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29th ISPA Colloquium
**Meeting Individual
and
Community Needs**



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Organization

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ISPA Colloquium 2007 Organization

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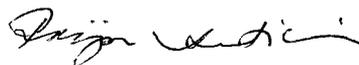
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Meeting Individual and Community Needs

We are very pleased to invite You to participate in the 29th ISPA colloquium in Tampere and Finland. The colloquium theme “Meeting Individual and Community Needs” is a challenge for every school psychologist and for all those, who are working within education. The scientific programme contains many interesting presentations and issues, which will for sure produce a lot of interaction and discussion. A wide range of sub themes like for instance social skills, mental health, traumas and crisis work, causal attributions and motivation, parent-teacher-student triangle, multicultural dimension provide an overview of the school psychological work around the world. Of course we'll have symposia both concerning school psychology in Nordic countries and concerning the Finnish school system.

We hope all the delegates will be active participating in the scientific programme and also have time to enjoy Finnish scenery and light Finnish summer nights!

On the behalf of the Scientific Committee and the Local Organizing Committee



Raija Antikainen

ORAL PRESENTATIONS

1.1

PISA and the cultural context of education in Finland

Jouni Välijärvi, Pirjo Linnakylä

University of Jyväskylä/Institute for Educational Research, Finland

Evaluation should be seen more supportive than controlling in nature. Evaluation is not only measuring outcomes. On system level evaluation is a process that should develop our understanding how education system works. We have to analyze outcomes in cultural context to find effective ways to develop pedagogical practices and effectiveness of the whole system. Finnish students have always been successful in reading literacy. This is largely based on engagement and interest in reading. Students, girls in particular, read a lot and also in their free time. In Finland literacy is traditionally considered an important element of democracy. This thinking shows in our well-established network of public libraries and in the wide popularity of newspapers. But why such a success also in science and mathematics? The curriculum has been reformed. It now puts emphasis on application of knowledge in various contexts. Teachers' in-service training has been strongly supported. In the wider societal context it has to be stressed that Finnish parents have always trusted in education. The school network has provided equal educational opportunities. All teachers are trained in universities and graduate with a Master's degree. Teacher's profession is still highly popular and respected. In the comprehensive school different students are working together. This supports the learning of weaker students, especially. Consideration for individual differences is emphasised in teacher training. The system of special education is closely integrated in the regular schoolwork. Student counselling, school libraries, free school meals and school-based health care all help concentration on learning.

1.2

Impact of students' skills in self-regulated learning on mathematics literacy and problem solving scales as measured by PISA 2003: a comparison of the United States and Finland

Bess Wood

California State University, Long Beach, USA

The purpose of this study was to examine the relationship between students' self-regulated learning skills and their performance on mathematics literacy and problem solving scales on PISA 2003, and international assessment. This study compared two countries, the U.S. and Finland in three areas of self-regulations; self-beliefs, motivation, and learning strategies. In a secondary data analysis, the relationship between students' self-reported use of self-regulated learning skills and strategies and their scores received on the aforementioned performance scales was examined. In both countries, greater reported use of self-regulation and higher achievement scores were significantly associated with higher scores on performance scales, especially in the area of self-beliefs. Using descriptive statistics, it was determined that Finland reported significantly greater amounts of self-regulation, and received overall means in both performance areas that were better than all but one country participating in PISA 2003. Further research should focus on establishing a causal relationship between the use of self-regulated learning strategies and the resulting effects on performance.

2.1

Crisis Management in Schools U funded COMENIUS courses for European school psychologists

Bernhard Meissner, Arthur Englbrecht

ISPA, LBSP, Germany

Especially during the annual ISPA conferences special knowledge gathered in Israel and the USA could be spread. In 1999 the International Crisis Response Network (ICRN) was founded as an ISPA project. First training in Europe was given by Bill Pfohl in the Bavarian Teachers' Academy in 2002, just several weeks before the school shooting at the Gutenberg-Gymnasium in Erfurt. The group just trained who had visited Israel's Stress Prevention Center two years before could offer valuable help. Recent neuro-psychological research shows clearly how much learning - academic and behavioural - is impeded by traumatizing short-term or long-term situations. Strategies were developed especially for children in schools to cope with traumatizing events. Experience in that field was exchanged through international contacts for which the International School Psychology Association (ISPA) and the International Crisis Response Network (ICRN) offered an excellent basis. In the years 2003 - 2006 these strategies were taught in COMENIUS courses to 122 school psychologists from 12 countries proved to be useful in many different incidents, manmade e.g. shootings, bombings, terrorist attacks, suicide, bullying or natural disasters as floods, storms or accidents that impact on children or school personnel. The presentation will describe the development of the courses, their contents and the process of applying for participation.

