

2016

Psychology Abstracts

Tenth Annual International
Conference on Psychology
23-26 May 2016, Athens, Greece

Edited by Gregory T. Papanikos

THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH



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Conference on Psychology
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Greece

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Preface

This abstract book includes all the abstracts of the papers presented at the *10th Annual International Conference on Psychology, 23-26 May 2016*, organized by the Athens Institute for Education and Research. In total there were 32 papers and 36 presenters, coming from 15 different countries (Argentina, Australia, Brazil, Bulgaria, Canada, Iran, Lithuania, Norway, Portugal, Romania, South Africa, Spain, Turkey, UK and USA). The conference was organized into ten sessions that included areas of Psychology in the Arts and other related fields. 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 and/or journals 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 150 international conferences and has published over 100 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
President

FINAL CONFERENCE PROGRAM
10th Annual International Conference on Psychology, 23-26 May, 2016,
Athens, Greece

PROGRAM

Conference Venue: [Titania Hotel](#), 52 Panepistimiou Street, 10678
Athens, Greece

C O N F E R E N C E P R O G R A M

Monday 23 May 2016

(all sessions include 10 minutes break)

08:00-08:30 Registration and Refreshments

08:30-09:00 Welcome & Opening Address (ROOM A)

- Gregory T. Papanikos, President, ATINER.
- George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.

09:00-10:30 Session I (ROOM A): Psychology in the Arts, the Self, and Emotions

Chair: George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.

1. *Lauri Hyers, Professor, West Chester University of Pennsylvania, USA, Shane Martin, West Chester University of Pennsylvania, USA, Silas Sheridan, West Chester University of Pennsylvania, USA, Warren Stetler, West Chester University of Pennsylvania, USA & Paige Cornwell, West Chester University of Pennsylvania, USA. The Fluid Self: Perspectives of Mindfulness Meditation Practitioners.
2. Simon Moripe, Lecturer, University of Limpopo, South Africa. Mokhukhu Dance.
3. *Cosimo Urgesi, Senior Research Fellow, Bangor University, U.K., Paul E. Downing, Professor, Bangor University, U.K. & Dusana Dorjee, Lecturer and Research Lead of the Center for Mindfulness Research and Practice, Bangor University, U.K. Transcending the Self to Understand Others: The Effects of Meditation and Spirituality on Emotion Recognition.
4. Alessandro Soranzo, Reader in Psychology, Sheffield Hallam University, U.K. Leonardo Da Vinci's La Bella Principessa Smiles More on one Side.

10:30-12:00 Session II (ROOM A): Identity, Well-Being, Positive Psychology & Assessment

Chair: *Lauri Hyers, Professor, West Chester University of Pennsylvania, USA.

1. Saraswathie Govender, Senior Lecturer, University of Limpopo, South Africa. Culture and Epilepsy: A Mother's Perspective.
2. Maria-Irini Avgoulas, Associate Lecturer, La Trobe University, Australia & Rebecca Fanany, Senior Lecturer, Deakin University, Australia. Conflicted Identity Across the Generations of the Greek Diaspora in Melbourne, Australia.
3. Fernanda Salloume Sampaio Bonafe, Ph.D. Student, University Estadual Paulista-UNESP, Brazil, João Maroco, Professor, Instituto Universitário de Ciências Psicológicas, Sociais e da

Vida-ISPA/IU, Portugal & Juliana Alvares Duarte Bonini Campos, Professor, University Estadual Paulista-UNESP, Brazil. Pain and Catastrophizing Increases Attention: A Model for Adult Individuals.

4. *Despina Learmonth, Lecturer, University of Cape Town, South Africa. The Influence of Discrimination and Stigma on Cervical Screening Adherence in South Africa.

12:00-13:30 Session III (ROOM A): Psychology in the Work Place and Educational Institutions

Chair: *Cosimo Urgesi, Senior Research Fellow, Bangor University, U.K.

1. Lillian Eby, Professor, University of Georgia, USA & Tammy Allen, Professor, University of South Florida, USA. Trait Mindfulness as a Predictor of Burnout at Work: A Longitudinal Investigation.
2. Corinne Meier, Professor, University of South Africa, South Africa & Dirk Geldenhuys, Professor, University of South Africa, South Africa. Co-constructing Appreciative Inquiry across Disciplines: A Duo-Ethnography.
3. Neoline Le Roux, Lecturer, North West University, South Africa, Magdalena Van der Merwe, Professor, North West University, South Africa, Cilas Wilders, Professor, North West University, South Africa & Marié Wissing, Professor, North West University, South Africa. The Relationship between Consumers' Decision-Making, Physical and Psychosocial wellbeing in a South African Corporate Context.

13:30-14:30 Lunch

14:30-16:00 Session IV (ROOM A): Educational, School and Developmental Psychology I

Chair: Lillian Eby, Professor, University of Georgia, USA.

1. Visvaldas Legkauskas, Associate Professor, Vytautas Magnus University, Lithuania, Sarune Magelinskaite-Legkauskiene, Research Associate, Vytautas Magnus University, Lithuania & Albina Kepalaite, Associate Professor, Vytautas Magnus University, Lithuania. Links Between School Adjustment Indicators And Social Competence of Lithuanian First Graders.
2. Daniella Simoes Benetti, Teacher, Universidade Federal de São Carlos, Brazil & Fátima Elisabeth Denari, Teacher, Universidade Federal de São Carlos, Brazil. Life Skills and Adolescents in a Position to Host with Intellectual Disabilities.
3. Sarune Magelinskaite-Legkauskiene, Research Associate, Vytautas Magnus University, Lithuania, Albina Kepalaite, Associate Professor, Vytautas Magnus University, Lithuania & Visvaldas Legkauskas, Associate Professor, Vytautas Magnus University, Lithuania. Links Between Family Environment Factors and Social Competence of Lithuanian First Graders.

16:00-17:30 Session V(ROOM A): Clinical Psychology, Interventions & Therapy I

Chair: Corinne Meier, Professor, University of South Africa, South Africa.

1. *Timothy Zeiger, Assistant Professor, Psychiatry, Penn State Milton S. Hershey Medical Center, USA & Lidija Petrovic-Dovat, Assistant Professor, Psychiatry, Penn State Milton S. Hershey Medical Center, USA. Exposure Therapy with a Nonverbal Child: A Case Report.
2. Jo Steenkamp, Clinical Psychologist, University of North West, South Africa. Introducing an Integrated SHIP® Trauma-Spectrum Model on the Etiology, Characteristics and Natural Disposition of Trauma-Spectrum Manifestations (TSM).

3. Torunn Stavnes Soyseth, Physical Therapist, Oslo University Hospital, Norway, May Britt Lund, Oslo University Hospital, Norway, Øystein Bjørtuft, Oslo University Hospital, Norway, Vidar Søyseth, Oslo University Hospital, Norway, Gro Killi Haugstad, Oslo University Hospital, Norway & Ulrik Fredrik Malt, Oslo University Hospital, Norway. Significant Associations between Escape-Avoidance and Self-Control Coping Strategies and Sleep Problems and Hopelessness in Potential Lung Transplant Candidates - A National Cohort Study.
4. *Selin Onayli, Ph.D. Candidate, Middle East Technical University, Turkey & Ozgur Erdur-Baker, Professor, Middle East Technical University, Turkey. Self Compassion as a Mediator of the Relationship between Rumination and Trait Anxiety.

17:30-20:30 Session VI (ROOM A): A Workshop on Quantitative Methods in Evaluating the Quality of Assessments

Chair: Thanos Patelis, Head, Psychology Research Unit of ATINER, Senior Associate, National Center for the Improvement of Educational Assessment, USA & Research Scholar, Fordham University, USA.

