context.

The Pass Theory: From Assessment to Intervention – A Proposal to Improve Inclusive Education

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Sex Differences in Causal Attributions of Infidelity of Latvian Residents with Different Kinds of Infidelity Experience

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Infidelity is a multifaceted problem that frequently afflicts any kinds of romantic relationships. It is expressed in many ways in any cultural environments. In this study we suggest that, because infidelity entails somewhat different consequences for men and women, men and women display different causal attributions concerning their own and partner's infidelity. Besides, Latvian culture, like many other cultures is more tolerant to men's infidelity than to women's one. The current research focuses on causal attributions and verbal responses concerning infidelity in romantic relationships presented by Latvian residents of different sex, as well as ones with different infidelity experience (N=1000). Four types of infidelity experience were taken into account in this study: (a) persons who have no infidelity experience at all, (b) those, who have been unfaithful in romantic relations, (c) those, whose partner has been unfaithful, and (d) those, who have been unfaithful both. The additional variables were: the term and the number of relationships, religiosity, existence and number of children, degree of emotional, intellectual, sexual, financial and total satisfaction with the existing relations. The results demonstrate the significant sex differences in attributions concerning infidelity between groups of participants with the different infidelity experience. Implications of these findings and directions for future research are discussed.

The School-family Relationship as a Context for Adolescent Development during High School

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Numerous studies have indicated that parental involvement in learning has a critical influence upon the academic performance of adolescents and their subsequent educational and vocational outcomes after high school. While parental involvement is strongly endorsed by most educators who teach adolescents, relatively few schools carry out the recommended changes in school organization and instruction that facilitate greater parental involvement in education. Greater attention must also be given to ways in which the efforts of educators to increase parental involvement can achieve their intended effect of increasing parents' engagement in the education and to the impacts of these efforts on the academic achievement and adaptation of young adolescents.

The primary focus of this study is on the degree to which teachers'/schools' efforts to contact parents were systematically related to (a) parent reports of the adequacy with which schools contacted and engaged them, (b) the degree to which students reported their parents engaged them in schooling, and (c) student academic achievement and adjustment. Of concern in this work is whether teacher efforts to contact parents are recognized and reflected in parent reports, linked to actual student-parent interactions, and associated with student adjustment.

This study drew on a broader set of measures from multiple sources. Participants were teachers, students and their parents from all public high schools in a state in the Northeastern US. This state and its schools participated in our project for 10 years as part of its statewide accountability and improvement efforts. Additionally, individual student achievement data were collected from student record systems from the State Department of Education.

Dimensions of family involvement in education were found to be associated with multiple indicators of students' adjustment and achievement. The relationship between what schools do to reach out to parents was generally positively related to how parents report their school performs in contacting them. The degree to which teachers actually attempt to contact parents, particularly practices that involve parents in academics and provide feedback on student performance, were recognized and reflected in parents' reports of their experiences with schools. Additionally, school efforts to contact parents were negatively associated with student academic achievement, making it appear that, at least the direct, rather than mediated relationship between teacher efforts to engage parents and student achievement is such that when students have greater academic needs, teachers are making more significant efforts to inform and engage them.

**Portfolios as an Assessment Tool of Learning
and Competences from Students with SEN**

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**Study of Exploratory Model about the Effects of Cognitive Abilities,
Socio Emotional Competences in School Achievement**

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The Variations of Children's Emotional and Behavioral Problems after Participating in Play Therapy (as per A. Adler Theory)

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The aim of the study was to assess the variation of children's emotional and behavioral problems after participating in individual Play Therapy.

Lithuania, together with other Central and Eastern European countries of the region, who face the difficult public health crisis, have particularly numerous unresolved mental health problems. Lithuanian children's mental health epidemiological study carried in 2004 showed that mental health problems occur to 41.7 percent. school-age children, of whom 13 per cent. are clinical cases (I. Kajokienė, R. Žukauskienė, 2007). A German study shows that there are about 20 percent children with emotional and anxiety disorders in this country (C. Essau ir kt., 2000). Meanwhile, global view of all children with emotional disorder symptoms shows that there are about 4-8 percent of children who meet the DSM - IV criteria for the diagnosis (E. Costello ir kt., 2003; T. Ford ir kt., 2003).