2.2

About crisis work at schools

Tiina Varjola

City of Tampere, Department for Basic Education, Finland

The purpose of this presentation is to describe how the crisis work at schools is recommended to be done by the school psychologists and the school social workers in Tampere. The lecturer has coordinated the school crisis work in Tampere for the last four years. She has also done most of the debriefing sessions needed by the groups of pupils. This work has raised some issues and thoughts about the essential matters that can either add more resources or prevent the co-operation altogether when crisis work is being done within the school community. The role of the school principal has proven to be most significant. These issues are to be dealt within this presentation. Finally, there are some basic issues that should be considered carefully while doing a debriefing session with groups of children in various ages.

2.3

Crisis response: developing confidence, capability and collaboration

Paul Rees, Niels Seaton, Sam Methuen, Suzzie Lisk

Manchester University & RCT.MT ECPS, UK

The core work of Educational Psychologists (EPs) in the United Kingdom (UK) is seeing radical change. There is now a growing expectation on the part of employers that EPs will be ready to lead the response to crises in schools and the local community. Newly qualified as well as more experienced EPs are frequently being called upon to offer interventions and co-ordinate response actions in schools following serious incidents. It is vital that all those who respond are well-trained, confident and capable. This changing role is, therefore, prompting EP services to review their own ability to deliver this service.

This paper reports survey data on the self-confidence and self-perceived capability of EPs in responding to such incidents. The presenters' involvement in actual incidents will be used to illustrate key points. Survey data and practical experience suggests that EP services may need to develop far greater knowledge and experience in this field. The implications for future training of EPs are considered.

The paper also describes the attempt by a large EP service to develop a well-trained, confident, capable team for responding to crises. The strategy has collaboration with key services and agencies at its heart and includes a heavy emphasis on specialist training through the ISPA European Committee (Crisis Response) which in turn makes much use of the model suggested by the National Organisation for Victim Assistance (NOVA). Suggestions on how confidence, capability and collaboration can be secured will be offered.

3.1

A Psychological perspective on African Individual and Community Identity: Challenges, Opportunities and Risks for Psychologists working with clients of African Origin (the culturally different)

Mary Joyce Kapesa

Africa University, Zimbabwe Psychological Association

The present century has witnessed massive movements of Africans to Europe and other Western countries in search of a better future. As a result the African Individual and Community identity is slowly changing as the world is fast becoming a global village. Meeting the culturally different psychological needs and providing relevant Psychological services has become a major challenge to School Psychologists working with migrant clients. This paper will analyse issues pertaining to African Individuality and Community identity that have a strong bearing on how Africans behave, think and view the world. This will in turn assist Psychologists and Mental health practitioners working with the culturally different in providing relevant psychological and social services. The paper will focus on the following areas: -The nature of African Individual and Community Identity -Impact of migration/displacement on Identity and Socio-emotional development. -Implications for School Psychologist working with the culturally different. (challenges, opportunities and risks) -Way forward to achieve desired results.

3.2

ROM-EQUAL project -support models for training Roma adults to special needs assistants

Pirjo Laaksonen

State Provincial office of Southern Finland

State Provincial office of Southern Finland coordinates in 2004-2007 an EQUAL -project financed by the European Social Fund and the Finnish Ministry of Education. The main aim is to promote the training and employment possibilities of Roma adults. The ROM-EQUAL -project is implemented in nine municipalities in Southern and Eastern Provinces of Finland. Development partners consist of municipal and national education and labour authorities as well as Roma NGO's and two transnational partners from Slovakia and Slovenia. The presentation will describe the main results in development of support forms for Roma adults in their vocational training path. The training of Roma adults to special needs assistants in comprehensive schools is organised in the form of the competence-based vocational qualifications and it correspond to qualifications taken in upper secondary vocational training institutions. Why was this project needed? The Roma children and youth have often difficulties in completing basic education and the Roma population is very often unemployed inspite of the fact that the Finnish Constitution unequivocally condemns discrimination.

3.3

Life Course of Finnish Romany Women and their child care practices

Airi Markkanen, Pirjo Laaksonen

State Provincial office of Southern Finland, ROM-EQUAL project, Finland

My research 'Naturally - an Ethnographic research on the Life Course of Romany Women '(2003, tradition research) studied the life of Finnish Romany women with respect to ethnicity, identity and the customs connected to them, taking also factors such as age, generation and gender into consideration. The main question of the research was how being gypsy reflects to the life course of Romany women. My post doctoral research is on the child care practices among the Romany people. It is a very important topic because the way to bring up children apart a lot from the ways of the main/dominant society/ societies. My point of view is comparative which is also of utmost importance because the problems are likely the same in different European countries where Romany people live.