1. Sara Finney, Professor, James Madison University, USA
2. Laine Bradshaw, Professor, University of Georgia, USA
3. Stephen Sireci, Professor, University of Massachusetts-Amherst, USA

21:00-23:00 Greek Night and Dinner (Details during registration)

Tuesday 24 May 2016

08:00-09:30 Session VII (ROOM A): Clinical Psychology, Interventions & Therapy II

Chair: *Timothy Zeiger, Assistant Professor, Psychiatry, Penn State Milton S. Hershey Medical Center, USA

1. Sandra Zakowski, Professor, Argosy University, USA, Rezhna Abdullakhaliq, Director of Psychological Services, SEED Foundation, Iraq, Hawkar Ibrahim, Ph.D. Student, University Bielefeld, Germany & Azad Ali, Professor, Koya University, Iraq. Gender and the Long-term Mental Health Effects of Political Violence and Displacement: Survivors of the Anfal Military Operation in Iraqi Kurdistan. (Tuesday May 24, 2016)
2. Ralph Cash, Professor, Nova Southeastern University, USA, Sarah Valley-Gray, Professor, Nova Southeastern University, USA, Shannon Worton, Assistant Professor, Albizu University, USA & Alyssa Newman, Psychology Trainee, Nova Southeastern University, USA. Treatment of Childhood Persistent Depressive Disorder: An Evidence-Based Approach.
3. Joana Arantes, Invited Assistant Professor, University of Minho, Portugal & Ricardo Pinto, Clinical Psychologist, University of Minho, Portugal. The Relationship between Sexual and Emotional Promiscuity and Infidelity.
4. Jenny Rose, Lecturer / Clinical Psychologist, University of the Western Cape, South Africa, Nicolette Roman, Professor / Head of Child and Family Studies, University of the Western Cape, South Africa, Kelvin Mwaba, Professor (Lecturer) / Research Psychologist, University of the Western Cape, South Africa & Kulthum Ismail, Intern Research Psychologist,

University of the Western Cape, South Africa. The Relationship Between Parenting and Internalizing Behaviours: A Systematic Review.

5. Juan Francisco Lopez Paz, University of Deusto, Spain, I. Amayra Caro, University of Deusto, Spain, E. Lázaro Pérez, University of Deusto, Spain, O. Martínez Gutiérrez, University of Deusto, Spain, S. Berrocoso Cascallana, University of Deusto, Spain, P. Parada Fernández, University of Deusto, Spain & M., Pérez Álvarez, University of Deusto, Spain. Effects of Psychoeducational Intervention and Teleassistance in Children and Adolescents with Neuromuscular Disease.

09:30-11:00 Session VIII (ROOM A): Educational, School and Developmental Psychology II

Chair: *Michelle Newberry, Senior Lecturer, Sheffield Hallam University, U.K.

1. Stephanie Al Otaiba, Professor, Southern Methodist University, USA, Eleni Pappamihel, Professor, University of North Carolina Wilmington, USA & Yaacov Petscher, Associate Director, Florida Center for Reading Research, Senior Research Associate, Regional Educational Laboratory-Southeast (REL-SE), Florida State University, USA. Using English Oral Reading Fluency for Response to Intervention: Implications for Students with English as a Second Language.
2. *Mark Ludorf, Professor, Stephen F. Austin State University, USA. SmarterMeasure™ Learning Readiness Indicators as Predictors of Student Performance.
3. Eleni Pappamihel, Professor, University of North Carolina Wilmington, USA & Stephanie Al Otaiba, Professor, Southern Methodist University, USA. The Impact of Digital Storytelling Projects on Preservice Teacher Beliefs about English Language Learners.
4. Kandauda Wickrama, Professor, University of Georgia, USA, Catherine Walker O'Neil, University of Georgia, USA & Tae Lee, University of Georgia, USA. The Health Impact of Upward Mobility: Does Socioeconomic Attainment Make Youth More Vulnerable to Stressful Circumstances?

11:00-14:00 Educational and Cultural Urban Walk Around Modern and Ancient Athens (Details during registration)

14:00-15:00 Lunch

15:00-16:30 Session IX (ROOM A): Forensic Psychology, Criminality and Legal Issues

Chair: *Mark Ludorf, Professor, Stephen F. Austin State University, USA.

1. *Ole Boe, Associate Professor, Norwegian Military Academy, Norway & Henning Bang, Associate Professor, University of Oslo, Norway. The Big 12: The Most Important Character Strengths for Officers.
2. *Michelle Newberry, Senior Lecturer, Sheffield Hallam University, U.K. Art Crime Through a Forensic Psychology Lens: Motivations and Characteristics of Offenders.
3. Armindokht Ahmadi, Ph.D. Student, Legal Medicine Research Center, Iran, Seyed Mehdi Saberi, Psychiatrist, Legal Medicine Research Center, Iran & Ehsan Farzin Abdehgah, Islamic Azad University, Iran. The Role of Elders and Trustees in settlement of Collective Disputes.

16:30-18:00 Session X (ROOM A): Special Topics

Chair: Thanos Patelis, Head, Psychology Research Unit of ATINER, Senior Associate, National Center for the Improvement of Educational Assessment, USA & Research Scholar, Fordham University, USA.

1. Nadejda Bocheva, Associate Professor, Institute of Neurobiology, Bulgarian Academy of Sciences, Bulgaria, Miroslava Stefanova, Assistant Professor, Institute of Neurobiology, Bulgarian Academy of Sciences, Bulgaria & Bilyana Genova, Assistant Professor, Institute of Neurobiology, Bulgarian Academy of Sciences, Bulgaria. Modulatory Effects of Surround on Fine Motion Discrimination.
2. Emilia Pascal, Associate Professor, "Al. I. Cuza" University of Iasi, Romania, Andrei Holman, Lecturer, "Al. I. Cuza" University of Iasi, Romania, Simona Popusoi, Ph.D. Student, "Al. I. Cuza" University of Iasi, Romania & Emilia Girba, Ph.D. Student, "Al. I. Cuza" University of Iasi, Romania. The Influence of Emotional Regulation Strategies on Moral Evaluation.

21:00-22:30 Dinner (Details during registration)

Wednesday 25 May 2016
Cruise: (Details during registration)

Thursday 26 May 2016
Delphi Visit: (Details during registration)

Armindokht Ahmadi

Ph.D. Student, Legal Medicine Research Center, Iran

Seyed Mehdi Saberi

Psychiatrist, Legal Medicine Research Center, Iran

&

Ehsan Farzin Abdehgah

Islamic Azad University, Iran

The Role of Elders and Trustees in settlement of Collective Disputes

Background: To determining the people's view towards the role of Elders and trustees in resolving Collective disputes throughout Gachsaran city.

Method: 383 individuals chosen by simple random method throughout the urban and rural areas of Gachsaran. The instrument used to collect data was a researcher-made questionnaire. To analyze data at descriptive level, frequency, percentage, mean, standard deviation have been used, and t-test, One way variance analysis and Pearson correlation test have been used at inferential level.

Results: There was a significant difference between elder men's view and great mature women's view in settlement of collective disputes. Elder men's view was more important than great mature women's view. There was a significant difference on people's reaction in respect to elder men in their tribe and opposite tribe in disputation.

Conclusion: people's reaction in both states (either being a member of killer or victim's family), in order to settle collective dispute, indicating that if respondent is a member of killer's family, the most trend would be assigned to the elders and trustees, and if the respondent be a member of victim's family, a priority is given to the legal solution to settle the problem.