In this article the progress and peculiarities of children's emotional and behavioral problems and correction features are being discussed, the main principles of the Adlerian play therapy is being presented. Participants. The subjects of the study were 22 children who have participated in Adlerian individual Play Therapy, aged 6-11 years old. Methods. For the evaluation of the children's behavioral and emotional problems it was used the children's behavioral and emotional problems evaluation questionnaire formed by authors of this article. The clients were attending Play Therapy for 24 sessions. Play Therapy was held every once a week. Each session lasted for 50 minutes. The therapeutic work was based on A. Adler Theory principles: respect for a child, warm and friendly relationship with a child, reflections upon child's feelings in a way he could understand, set up only the necessary limits, letting the child to link the play room with the real world.

In the beginning as well as at the end of the play therapy children's parents were asked to fulfill the questionnaire about the child's health problems.

Results, conclusions. The results of the study showed that a play therapy had a positive coherence with children's emotional and behavioral problems variations. Hyperactivity / impulsivity problems in the end of a play therapy showed no variation, while children's attention, isolation and aggressiveness problems used to decline. The research work established that children's emotional problems variation showed no correlation with children's behavioral problems variation. It was identified that emotional problems variation had negative correlations with children's attention problems but was not associated with children's isolation and aggressiveness

problems variation. Emotional problems variation was not associated with attention problems variation.

This study is one of the few that is orientated into the determining play therapy's efficiency. This scientific work might be beneficial for further researches that would analyze the efficacy or peculiarities of the play therapy.

Increase of Bayesian Reasoning with School Education and Frequency Format -A Transversal and Longitudinal Studies-

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In the present study, we adopted the conceptual frameworks and material of Zhu & Gigerenzer (2006) to assess developmental changes in bayesian reasoning, using a set of 10 bayesian problems with French schoolchildren from the beginning to the end of secondary school. The 10 problems were presented in both formats: in natural frequencies and conditional probabilities. On a first experiment, 6 groups of 20 participants from sixth grade to eleventh grade were tested. On a second experiment, 10 of 20 participants per group were assessed 19 months later the first experiment. The results of our two experiments showed an increase of bayesian responses from sixth grade to eleventh grade when the information is presented in natural frequencies. There are no correct responses in probabilistic format. According to Siegler (1999, 2000), cognitive development is characterized by transfers in the strategies used by young participants. They used less and less basic strategies and more and more performing strategies. Theses results are discussed in relation with the theory of double processes of Epstein (1998), and the two systems are compared at the two formats.

Couple's Group for Urban College Students based on Emotionally Focused Therapy Model

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Emotionally Focused Couple Therapy (EFT) is a short term, structured approach to couples therapy formulated in the early 80's by Drs. Sue Johnson and Les Greenberg. In the last 20 years, research studies have repeatedly demonstrated the effectiveness of EFT in helping couples repair their distressed relationships (Johnson, 1999). Research studies find that 70-75% of couples move from distress to recovery and approximately 90% show significant improvements. EFT has been used successfully with many different kinds of couples in private practice, training centers and hospital clinics. In this study the effectiveness of EFT was tested among young adolescents attending an urban college on the east coast of the United States. Participants had presented at the college counseling center with "stress" due to relationship issues. Susan Johnson's recently published book *Hold Me Tight: Seven Conversations for a Lifetime of Love* (2009) was used as the basis of the educational relationship group. A total of 7 couples met once a week for a two hour session over the course of eight weeks. The purpose of the group was for the couples to have each of the seven conversations as outlined by Johnson's EFT model in the hope that this would create a connection between partners and foster a safe, secure relationship. Several pre- and post-tests were administered to participants such as the Relationship Questionnaire (RQ; Bartholomew & Horowitz, 1991), Dyadic Adjustment Scale (DAS; Spanier, 1976), Beck Depression Inventory II (BDI II: Beck, 1996), Holmes Trust Scale (Holmes, 1990). Results indicate significant differences between pre- and post- tests particularly on the post tests of the DAS and Holmes Trust Scale.

Educational Environment Factors Predictive to Cognitive Development

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The present research is a part of a complex study of the mechanisms of social environment influence on various cognitive abilities development, such as verbal and nonverbal intelligence, social intelligence and creativity. We are interested in the ways different factors of educational influence used by teachers as well as the quality of child's interaction with the teacher and other children affect the dynamics of cognitive functions named above. Thus, we empathized both on studying of complex patterns of educational environment influence and on the revealing of the joint dynamics of the whole set of cognitive parameters.