The Finnish Roma has their shared ideas what is the right, the ideal way of following the Romany customs. In reality and in everyday life, this ideal model does not work as such, but rather varies. The Romanies discuss about individual and families who follow the customs right or those who do not 'know' how to follow them. In the discussions, following or not following the customs right is either praised or criticised. The ideal is that the Roma customs would be learned naturally in everyday life. Natural behaviour is valued. For the Roma, age and growing old create and intensify their ethnic identity. The experiences of a certain age or generation can be very different with respect to being Roma. The life of Romanies with its 'numerous rules connected with purity and dirt, honour and shame, is very disciplined.

As a post- doc researcher I have concentrated on Roma women 's child care practices learned 'naturally' informally in the families, in the Roma community to the Roma customs and how difficult it is to meet a formal school education. My colleague psychologist Pirjo Laaksonen has a presentation about our project: ROM-EQUAL -supporting Employment of the Roma in Finland 2004-2007. The ROM-Equal -project supports Roma adults in special needs assistant studies and offers guidance to schools in which the students do their practical training as a part of their vocational studies. Pirjo Laaksonen will tell about this important project, that has developed new support models for employing the Roma together with its national and international partners. I have also a document film about 15 minutes, about Roma women 's household, 'the Roma purity' which has been shown in many congresses and also film festival successfully. I 'd like to show it and have my presentation about Roma women 's life course and child care practises in your congress.

4.1

Fostering Independent Learning

Virginia Smith Harvey¹, Louise A. Chickie-Wolfe²

¹ University of Massachusetts Boston, USA

² Munster, Indiana Schools and Purdue University Calumet, USA

This unique workshop will help school psychologists foster students' independent learning. The content addresses underlying psychological factors that influence independent learning. It will focus on improving self-regulation of student motivation, affect, behavior, time and organization, cognition and memory, metacognition, executive skills, reading, writing, math skills, science knowledge, and test-taking. The workshop will be a useful guide to help school psychologists become more proficient, knowledgeable and successful solvers of common referral problems related to learning. It combines current research, data-based interventions, vignettes, and reproducible handouts drawn upon the presenters' combined seven decades of experience in the fields of education and psychology.

The goal is to enable the school psychologist to help the individual determine how they learn best, which varies from student to student, from subject matter to subject matter, and from situation to situation. The school psychologist's role is to help learners determine what they need to do to become self-regulated learners such that they can figure out how to learn everything from algebra to how to download music into their IPOD.

This workshop is skill-based and focuses on providing knowledge and training that school psychologists can immediately apply. We will emphasize transforming the focus of study skills from adult-driven efforts to student self-regulation, such that students become experts in charge of their own learning, take advantage of positive factors, and even overcome detrimental environmental factors. Expected outcomes for participants are that they will learn evidence-based strategies and will leave with concrete and practical strategies for immediate implementation.

5.1

Trauma, Transition and Healing: Refugees in Australia

Michael Faulkner¹, Sheree McDonald²

¹ School of Education, La Trobe University, Australia

² Victorian Foundation For The Survivors of Torture, Australia

Refugees impact on schools and communities in many nations. After experiencing atrocities in their homelands and privation in refugee camps, families are traumatised and can develop PTSD. There are formidable cultural, financial and educational challenges of transition. School communities need strategies to address this complex area of special needs education. The diverse psychological and educational challenges of refugee families juxtapose political and community conundrums in host countries. These issues will be overviewed in the Australian context.

In Australia, there are many refugee support agencies. One, the Victorian Foundation for the Survivors of Torture works in diverse ways. Some of the Foundation's counselling, advocacy and liaison strategies with schools, school psychologists and families, will be discussed. Participants will learn to recognise student special needs of how trauma shapes anger and grief reactions and learning capabilities. Strategies to develop resilience and the courage for transformation are probed. Case study illustrations, school programs, and interactive activities will be used as a springboard for sharing cross-national experiences and skill development.

- What are the therapeutic needs of refugee children, adolescents and men/women?
- How to develop healing pathways?
- What is the journey of re-constructing identity, and tapping the strength of the spirit?
- How can psychologists resource teachers to deal with a rainbow of cultures in classrooms?
- Can we lend a hand to engage parents in the 'strange new land' school community?
- How do we de-brief and nurture ourselves in the face of repeatedly hearing heart-breaking refugee stories.