Stephanie Al Otaiba

Professor, Southern Methodist University, USA

Eleni Pappamihel

Professor, University of North Carolina Wilmington, USA

&

Yaacov Petscher

Associate Director, Florida Center for Reading Research, Senior
Research Associate, Regional Educational Laboratory-Southeast (REL-
SE), Florida State University, USA

Using English Oral Reading Fluency for Response to Intervention: Implications for Students with English as a Second Language

The context for the presentation will be Response to Intervention because worldwide, there is increasing emphasis on using screening and progress monitoring data to learn which students are responding adequately to instruction, and which students require additional intervention. Data were drawn from the Florida statewide database. From over 29,600 students, 3,409 3rd graders were selected who were identified by their parents as "Hispanic" and either had no disability (GenEd) or had a learning disabilities (LD); students were monolingual English speakers or had English as a second language (ESL). To measure receptive English vocabulary, the Peabody Picture Vocabulary Test-III (Dunn & Dunn, 1997; PPVT-III) was administered. The Oral Reading Fluency (ORF) subtest of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Good & Kaminski, 2002) was used four times per year in 2nd and 3rd grade to monitor ORF growth. Students read a passage in English aloud for one minute; the number of words correct words per minute (WCPC) is the ORF rate. ORF reliably predicts word-reading and reading comprehension. Hierarchical Linear Modeling revealed that on average, the referent students (Latino-Gen Ed students) performed at grade level throughout 2nd and 3rd grades. They initially read about 58 wcpm, significantly more than students in the other subgroups and they were the fastest growing subgroup, improving on average by 7 words per month. Latino-LD students read about 27 wcpm; their rate of improvement was about half as fast as the referents. Latino-ESL students read about 37 wcpm and grew 5 words per month, which is two words less than the referents. The Latino ESL-LD students read only about 18 wcpm; their rate of improvement was only about 2 per month. In conclusion, level and slope of ORF reliably differentiated students with LD from Gen-Ed students, regardless of first language. Implications for judgments about adequate yearly progress and using ORF to monitor the effectiveness of interventions will be discussed.

Joana Arantes

Invited Assistant Professor, University of Minho, Portugal

&

Ricardo Pinto

Clinical Psychologist, University of Minho, Portugal

The Relationship between Sexual and Emotional Promiscuity and Infidelity

Recent years have seen an increasing number of studies on relationship infidelity, that is characterized by any form of close physical or emotional involvement with another person while in a committed relationship (Brand et al., 2007), and on promiscuity, which is typically defined by the search for the maximum sexual pleasure (Markey & Markey, 2007) or how easily and often someone falls in love (Jones, 2011). However, few studies have focused on their emotional and sexual domains. Therefore, the main aim of the present study was to relate, for the first time, the sexual and emotional sides of infidelity with promiscuity. We also aimed to investigate potential sex differences within both domains. Our research comprehended two studies: Study 1 served as base to Study 2, where 74 participants (30 males and 44 females) were asked to give examples of sexual and emotional infidelity, in order to develop a scale to assess infidelity in both domains. Study 2 gathered 369 participants (92 males and 277 females) that answered to an online questionnaire that collected information about infidelity and promiscuity, in addition to some sociodemographic questions. Results showed that sexual and emotional promiscuity are related, as well as sexual and emotional infidelity. Additionally, results demonstrated that sexual and emotional promiscuous individuals, also tend to be sexual and emotional unfaithful, being all these domains related to each other. In this study, results indicated that men are more sexual promiscuous than women, yet for emotional promiscuity, no differences were evidenced, stating that both men and women equally engage in emotional promiscuous behaviors. For infidelity, we found that male individuals engage more in sexual and emotional unfaithful behaviors than women.

Maria-Irini Avgoulas

Associate Lecturer, La Trobe University, Australia

&

Rebecca Fanany

Senior Lecturer, Deakin University, Australia

Conflicted Identity Across the Generations of the Greek Diaspora in Melbourne, Australia

This paper discusses and presents findings from a qualitative study undertaken in Melbourne, Australia that investigated health beliefs and practices across three generations of the Greek Diaspora of Melbourne. A total of 48 female participants (immigrant generation, 1st generation and 2nd generation Greek Australian) took part in the study. Echoed by the participants were both challenges and strengths connected with their conflicted Greek Australian identity. This was associated to a sense of belonging and cultural identity, despite their location of birth (born in Greece and migrated to Australia or born in Australian and of Greek descent). For the immigrants, cultural maintenance was vital and often combined with anxiety for the way of life of their homeland of Greece to be maintained and recreated by their children and grandchildren. Decades following the migration of the diaspora, the significance placed on maintenance and way of life remains an important aspect of their identity that has been transmitted to the Australian born descendants, along with the anxiety coupled to this. The elements of culture that these participants particularly wanted to maintain and identified to be of great importance as part of their Hellenic heritage were religion, language, food and culture. This paper will discuss these four aspects of identity and how they are interconnected with the overall health and wellbeing of the generations of the Greek Diaspora in Melbourne but that often simultaneously seem to contribute to a conflicted sense of identity.

Nadejda Bocheva

Associate Professor, Institute of Neurobiology, Bulgarian Academy of Sciences, Bulgaria

Miroslava Stefanova

Assistant Professor, Institute of Neurobiology, Bulgarian Academy of Sciences, Bulgaria

&

Bilyana Genova

Assistant Professor, Institute of Neurobiology, Bulgarian Academy of Sciences, Bulgaria

Modulatory Effects of Surround on Fine Motion Discrimination

Center-periphery interactions in visual processing of dynamic stimuli have been considered as an example of the modulatory effects of surround on classic receptive field properties. Such effects have been observed in different areas of the visual system and their functional role has been related to figure-ground segregation, noise reduction, sparse coding or metabolic efficiency. In most existing studies center-surround interactions are related to sensitivity changes in coarse motion discrimination. We investigated the effects of surround motion direction, speed, contrast, and orientation of elongated moving elements on fine motion direction discrimination in a central patch of varying size. The moving elements were Gabor patches with aspect ratio 4:1. Their orientation deviated from the motion direction of the central stimulus by 0°, 45°, 90° or 135° while it coincided with the motion direction of the surround. The diameter of the central circular stimulus was either 2.6 or 5.25 deg visual angle; the outer diameter of the surround was 10.5 deg. The surround motion direction varied from 0° (vertical downward) to 315° with a step of 45°. The direction of the central stimulus was changed with adaptive staircase procedure. The Subject task was to discriminate whether the central motion was to the left or to the right from the vertical downward. The results suggest lower sensitivity when the surround and central motions were. It was also lower for the smaller size of the central stimulus when the motion direction and orientation did not coincide. The sensitivity increased with the increase in speed. The bias induced in perceived motion direction was largest when the surround moved at 90° from the central motion and when the orientation and motion direction differed. The contribution of V1 and MT in the observed context modulatory effects is discussed.

Ole Boe

Associate Professor, Norwegian Military Academy, Norway

&

Henning Bang

Associate Professor, University of Oslo, Norway

The Big 12: The Most Important Character Strengths for Officers

The Norwegian Military Academy's main role is to educate future military leaders for the Norwegian Army. After graduating from the Norwegian Military Academy, these leaders will most likely have to deal with a great deal of responsibility and to cope with challenging and difficult situations. Leadership in these situations will demand a high degree of both intellect and character. Systematic research on which specific character strengths that are crucial to possess for military officers to succeed as military leaders are lacking. Purpose of study: This paper further investigates military officer's perception of which character strengths that are seen as the most important for military officers in order to succeed as military leaders. Method: A group of participants consisting of 22 military officers with an average of 10.3 years of active service in the Norwegian Armed Forces took part in the study. The officers were students at the Norwegian Military Academy when the present study was conducted. They were given a list of 24 character strengths. The participants were then requested to judge each character strength separately based upon their subjective perception of the character strengths importance for military officers. Findings and results: 12 character strengths were selected as the most important for military officers and their leadership. These were in ranked order: Leadership, citizenship, open-mindedness, integrity, persistence, bravery, social intelligence, love of learning, fairness, perspective, creativity and self-regulation. Conclusions: The results from the present study indicate a very strong correlation to findings from two previous studies conducted at the Norwegian Military Academy. In these two previous studies the same 12 character strengths was also chosen as the most important ones for military officers. There thus seems to be a very strong consensus among military officers regarding which character strengths that are seen as important for military officers.