Individual differences in intelligence and creativity were measured twice during an academic year (sample N=143). The first measurement was held in the beginning of the year as the children just started their school education and the second was held at the end of the first year at school. Raven's matrices, subtests of the WISC and the Torrance tests of creative thinking were used. For social intelligence measuring we used our own test, developed especially for children of this age. Interpersonal relations of each child with the teacher and other children were tested with Gille's test. Besides, teacher's usage of various factors of educational influence was estimated separately for each kid.

Analyzing the results of the study we firstly paid attention to a tendency of alternative development of some abilities, for example verbal and nonverbal intelligence, general and social intelligence. Secondly, the relations between the factors of educational environment and the indicators of ability dynamics appeared to be nonlinear in some cases. Apparently, for such types of influence as for example the permission of emotional self-expression and supporting of child's independence we can specify a certain optimal level providing the greatest influence on cognitive development. Thirdly, different factors of educational influence were analyzed not only separately but also as complex patterns predictive for development of intelligence.

Content and Epistemic Relations in Reading: Eyetracking and Recall

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The study investigates the types of coherence relations adults and children understand during reading and can recall after having read a text. We discerned between content (or semantic) and epistemic (or pragmatic) relations (Sweetser, 1990; Sanders, 1997; Dancygier, 1998). Sentences with a content relation express relations between events in reality: real-world causality connects the two events described in the two clauses. E.g. Our team has won the match. So we are all very happy. In epistemic sentences relations between states of thinking are expressed: the speaker arrives at a particular conclusion and gives evidence how he arrived at that conclusion (premise-conclusion relation). E.g. Our team has won the match. So we played better than the other team. These two types of relations are often used to venture hypotheticalities about possible outcomes of events and thus occupy a very valuable position in everyday thinking and reasoning about both the future and the past. Participants were asked to read texts comprising content and epistemic relations and answer comprehension questions about these relations after having read texts. On the one hand, reading times and eyetracking data are investigated: is it the case that content relations are easier to read than epistemic relations? Do epistemic relations imply that more regressions are made to earlier in the text? On the other hand, we investigate whether content relations are better recalled than epistemic relations. Are participants clearly better at answering comprehension questions from content relations than epistemic relations? Do children and adults read these relations in a similar way, or do children encounter more difficulties with epistemic relations than adults? We will discuss our findings in the light of the linguistic skills required to understand relations in the content and the epistemic domain.

Ethnic Bullying and Victimization: A Literature Review

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Ethnic bullying refers to bullying behaviors targeting a person's ethnic background or cultural identity. Although other forms of peer victimization have been examined extensively in the literature, ethnic victimization has received less research attention. Characteristics of bullies and victims, anti-bullying interventions and the impact of bullying on children's psychosocial adjustment have been studied mainly in majority-culture samples. The purpose of this paper is to present a systematic review of the literature on the victimization of immigrant children and adolescents by peers. Specifically, the incidence and prevalence of bullying of immigrant youth, the factors associated with the risk for victimization (i.e., ethnicity, gender, generation status), and the quality of the research methodologies employed in studies involving ethnic minority youth will be discussed.

Research findings from North America and Europe suggest that ethnicity may not be a risk factor for victimization per se. However, contextual factors contribute to higher ethnic victimization of immigrant youth, especially in ethnically diverse school settings. Specifically, the imbalance of power between ethnic groups in ethnically diverse school settings appear to be associated with a higher risk for ethnic victimization. In addition, consistent gender differences have been reported in European and North American studies: Boys are more likely to experience this form of victimization than are girls. Ethnic bullying is associated with negative psychosocial outcomes in adolescence, such as social anxiety, depression and social isolation. However, these outcomes may also be attributed to acculturative stress and other factors associated with immigration. Further studies are needed to disentangle the relation between ethnic bullying and mental health. Research findings on the victimization of ethnic minority youth come from studies on general peer victimization including some ethnic minority samples. Fewer studies have focused exclusively on ethnic bullying; thus, the extent of ethnic victimization in multicultural societies and the associated outcomes may be underrepresented in the literature.