6.1

Adjustment Issues Facing Children with a Visual Impairment, Their Parents, and Involved Service Providers

John Morse

New Hampshire Assoc. of School Psychologists, USA

The purpose of this workshop is to provide the participants with basic insights into the types of psychosocial problems that children with limited vision may be facing and how these problems may affect the family as well as services being offered by school and agency personnel. This discussion will acknowledge the difficult task of defining the visually impaired population; children with low vision and/or severely restricted vision who are heterogeneous with regard to degree, type, and amount of remaining vision. Children with a visual impairment are often misdiagnosed, misunderstood, under educated, and socially ostracized. They may be considered neither blind nor sighted, 'neither fish nor fowl,' and expectations are apt to be variable and often inconsistent.

The workshop will discuss the development of self-concept, variable adjustment difficulties as influenced by the degree of vision loss, and the implications for the student, parents, peers, and service providers. At the conclusion of the workshop, participants will:

- acquire a basic understanding of the impact of eye conditions upon the learning process.
- understand how physical, emotional health and environmental factors have an impact on how residual vision is utilized.
- learn how to analyze visual tasks according to types of visual loss.
- Acquire skills to assist children in establishing an adequate self-concept
- appreciate and treat depressive and anxiety symptomatology associated with vision loss
- understand the role of vision loss when attempting to establish effective peer relationships
- utilize intervention strategies to increase self worth and emotional competence.

7

Motivation and Learning: The Child-School-Parent Triangle

Jari-Erik Nurmi

Finnish Center of Excellence In Learning And Motivational Research, University of Jyväskylä, Finland

Many children and adolescents suffer from learning-related problems and low school achievement. This is an unfortunate situation because learning basic academic skills provide a basis for the socialization into successful citizenship within the present society. Besides appropriate cognitive processes, efficient learning requires also a motivational state that sustains an individual's perseverance towards learning tasks. For example, amongst children with a history of low achievement and learning difficulties, the anticipation of failure in an academic context leads to a lack of task motivation and task-avoidant behavior. These maladaptive patterns may then strengthen low achievement and problems in learning. The learning of children occurs in a variety of contexts. During the first years of life, family forms the major environment and continues to play a role up to adolescent years. When children begin school, teachers and the classroom context become important, too. Although quite some research has been conducted on the role of parents and some on the role of teachers in children's learning and motivation, little research has been carried out on the impact of a child on child-adult interaction.

This presentation will focus on examining motivation and learning from a point of a child-school-parent triangle.

A variety of topics will be discussed, such as:

1. Do motivation impact children's learning in kindergarten and at elementary school?
2. How does learning motivation evolve?
3. Do parents and teachers impact children's learning and motivation?
4. Do children's characteristics and behavior active certain kinds of practices from the side of teachers and parents?

The results presented come from several cross-lagged longitudinal studies in which children's learning and motivation has been followed across many years.

8.1

The future of school psychology around the world: Challenges and Opportunities

Peter Farrell¹, Tom Oakland²

¹ School of Education, University of Manchester, UK

² University of Florida, USA

In 2006 the first International Handbook on school Psychology was published. Its contents include chapters that describe school psychology services in 43 countries, including a brief description of each country, its infrastructure that supports preparation and services, as well as its achievements and the challenges. Five chapters provide a broader view of school psychology internationally by synthesizing key qualities, including issues facing this speciality around the world. These latter chapters show that, despite the wide variations in the development of school psychology in the countries represented in the Handbook, some common themes and challenges emerge.

These include:

- the universal shortage of school psychologists,
 - their relative lack of status when compared to other applied psychologists,
 - variations in their academic and professional preparation and qualifications needed to enter the speciality and profession,
 - the lack of appropriate assessment materials and other resources to support their work, and
 - a paucity of school psychologists engaging in research and publications
- The goal of this symposium/round table is to identify methods that may help address and thus overcome these challenges. The symposium will utilize three methods to help achieve this goal. First, the presenters will elaborate on these themes.

Then participants will divide into smaller groups to discuss these issues and propose possible solutions. Finally, representatives from each of the subgroups will convey their suggestions through a plenary discussion. The outcomes of the session will be published in a forthcoming edition of World-Go-Round

9.1

Experiences about psychological work and its challenges in upper secondary education

Heini Ahlberg

will be delivered at the symposia

9.2

The Supporting Net for Students in Turku Vocational Institute and Experiences of the Coping with Depression Course for Adolescents

Miia Lappalainen, Anne Syvälahti

Turku Vocational Institute, Finland

Turku Vocational Institute is one of Finland's largest upper-secondary educational institutions consisting of 4,500 students and 600 professional instructors. It offers qualifications in the fields on business economics and catering services, technology and health and welfare. Turku Vocational Institute is the administrative organisation of ESF project VaSkooli (years 2004-2007) implemented in Turku and Salo regions in Southwest Finland.