Ralph Cash

Professor, Nova Southeastern University, USA

Sarah Valley-Gray

Professor, Nova Southeastern University, USA

Shannon Worton

Assistant Professor, Albizu University, USA

&

Alyssa Newman

Psychology Trainee, Nova Southeastern University, USA

**Treatment of Childhood Persistent Depressive Disorder:
An Evidence-Based Approach**

Persistent Depressive Disorder (PDD), a new diagnosis in DSM-5, might be considered a synthesis of DSM-IV-TR's Major Depressive Disorder (MDD) and Dysthymic Disorder (DD). PDD is chronic depression that can first occur during childhood. Historically, research conducted with individuals with depressive disorders has failed to differentiate clearly between MDD and DD, resulting in limited information regarding the causal factors and course of DD (Rhebergen, 2014). Given the lack of differentiation within the literature, it is important for psychologists to distinguish the unique characteristics of PDD, as well as the implications these characteristics have for evidence-based treatment approaches.

The onset of PDD often occurs in late childhood/early adolescence; therefore, early intervention is critical (American Psychiatric Association, 2013; First & Tasman, 2004). While the research specific to PDD is limited, the evidence-based interventions that have been well-established in the literature and are most commonly used with depressive disorders include Interpersonal Psychotherapy (IPT), Cognitive-Behavior Therapy (CBT), and psychotropic medication (Martinez, Zychinski, & Polo, 2012).

IPT has been adapted for adolescents (IPT-A), and is a brief treatment, implemented in 60-minute individual psychotherapy sessions over the course of 12 weeks (Mufson et al., 2004). Many applications of CBT have been empirically researched for use with youth. One such application, the Treatment for Adolescents with Depression Study (TADS), is also implemented within 60-minute individual psychotherapy sessions over the course of 12 weeks (Curry et al., 2005; Martinez, et al., 2012). The Penn Resiliency Project, another CBT-based intervention, is delivered in a group format with youth across 12 sessions (Gillham et al., 2007).

During this paper presentation, participants can be expected to 1) define the most recent research pertaining to PDD in youth, 2) identify

and describe major characteristics of three evidence-based interventions for PDD, and 3) discuss the implications of these evidence-based interventions for clinical settings.

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&

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Trait Mindfulness as a Predictor of Burnout at Work: A Longitudinal Investigation

Mindfulness is "a receptive attention to and awareness of present events and experience" (Brown et al., 2007, p. 212) that involves focused attention to physical sensations, perceptions, affective states, and thoughts in a non-judgmental manner (Carmody et al., 2008). There is strong evidence that mindfulness is associated with positive mental and physical health outcomes (Creswell & Lindsay, 2010) as well as enhanced well-being (Chiesa & Serretti, 2010) in clinical populations. There is also growing interest the idea that mindfulness may help employees cope with workplace stress (Hyland et al., in press), yet limited research exists on this topic. Our study uses longitudinal data to examine whether trait-based mindfulness predicts reduced workplace burnout over time (i.e., feelings of emotional exhaustion). We also examine two mediating mechanisms that offer explanations for how and why trait-based mindfulness may reduce burnout. The first mediating mechanism is rumination, or thinking perseveratively about one's feelings and problems (Nolen-Hoeksema et al., 2008). The second mediating mechanism is the recovery experience of psychological detachment, which refers to one's ability to disengage oneself mentally from work while at home (Sonnentag & Fritz, 2007). In line with research and theory on the benefits of mindfulness, we argue greater mindfulness may allow employees to decouple themselves from negative experiences and emotions at work, regulate their affect more effectively, and reduce the tendency to dwell on stressful work-related experiences (Gloumb et al., 2011), which in turn reduces burnout over time. Survey data were collected at two points in time from a sample of 493 healthcare employees working in a random sample of behavioral healthcare organizations in the United States. Mindfulness, rumination and detachment were measured at time 1. Burnout was measured at both time 1 and time 2. All measures were multi-item, previously validated scales (coefficients alpha ranged from .81 to .92). Multiple regression analyses were used to test the prediction that trait mindfulness predicts reduced burnout over time, and to examine the potential mediating effects of rumination and detachment. As expected, mindfulness at time 1 was significantly and negatively related to burnout over time ($F(2,490)=187.71, p<.001, R^2=.43, \beta=-.15,$

$p < .05$). Mediation analyses indicated that rumination partially mediated the negative relationship between mindfulness and burnout over time. This was evidenced by an attenuation of the direct association between mindfulness and change in burnout ($\beta = -.12$, $p < .05$) with the addition of rumination in the regression model, along with a significant positive association between rumination and burnout ($\beta = .11$, $p < .05$). No evidence was found for the mediating effect of psychological detachment. Our findings provide an important addition to the empirical literature on the beneficial effects of mindfulness by extending this literature to workplace settings and identifying a key mediating mechanism (rumination) that helps explain some of the beneficial effects of mindfulness. The implications for theory, future research, and organizational practice will be discussed.

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Culture and Epilepsy: A Mother's Perspective

As documented by many authors, the social position of people suffering with epilepsy in many societies of Africa is marginal at best, and is often characterised by rejection, discrimination and even ostracism. Such negative attitudes towards persons suffering with epilepsy are rooted in traditional beliefs about the causes about the nature of epilepsy. The present study sought to document the understanding of mothers of epileptic children about the causes, beliefs and treatment of epilepsy. The sample included a convenience sample of 300 African mothers with children suffering from epilepsy selected from various hospitals in Limpopo Province. A questionnaire was administered to the mothers during hospital visits with the child and included socio-demographic details, child's medical illness features, treatment as well as cultural understanding of epilepsy. Results showed that the majority of the mothers 214 (71%) understood epilepsy to be a falling sickness and 86 (29%) saw it as a brain disorder. They also reported an external locus as the main cause of epilepsy such as ancestral spirits (40%); evil spirits (29%) and witchcraft (22%). With regard to their beliefs about epilepsy 29% reported that epilepsy cannot spread through contact, a further 25% felt that epileptics can lead a normal life, while 29% believed that epilepsy could be treated with western medication. Those who believed in traditional causes of epilepsy also endorsed traditional treatment for it. This is apparent since 166 (55%) of the mothers had consulted a traditional healer and used a combination of both western and traditional treatment methods. Thus, the findings suggest that while the mothers regard epilepsy as a typical "African" affliction fraught with supernatural origin, they still felt safer with the use of African treatment.

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The Fluid Self: Perspectives of Mindfulness Meditation Practitioners

In viewing the world through the lens of social constructionism, one soon realizes that the "self" that is doing the viewing is equally as socially constructed as the world being viewed. This viewpoint, as espoused by Gergen's (1985) work on social constructionism, proposes a conception of the self-as-context, as opposed to viewing the self as both static and permanent. This stance is largely congruent with that of the Eastern (e.g., Buddhist, communal) perspective on the "self", in that it is seen to be something fluid and amorphous, a concept that is formed and constantly being reshaped by the world around us. To investigate how this perspective on the self has permeated the views of Western meditation practitioners, who began their lives with a more static and Western view of self, participants were interviewed on how their notion of "self" has changed over the course of their discipline.

The interviews were coded for themes of the contextualized self using thematic analysis (Braun & Clarke, 2013). Each member of our research group read through the interviews independently and then met as a group to discuss and develop a common set of central themes. Seven themes of the contextualized self were identified: The self as an aspect of spirit/spirituality/higher power, self as an internal relationship (an entity to get to know, become acquainted with), self as a means of connection to or conduit to other(s), self as a permeable boundary, self as a guide, self as changing, self as assigned roles, the autonomous self as a limitation and obstacle, self as an illusion. These conceptions of the self are reflective of Gergen's concept of the contextualized self in that they transcend the traditionally Western approach of seeing the self as individualized and static. We discuss these themes to problematize and critique more rigid models of the self found in Western clinical psychology.