Effects of Parental Childhood Separation on 3 Domains of Social and Cognitive Functioning in Early Adulthood

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Childhood separation from one or both parents is known to subsequently affect childhood attachment (the primary emotional bond with significant carers). But attachment is itself linked to several social cognitive abilities in later life. This leads to the question of whether childhood separation also has an impact on the individual's social/cognitive functioning in adulthood. One noteworthy example of cognitive functioning is the IQ test. Arguably, the currently most popular example of socio-cognitive functioning is the Theory of Mind task. Basically, Theory of Mind (ToM) refers to the fact that from around 4 years-old, we create and use the notion of "mind" as an aid to understanding why other people do what they do. Here I present new data on the relevance of parental separation on social-cognition when the child is subsequently an adult. We used 3 well-established self-report measures of adult attachment (Adult Attachment Questionnaire, Experiences in Close Relationships Questionnaire, Relationship Questionnaire) and assessed whether adult participants varied along each of these as a function of being separated from one or both parents during childhood. In line with previous research but extending that research, we found that being separated from one or other parent led to lower attachment scores on all measures. However, the absence of a mother did not always have the same impact as the absence of a father. Most surprisingly, when both the mother and the father had been absent, participants showed better attachment than when one parent was present. This pattern was precisely replicated in our cognitive domain (Wechsler Intelligence Scale) and our socio-cognitive domain (a computer-based ToM task where the participant has to identify false-beliefs in one or more protagonists). I discuss these findings in the context of the differential importance of having one versus both parents present/absent during childhood.

Comparing the Expression of Aggression in Personality Disorders in the Rorschach test

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Impulsive and unpredictable behavior, intense anger, lack of control of anger, and aggression are features identified in people diagnosed with Borderline Personality Disorders (DSM IV-TR). This study compared expressions of aggression, anger and impulsive reactions on Rorschach protocols of 36 individuals with borderline personality disorders (DSM-IV, SCID-II) with 66 individuals with personality disorders other than borderline or with no disorders who attend a university psychotherapy clinic. The selected Rorschach variables were: Exner's Aggressive Movement (AG), and Morbid Content (MOR), Gacono and Meloy's aggression variables: Aggressive Potential (AgPot), Aggressive Content (AgC), and Aggressive Past (AgPast), Mihura's Color Form Level, and cognitive variables such as Exner's EII-2, WSum6, and Lvl2. The results showed statistically significant differences on Lvl2 and on HVI with higher scores in the borderline group. However, the variables, AG, MOR, EII-2, WSum6, AgPot, AgC, and AgPast, showed higher means and a broad standard deviation among the borderline group of individuals. Therefore, the borderline group proved to have higher thinking problems and higher hypervigilant behavior, in addition to tendencies to ego impairment and reasoning difficulties, and aggressive tendencies in different manifestations. The difficulty of controlling affect is present in both groups. The authors discuss these data in the light of the personality characteristics of each group of individuals regarding their specific traits identified in their diagnosis. The broadness of the standard deviation of the statistics found in the borderline group reflects the broader range of features displayed by these borderline individuals.

Social Representations about the Image of Ideal Politician

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Introduction. The deliberate attention paid by the society and the professionals representing different spheres towards the visible part of the politicians' behavior and the outer image nowadays becomes more and more important thus it frequently determines also communication, behavior and style of action in politics and in communication with the society. It means that the image of a politician as a specific element of political technologies is particularly formed.

Materials and methods. The study used the method of free associations (in Renġe, Austers, 2003); the questionnaire to find out the demographic indicators of the respondents. Initially 1441 respondents were surveyed and 3649 associations were obtained to perform precise calculations of the sample with 2 % precision.

Conclusions. The inhabitants of Latvia wish to see the politician also as the model of ethic action – an honest personality, who works for the benefit of the people, not for his own good. On the whole a positive and neutral attitude about an abstract (not Latvian) politician dominates in the social representations of the society of Latvia. The evaluation of the received results allows the professionals of the political technologies to correct the processes of forming the politicians' images using the associations as the points of takeoff for forming the image. For the researchers, in their turn, this is a possibility to start work on construing the image of an ideal politician. The unethical action of the politician is not supported, thus it allow expressing the assumption that the inhabitants of Latvia still connect the image of the ideal politician with the quest for the ideal and trust.