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The Relationship between Consumers' Decision-Making, Physical and Psychosocial wellbeing in a South African Corporate Context

Consumers, especially those living in urban areas, are often confronted with purchase decisions that are strongly influenced by their social environment due to a desire to conform. During decision-making, consumers make use of different decision-making styles, while also being influenced by the immediate and future consequences of decisions. To experience a sense of immediate increased psychosocial wellbeing, consumers engage in impulse purchases, such as medium to high risk purchases (i.e. household appliances and furniture) in order to hopefully communicate the ideal message to their social groups and if not well managed, financial pressure evolve. Longitudinal social and financial pressure adds to stress levels, which increase the prevalence of lowered physical wellbeing. The aim of this study is to compile a profile of consumers working within urban corporate environments in South Africa regarding their decision-making concerning medium to high-risk purchases and the possible association this decision-making has with their physical and psychosocial wellbeing. A non-experimental, cross-sectional survey by means of online questionnaires will be used along with correlation research to describe the extent of association between phenomena. The target population will consist of 400 permanently employed male and female adults from three selected head offices of a corporate financial institution situated in different cities in South Africa. Even though this study is still in progress, data will be gathered in January 2016 and the expected outcomes from this study aim be to provide insight into this unexplored field in order to increase awareness among consumers regarding their current purchasing decision-making behavior, and the possible association it has with their physical-and psycho-social wellbeing.

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The Influence of Discrimination and Stigma on Cervical Screening Adherence in South Africa

For many black women in South Africa, financial oppression is closely linked to their gendered and ethnic positions in the context of a post-apartheid society. Unemployment levels are extremely high and gender inequality in both educational and job opportunities exists, so many women do not have the necessary education, employable skills and working experience they need to enter even low level jobs in the formal employment sector. As a result some women turn to selling sex as an income generating activity. However, women working in the street based sex trade in South Africa experience multiple forms of violence on a regular basis. Given this situation, it is imperative that research explores ways in which women can be empowered in various spheres of their lives, in order to break the cycle of disempowerment and domination.

Photovoice is a participatory action research method using photography techniques and story-telling. It seeks to engage people in taking an active role in social change in their lives and communities. The theoretical foundations of Photovoice are taken from Freirian ideas of critical consciousness, feminist standpoint theory, and documentary photography. It is a tool typically used with individuals and communities that are marginalized from decision-making and access to resources in a given context with a view of promoting empowerment and social action. During the Photovoice training, participants engage in ongoing and critical discussions involving action-reflection: action being the documenting of issues through photographs and reflection being the critical feedback on the issues arising. Participants may then identify appropriate actions that can be taken to develop, enhance and empower themselves, and their communities.

The exhibition is a central component of the process and aims to raise awareness and sensitize the public on the priorities articulated by participants. It is also a celebratory moment to recognize the knowledge, capabilities, and creative skills of the photographers and how they have contributed to change. The photo-stories of 8 of the Sisters formed part of an exhibition which they hosted at various public events from August 2013 until February 2014. Some of the pictures which formed part of the exhibition are displayed below. The final photo story topics/titles were: 1) Rape and Community Silence, 2) My house, 3) The (children's) Park, 4) Rubbish and Disease, 5) Living conditions, 6) Sugar daddies, 7) The Story of my Life, and 8) Where I stay.

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Links Between School Adjustment Indicators and Social Competence of Lithuanian First Graders

Purpose. The purpose of the present study was to assess the links between social competence and school adjustment indicators, including academic achievement, school anxiety, child-teacher relationship, and involvement in bullying.

Subjects: Subjects in the present study were 408 first grade pupils (183 boys and 225 girls) attending 14 schools in the second largest city of Lithuania.

Measures: Social competence was assessed using Elementary School Social Competence Scale (ESSCS) developed for the present study and consisting of subscales measuring three aspects of social competence: communication, ability to take directions, and impulse control. School adjustment indicators included academic achievement, involvement in bullying, school anxiety and child-teacher relationship quality.

Results: Results of the study revealed that the communication competence negatively correlated with both Social Anxiety ($r=-0.43$, $p<0.01$) and the General Anxiety ($r=-0.37$, $p<0.01$) subscales of the School Anxiety Scale. Similar links were found in relation to the ability to take directions ($r=-0.14$, $p<0.01$ and $r=-0.37$, $p<0.01$, respectively). In contrast, impulse control had positive correlation with social anxiety ($r=0.18$, $p<0.01$) and negative with general anxiety ($r=-0.18$, $p<0.01$). Social competence was also moderately linked to child-teacher relationship quality. The communication competence was linked to lower child-teacher conflict ($r=0.36$, $p<0.01$) and higher closeness ($r=0.39$, $p<0.01$). Similar relationships were obtained for both ability to take directions ($r=0.48$, $p<0.01$ and $r=0.23$, $p<0.01$, respectively) and impulse control ($r=0.47$, $p<0.01$ and $r=0.17$, $p<0.01$, respectively). On the other hand, involvement in bullying was linked only to ability to take directions and impulse control. The ability to take directions was negatively linked to both victim behavior ($r=-0.17$, $p<0.01$) and bully behavior ($r=-0.16$, $p<0.01$). Similar links were observed for impulse control ($r=-0.19$, $p<0.01$ and $r=-0.11$, $p<0.01$, respectively). While all subscales of the ESSCS positively correlated with academic achievement, the strongest link was observed with the ability to take

directions ($r=0.59$, $p<0.01$), followed by communication ($r= 0.42$, $p<0.01$) and impulse control ($r=0.15$, $p<0.01$).

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Effects of Psychoeducational Intervention and Teleassistance in Children and Adolescents with Neuromuscular Disease

The aim of this study was to evaluate the effectiveness of a psicoeducational on-line program and the teleassistance for the improvement of the Health related Quality of Life in children and teenagers with neuromuscular disease.

78 subjects of the Basque Country with some type of neuromuscular disease and with ages (included) between 7 and 17 years, took part in this project. There was realized an evaluation of the subjects, before the application of the programs, for which the following psicosocial variables were valued: Health related Quality of Life, Self-esteem and Coping Strategies.

These children of between 7 and 12 years, were evaluated with the following questionnaires: Questionnaire for the measurement of the Health related Quality of Life in children and teenagers "KINDL" (checked Version) and the Questionnaire for the Evaluation of the Self-esteem in Primary Education "A.EP".

The subjects between 13 and 17 years were assessed, with another ones: "KINDL" (checked Version), the Scale of Coping for Teenagers "ACS" and the questionnaire Autoconcept Forms (Trains) 5 "AF5".

The two programs consisted of ten sessions constructed by different topics, with activities directed to developing and promoting the Self-esteem, the Social Abilities and the Strategies for the Resolution of Problems.

We confirm that the approach of an psicosocial on line intervention and the teleassistance as valid alternatives to the traditional procedures,

due to the physical limitations of the affected ones and as way to improve their quality of life and of their parents.

Mark Ludorf

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SmarterMeasure™ Learning Readiness Indicators as Predictors of Student Performance

Traditional higher education employs a one-size fits all approach and ignores the heterogeneity found in students' backgrounds and abilities. That is, higher education appears to employ a factory farm model where everyone is treated alike instead of creating customized educational experiences for each student.

Professors have attempted a variety of methods to address student heterogeneity. For example, several researchers have addressed student heterogeneity by examining the effectiveness of using a help sheet during examinations. Bull's (2014) "buffet" approach to education could be used to address student heterogeneity. In Bull's approach, students select what to learn as well as the assessment methods. A recent study (Ludorf, 2013) implemented such a buffet approach by allowing each student to select from an assessment "buffet" any combination of five pre-defined assessments. Ludorf found reliably lower scores for students selecting fewer assessments (≤ 3) than students selecting more assessments (≥ 4) ($M = 77.24$ and 89.10 , $p < .05$). Finally, a report, "NMC Horizon Report: 2014 Higher Education Edition", predicted that data driven learning and assessment will be implemented to customize learning and assessment. This same report also predicted the continuing evolution of online learning.

The current study examined the relationship between online students' individual characteristics and course performance. Online students were required to complete the SmarterMeasure™ Learning Readiness Indicator. The SmarterMeasure instrument assessed a learner's readiness via "noncognitive variables" (i.e., Individual Attributes, Learning Styles, Life Factors, Technical Skills and Competency, On-screen Reading Rate and Recall, and Typing Speed and Accuracy). Multiple regression results indicated that students' Individual Attributes, Life Factors, Verbal Learning Style, Technical Skills and Competency, and Typing Speed were reliable positive predictors of course performance ($p < .05$).

Results could be used with future students to predict performance and provide a customized approach to use in the course.

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Links Between Family Environment Factors and Social Competence of Lithuanian First Graders

Purpose. The purpose of the present study was to assess the links between family environment factors and social competence of first grade pupils in Lithuania.

Subjects: Subjects in the present study were 408 first grade pupils (183 boys and 225 girls) attending 14 schools in the second largest city of Lithuania.

Measures: Social competence was assessed using Elementary School Social Competence Scale (ESSCS) developed for the present study. The ESSCS consisted of three subscales measuring three aspects of social competence: communication, ability to take directions, and impulse control. This scale was completed by class teachers. Family environment factors included parent education, subjectively perceived sufficiency of income, and parental divorce, and parental emigration. This information was obtained from parents.

Results: In order to assess the complex relationships between family factors and social competence of first grade pupils, these relationships were modeled using a structural equation model, which included subscales of the ESSCS as latent variables, while family factors were used as predictors of those latent variables. The model's fit to the data was appropriate: $\chi^2 = 84.37$; d.f.=69; $p=0.10$; RMSEA=0.024; CFI=0.99; TLI=0.98; SRMR=0.026. Results of structural equation modeling revealed that none of the family factors measured was able to predict the score of the Communication Subscale of the ESSCS, however, higher parent education did predict better ability to take directions and better impulse control. Girls scored higher than boys on both ability to take directions and impulse control.

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Co-constructing Appreciative Inquiry across Disciplines: A Duo-Ethnography

Sharing experiences of applying Appreciative Inquiry (AI) across contexts and disciplines may lead to the construction of enriched theoretical perspectives. With its focus on building on the positive and inclusive collaboration as founding concepts, AI has not only become increasingly popular as a tool for change management in the world of business for which it was originally intended, but is currently also applied in different contexts and other disciplines such as Education. A common interest in positive psychology offers not only an opportunity, but also a platform for sharing and reflecting on the application of AI by industrial psychologists and educators.

Research on applying AI is however still in its infancy stage in the management sciences and even more so in education. Examples of collaborative research between these two disciplines could not be found in the literature. To contribute to this promising field which is still characterised by uncertainties, this presentation reports on a non-empirical analytical duo-ethnography using self-reflective narratives of the experiences of using AI in cross disciplinary contexts. The narratives are structured according to the phases of AI namely discover, dream, design and destiny. Social constructionism with its defining characteristic that the world consists of relationships which we co-create, is used as theoretical framework. The mutual experience of the presenters was that the formality of the process and hence the extent of the involvement of the facilitator (his/her role in the co-creation of a new reality) has to be considered in terms of the readiness of the client to work with AI methodology. It is concluded that the analytical duo-ethnography can serve as a useful methodology for AI practitioners in cross disciplinary processes as it opens up possibilities for enriching AI theoretical perspectives.

Simon Moripe

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Mokhukhu Dance

Mokhukhu is a religious dance by male Zion Christian Church, one of the major indigenous churches in Southern Africa. The dance involves leaping energetically into the air and coming down firmly on both feet, with much jollification and African rhythmic movement. The Mokhukhu dance is an act of worship. Church-members participate emotionally in this act of worship. Music and dancing penetrates into the very being of a person, it reaches deep into the innermost part and many things come to the surface under the musical inspiration which otherwise may not have been revealed. The Mokhukhu dance provides expression to the emotion of religious life and is a powerful means of communication in African traditional life. It also helps to reduce stress and depression. Participants are brought together for joyous celebration through dance in a religious setting.

Michelle Newberry

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Art Crime Through a Forensic Psychology Lens: Motivations and Characteristics of Offenders

This paper will discuss the complexities of investigating art crime and how the majority of research in this field has been conducted from sociological, criminological and law enforcement perspectives. Research on art crime from a psychological perspective is lacking. A study which seeks to investigate this topic through a forensic psychology lens will be outlined, including offenders' motivations for different types of art crime (e.g. theft of artworks, forgery, smuggling, vandalism) and how these may be associated with certain personality characteristics and other forms of criminal behaviour.

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&

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Self Compassion as a Mediator of the Relationship between Rumination and Trait Anxiety

The purpose of the study is to examine whether self compassion mediates the relation between rumination and trait anxiety. Anxiety is not a new term as self compassion or rumination; however, still many people suffer because of anxiety. According to literature rumination is repetitive thinking that can increase the depressive feelings and it has a positive relationship with anxiety (Hong, 2007); moreover, the previous studies show that self compassion and anxiety have a negative relationship, when self compassion raises anxiety decreases (Neff, Rude, & Kirkpatrick, 2007; Neff, 2003a) because self compassion consists to be kind to oneself and to be nonjudgmental to inadequacies of oneself (Neff, 2003a) and higher self compassion is related with lower rumination. (Neff, 2003a). Although the relationships between variables were showed, the studies are very narrow. The previous studies support the idea that mediator role of the self compassion in the relationship between rumination and anxiety could be significant. Therefore, it is a need to search these three variables together to see the relationships between them. The present study will contribute to existing literature by presenting a conceptual model explaining the relationship between rumination and anxiety while considering the mediator role of self compassion. Sampling will include approximately 200 individuals. Participants will provide their demographics and will respond to the Ruminative Response Scale, short version (Treynor, Gonzalez, & Nolen-Hoeksema, 2003), Self-Compassion Scale (Neff , 2003a) and State-trait Anxiety Inventory, trait version (Spielberger, 1970). In order to test whether self compassion mediates the relation between rumination and anxiety the Baron and Kenny (1986) regression analysis method will be employed for identifying mediational variable.

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The Impact of Digital Storytelling Projects on Preservice Teacher Beliefs about English Language Learners

The purpose of the presentation is to examine the results of a study of preservice teacher beliefs about English language learners in K-12 schools in the United States (US). In the US, and many other countries, migration movements have resulted in a high number of school-aged children who do not speak the native language of the country. These children must learn the language of their new country in order to be successful academically. This process demands that teachers differentiate instruction to accommodate their academic needs.

We know that teacher attitudes and beliefs have a significant impact on student performance and general school experiences. Results of studies on teacher beliefs portray teacher attitudes as ranging from negative and unwelcoming on the one hand to positive, welcoming attitudes on the other hand. In some cases, studies have shown that some negative beliefs can be difficult to alter.

Thirty-three preservice teacher participants were given a pre-survey about their beliefs about language learning. Following this step they were shown digital stories created by English language learners (ELLs) currently studying in US schools. The digital stories were all titled, "What does it mean to be American?" and the ELLs created stories that answered that question from their own personal perspective. After seeing the stories, the participants were given the same survey as a post-survey, and participated in a focus group discussion.

Both quantitative (paired sample t-test) and qualitative (focus group) results showed positive changes in preservice teachers' attitudes and beliefs about ELLs. Themes in the focus groups indicated that, despite the increasing number of ELLs in our schools, many preservice teachers gave little thought to teaching them in the future. Additionally, they expressed surprise that these students wanted to maintain their native language and culture instead of completely assimilating into US culture and society.

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The Influence of Emotional Regulation Strategies on Moral Evaluation

The investigation of the relation between emotions and moral evaluations represents a subject that is, and has been, over the last decades a major interest for psychologists that studied the ways in which people perceive, judge and evaluate acts that transgress moral norms. Our research was guided by the appraisal-based model that postulates that each moral violation transgresses one of three specific moral principles purity, justice or harm. According to this model incidental emotions of disgust, for example, influence only the moral violations that transgress the principle of purity and no other principles like justice. The aim of our study was to investigate the influence of emotional regulation strategies on the evaluations of moral transgressions. In the first part of our experiment we assessed, the regulation strategy most often used by each participant; then they viewed a scene from a movie that induced a negative emotion (disgust or sadness) after which they were asked to morally appraise 10 scenarios, 5 transgressing the purity principle and the other 5 the justice principle. The hypothesis of our study is that the repeated use of regulations strategies leads to long term effects that could influence the appraisals of moral transgressions. For example suppression is associated with lower emotional clarity and implicitly a lower specificity of moral emotions, thus with a higher degree of contamination of moral judgments pertaining to a certain moral principle with emotions that are specific to another principle. The results of our study largely confirmed our expectations showing that emotional regulation strategies influence the evaluations of moral transgressions. For example individuals that chronically use suppression exhibited the lowest level of specificity of the moral emotion experienced, by making the most severe evaluations of the transgressions of justice when they were induced to feel disgust allowing their judgment to be contaminated by their current disgust, although disgust is specific to another moral principle - purity.

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The Relationship Between Parenting and Internalizing Behaviours: A Systematic Review

Background: It is well documented that poor parenting practices result in negative emotional outcomes in children. However, the link between parenting and internalizing behaviors is only beginning to be explored. Internalization symptoms are often more difficult to identify as they are not overt, and often do not cause substantial disruption in day to day functioning. However, these symptoms are as concerning as externalizing symptoms, and warrant an exploration into the implications of its relationship with parenting. Specifically, this review seeks to explore the relationship between parenting practices and parent-child attachment and internalization symptomology.

Method: This study utilized a systematic review in order to ascertain the relationship between parenting and internalization behaviors in children. An appraisal tool was developed in order to ensure included articles maintained high methodological rigour. Biomed Central, PsychArticles, Academic Search Complete, Eric, Sage and SocIndex databases were searched for quantitative, English language papers published in the last ten years (2005-2015). After yielding 1002 articles in the initial search strategy, 39 articles were appraised and a total of 21 empirical studies were used for data extraction. Data was extracted based on a data extraction tool which was developed specifically for this study.

Results: Of the 21 studies included, 11 of them were conducted in the United States of America, 3 in the Netherlands, 2 in Australia, 2 in China, 1 in Canada and 1 in the UK. 14 of the articles used the Child Behavior Checklist to measure levels of internalization. 13 articles indicated that some forms of poor parenting practices are related to internalizing behaviors. For example, over-involved parenting,

spanking endorsement, over-reactive parenting, insecurely attached children, authoritarian and permissive parenting is all linked to internalizing behaviors in children. 2 articles reported a negative relationship between authoritative parenting and internalizing symptoms.

Conclusion: This systematic review does indicate a relationship between parent-child relations and internalizing symptoms in children. In several studies, the complexities of this relationship remain unknown, and warrant further attention. However, as a departure point, poor parenting-practices and poor attachment relations often correlate with internalization symptoms.

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**Pain and Catastrophizing Increases Attention:
A Model for Adult Individuals**

The Pain Vigilance and Awareness Questionnaire (PVAQ) is an instrument that was developed with the intention of capturing aspects of attention to pain. The aim of this study was to estimate the impact of the intensity/interference of pain and catastrophizing on attention to pain in adult individuals. A total 421 individuals (85.3% women, age=39.81 (SD=10.85) years) participated in this study. The Pain Vigilance and Awareness Questionnaire (PVAQ), the Brief Pain Inventory (BPI) and the Pain Catastrophizing Scale (PCS) were applied by personal interview. The confirmatory factor analysis was conducted to estimate the factorial validity of the second-order hierarchical models of the PVAQ, BPI and PCS. The indices chi-square over degrees of freedom (χ^2/df), comparative fit index (CFI) and root mean square error of approximation (RMSEA) were used. The predictive model was analyzed by structural equation modeling. The BPI and the PCS presented adequate factorial validity to the sample (BPI: $\chi^2/df=2.672$, CFI=0.954 and RMSEA=0.063; PCS: $\chi^2/df=4.160$, CFI=0.951 and RMSEA=0.087). An adequate fit of the PVAQ was obtained after excluding 3 items 3 ($\chi^2/df=3.848$, CFI=0.916 and RMSEA=0.082). The predictive model composed by BPI as the only independent variable showed that the pain had a positive and significant impact on the attention to pain in adult individuals ($\beta=0.40$, $p<0.001$, $r^2=16\%$). In the model with the inclusion also of catastrophizing as independent variable, the contribution of the pain on attention was on the limit of significance ($\beta=0.14$; $p=0.044$). The catastrophizing presented positive and significant contribution on attention ($\beta =0.46$, $p<0.001$) and the impact of the pain on catastrophizing was significant ($\beta=0.58$, $p<0.001$) ($\chi^2/df=2.121$, CFI=0.915 and RMSEA=0.052). This model showed $r^2=31\%$. It concluded that individual that reported higher levels of pain and catastrophizing presented higher level of the attention to pain.

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Life Skills and Adolescents in a Position to Host with Intellectual Disabilities

In Brazil, the Official authorities send children and teenagers who need special legal protection to an Institutional Shelter and/or a Foster Care, which priorities are: to promote a health development, social and familiar reinstatement, and/or inclusion in the host family, as much as for detachment of family or institution. However, some cases of sheltering extend the time, which brings psychosocial consequences in development process of the foster children, such as: feeling of unpreparedness, fear, sadness, which happens mainly after detachment. Therefore, this study aims to analyze the effects of a training involving skills for life, specifically skills of assertive communication, applied to teenagers with intellectual disability that live in Institutional Shelter situation, which focus on improve the quality of their social living. This is a qualitative and quantitative research. In order to proceed with data collection we applied two semi-structured questionnaires to technical team of the institution. One of them aimed to characterize the participants and the other one aimed to observe the understanding of the technical team about communication skills deficit of teenagers participants of this study. After that, we applied a board game of social interaction to teenagers with purpose of identify deficit regards to these skills and the benefits of the board game. The data collect were achieved through a set of conversation where the training was applied. The analyses were based on "Content Analysis". It has participated of these study four teenagers with Intellectual Disability that live in an Institutional Shelter situation. The results pointed out that the training has improved some verbal, non-verbal and also paralinguistic components, which were in deficit regards to communication's repertoire of the participants. Furthermore, it has pointed out that other components were developed, even they were not part of the research: start, maintain and stop a conversation. However, some participants have not changed regards to specific components of assertive communication. The results also pointed out the need of application of others studies, as much as elaboration of other strategies of intervention.

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Introducing an Integrated SHIP® Trauma-Spectrum Model on the Etiology, Characteristics and Natural Disposition of Trauma-Spectrum Manifestations (TSM)

An integrated SHIP® (spontaneous healing intra-systemic process) trauma-spectrum model is introduced as a theoretical exposition of the etiology, characteristics and natural disposition of the proposed trauma-spectrum manifestations (TSM) diagnosis. The model proposes an interactive and interdependent developmental process of complementary factors for all types of trauma (complex PTSD and PTSD) and incorporates genetic, environmental and neural influences that effect the eventual selected coping configuration. Innate self-regulation towards people's natural healthy blueprint disposition reflects the SHIP® point of reference and incorporates the psycho-biodynamic healing script, consisting of psycho-biodynamic translators, that stimulates awareness of the need for internal reconnection. Distracters that support a distressed coping style are discussed, as well as the discrepancy between the Integrated SHIP® Trauma-spectrum Model and current pathology diagnostics.

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Leonardo Da Vinci's La Bella Principessa Smiles More on one Side

The Mona Lisa is the most-visited, most written about and most parodied work of art in the world. However, the "uncatchable smile" that makes Leonardo da Vinci's Mona Lisa so special is not unique. In previous research (Soranzo & Newberry, 2015) found that the technique which would later give his most famous subject her mysterious allure was first executed in the lesser-known painting by the Renaissance master: La Bella Principessa. When viewed directly the slant of her mouth appears to turn downwards, but when viewed in peripheral vision the edges of her mouth take an upward turn. Unlike the Mona Lisa, La Bella Principessa's portrait was painted in profile and the present research discovered that the magnitude of the "uncatchable smile" illusion depends on the viewing position: when viewed 40° from the left, the Princess smiles to the viewer, but when it is viewed 40° from the right, she maintains a neutral expression. To control for position effects, a mirrored version of the portrait was used. It was found that the uncatchable smile illusion in La Bella Principessa is stronger from the left.

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Significant Associations between Escape-Avoidance and Self-Control Coping Strategies and Sleep Problems and Hopelessness in Potential Lung Transplant Candidates – A National Cohort Study

Introduction: Maladaptive coping strategies may have great impact on potential lung transplant candidates' mental health. Psychological distress like symptoms of anxiety and depression are associated with increased morbidity and mortality before and after transplantation. We wanted to focus on associations between psychological distress defined as GHQ-30 chronic score ≥ 17 ; symptoms of sleep problems and hopelessness and coping strategies in end stage lung patients when assessed for lung transplantation.

Methods: In 2006-2010, 96 patients suffering from terminal lung diseases acquired as adults were eligible for this study. The questionnaires Ways of Coping Questionnaire (WOC), General Health Questionnaire 30 (GHQ-30) and Hospital Anxiety and Depression scale (HAD) were completed when the patients were hospitalized for evaluation of suitability for lung transplantation. Data were analyzed using linear regression.

Results: We revealed that 17 patients suffered from psychological distress. We also found significant differences in some coping strategies between patients with psychological distress and those without distress.

The coefficients (standard error in parentheses) between Escape avoidance, Self-control and Confronting Coping (WOC) and psychological distress were $-0.38(0.12)$, $p=0.001$, $-0.32(0.12)$, $p=0.011$ and $-0.24(0.11)$, $p=0.032$, respectively.

We also found that the emotional coping strategies Escape-avoidance and Self-control were significantly positively associated to sleep problems and hopelessness (HAD single items).

Conclusion: If confirmed in other studies, the findings may suggest that psychological intervention focused particularly on reducing escape-avoidance and/or self-control coping strategies may improve sleep problems and reduce hopelessness.

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Transcending the Self to Understand Others: The Effects of Meditation and Spirituality on Emotion Recognition

Mental representation of ourselves and of others is strongly linked to mapping our bodily states. Such bodily instantiation of cognitive operations, which is referred to as embodiment and is searched for in practices like Yoga, allows the apprehension of others' mental, perceptuo-motor and emotional states through simulative representations of external events into internal, bodily states. At the same time, the ability to assume an external perspective on actual body perceptions and actions (self-transcendence) is inherently linked to human spirituality and is searched for in several practices as Mindfulness. Here, we tested, in two experiments, the effects of activating embodied or self-transcendence representations on the ability to recognize emotions in others' faces. In experiment 1, a group of 20 participants (with not meditation experience) followed, while lying down, two short, 5-min induction instructions asking to notice bodily sensations with a decentring perspective (adapted from mindful movement scan) or to actively perform with an embodied perspective a series of Yoga movements (adapted from the SuptaTadasana Yoga practice). Before and after the instructions they were asked to either recognize the emotional valence (i.e., positive vs. negative) or the gender of a series of faces. Results showed that the Yoga practice heightened recognition of face expressions, but not gender, as compared to both baseline and Mindfulness practices. In experiment 2, the same tasks were performed at baseline but each stimulus was preceded by a shortly presented word that was associated or non-associated to spiritual concepts. Results revealed that the presentation of spiritual words reduced emotion recognition performance as compared to non-spiritual words, while gender recognition remained unaffected. These findings show that even a short embodiment induction may boost emotion recognition, while activating self-transcendent representations blurs it, providing experimental support to the view that social perception relies, at least partially, on embodied representations.

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**The Health Impact of Upward Mobility:
Does Socioeconomic Attainment Make Youth More
Vulnerable to Stressful Circumstances?**

Youth socioeconomic development may have a mediating affect as well as a moderating effect on the long-term health influence of adolescent stressful experiences. However, less is known about this complex web of influences. Using a nationally representative sample of 11,271 adolescents, this study attempts to enhance our knowledge by elucidating these influences. As shown in the theoretical model (Figure 1), first, based on life course development perspective, we investigated the mediating influence of young adult socioeconomic development (conceptualized as their future orientation in adolescence as well as their educational attainment and income in young adulthood) on the association between adolescent stressful experiences and young adult cardio metabolic disease risk as measured by allostatic load (a composite index of nine biomarkers) (path B1 & B2). Second, integrating "John Henrysm hypothesis" into the larger life course perspective, we investigated whether adolescents who display resilience by succeeding socioeconomically (educational and income attainment) when faced with stressful early life circumstances pay a physiological cost in the form of increased cardio metabolic disease risk (the moderating path C).

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Gender and the Long-term Mental Health Effects of Political Violence and Displacement: Survivors of the Anfal Military Operation in Iraqi Kurdistan

Introduction: Political violence is a widespread problem around the world, and the resulting forced displacement of populations leads to disruption of community structures and social norms. Exposure to trauma is almost inevitable, and the breakdown of habitual community and family support networks leaves women particularly vulnerable to sexual harassment, violence and exploitation. In male dominant societies that stigmatize women who are without male protection, women may find themselves isolated and living in poverty in the aftermath of political conflict and thus may be at greater risk for long-term psychological symptoms such as depression and anxiety. The present study examined the role of gender in the long-term mental health consequences of the "Anfal" Campaign, a military operation conducted in 1988 by the Iraqi army in the Iraqi Kurdish region that destroyed 2600 villages, killed over 100,000 civilians and led to forced displacement of countless others.

Methods: We interviewed 100 survivors of Anfal (67 women, 33 men) living in the Chamchamal area of Iraqi Kurdistan. Interviews included the Harvard Trauma questionnaire and the Hopkins Symptom Checklist (Kurdish versions). Participants were recruited through community leaders, in collaboration with the Anfal Directorate and were interviewed in their homes.

Results: The mean age of participants was 53.8; the majority of men was currently married, while over half the women were widowed. Women had significantly less formal education than men ($M=0.55$ vs.

2.36 years). The number of traumatic events experienced by participants was significantly positively correlated with symptomatology ($p's<.05$). Women reported significantly higher levels of depression ($M=2.12$ vs. $M=1.76$, respectively) and anxiety ($M=2.35$ vs. $M=1.72$) than did men ($p's<.001$) despite having been exposed to comparable numbers of traumatic events ($M=21.54$ vs. 22.97 events in

women and men, respectively). There were no significant gender differences in PTSD symptoms. We then examined women's experiences in greater detail. Mean levels of anxiety and depression were in the clinically significant range for women. Of all the traumatic events women experienced, the most consistent predictors of women's symptomatology included having to flee their homes during Anfal, and the disappearance, hostage taking or kidnapping of a close family member ($p's < .05$).

Discussion: Our data reveal chronic mental health symptoms among survivors over 25 years after the Anfal, with women particularly likely to experience persistent clinically significant depression and anxiety.

Interestingly, the loss of home and family were among the most important risk factors for chronic distress among women. The lack of accessible mental health services and the societal norm of dependency of women on male family members for protection and livelihood may contribute to the chronic suffering of women. Implications of our findings for the mental health and need for services of forcibly displaced persons due to violence around the world will be discussed.

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**Exposure Therapy with a Nonverbal Child:
A Case Report**

Treating anxiety disorders in children can be very challenging. It can be even more challenging to utilize cognitive behavioral (CBT) interventions to treat anxiety in a child who is nonverbal, has intellectual disabilities and/or developmental delays. Developed and implemented was an exposure based intervention for a non-verbal child with CHARGE syndrome who developed anxious symptoms and behaviors (e.g.-hair touching, vocal sounds) after a stressful medical hospitalization. Frequency data pertaining to the symptoms were assessed prior to intervention, during intervention, and post intervention. The child's anxious behaviors improved after a one session exposure based intervention was utilized in the hospital environment.