The objective of the project is to develop a regional model of education and training to offer a place of study for every young person finishing his/her basic education. Our main interest as psychologists is the prevention of drop-outs from studies when mental and/or social problems are involved. In the VaSkooli project there has been developed multi-professional guidance and supporting services for students. Our support team consists of 2 psychologists, 1 social worker, 2 career advisors, 2 student welfare officers and 1 student secretary. This team works closely with other professionals in and out of school. During VaSkooli project we have piloted a group-based psycho-educational course Coping with Depression ('Mood Skills') for students in risk of depression or already having symptoms of depression. The course teaches methods to gain greater control over one's moods e.g. by learning how thoughts and actions influence one's feelings. Experiences with this intervention have been promising. Students' feedback and commitment has been good and the course has become a part of students' free-choice studies in curriculum. A research project about this intervention is starting in August 2007 by Department of Psychology, University of Turku.

9.3

The Development of Individual and Group/Collective Identity of Chinese Vocational College Students

Shuyun Yu

Shenzhen Institute of Information Technology, China

The thesis firstly interprets the meanings of "individual" and "collective" in different cultural backgrounds. Secondly, it reviews the changes on the concepts of "individual" and "collective" with focus on two aspects: distorted understanding of "individual" and "collective" (The author holds that individual is equal to individualism.) and expanded "individual" and abandoned "collective". Thirdly the author raises the question of how can proper senses of "individual" and "collective" be developed among vocational college students in China. The question is then answered from three perspectives: integration of "individual" and "collective" concepts with the "four pillars" advocated in the 21 century's education; exploration of the psychological theories concerning the satisfaction of individual and collective needs; how can a value of "studying and working together" be established among students in vocational colleges against the backdrop of economic globalization.

9.4

Characteristics of parents in adolescent narratives: a developmental approach

Magdalena Budziszewska

Warsaw University, Poland

The perception of significant others in one's own environment, and in particular of one's own parents changes throughout development. One way to track these changing perceptions is through narratives. In the present study three groups of adolescents at different school levels wrote narratives about their families. One research group consisted of adolescents aged between 13 and 16, another between 16 and 19, and the last one from young adults between 19 and 26. The groups were controlled for age and school level. The 'Your Life Situation Assessment' questionnaire prepared by Zagórska was applied as a measure of the sense of adulthood. This tool provides a measure of mental maturity and can be understood as a self-reported sense of adulthood. The participants were also asked to provide written narratives about their parents. The results of this writing task were coded using content analysis and advanced methods of linguistic analysis.

The results reveal a number of structural and semantic differences between the narratives of people with high vs. low sense of adulthood, as well as between adolescents and young adults. The narrative mode of understanding past experiences seems to have important implications. The differences in parent's characteristics and in the structure of the narratives are discussed.

KEY WORDS: Perception of parents, narratives, linguistic analysis, sense of adulthood

10.1

The Future of School Psychology and Intelligence Testing

Patti Harrison

The University of Alabama, USA

The presentation will describe school psychologists' present and future role as "assessment experts" in schools. Methods in which school psychologists may integrate intellectual assessment activities within broader, international goals for the "future of school psychology" will be described. Interrelated issues of prevention, intervention, and identification for children's learning and behavior problems will be emphasized, and the role of intellectual assessment within a multi-tiered model of school psychological services will be discussed. Traditional concerns about intellectual assessment and their relevance for future practice of school psychology will be analyzed. Concerns include limited implications for diagnosis and instruction, lack of relevance for referral questions, and over-reliance on child-deficit models with disregard for environmental factors. Although these issues continue to be of concern, the methodology of intellectual assessment is better than ever before. Strong theoretical foundations are reflected in the latest versions of most intelligence tests. Psychometric characteristics (e.g., standardization, norms, reliability, and internal validity) of modern intelligence tests exceed accepted standards, although there is less evidence for the validity of response processes and test consequences.

The presentation will conclude with recommendations for applying the conceptual and psychometric advantages of intelligence tests to effective assessment practices for children. Recommendations include development of appropriate assessment models; application of assessment to educational and behavioral concerns about children; links between assessment, instruction, and intervention; and use of intellectual assessment in effective decision-making practices.

10.2

Psycho-educational Assessment of Indigenous Students in the Northern Territory of Australia: An Assessment Framework.

Susan Edwards

Student Services Division, Australia

School Psychologists from Student Services Division, provide psycho-educational assessment information to school communities to assist with developing a schools capacity to cater for students with special needs. The Northern Territory has a diverse student population, with around 40 % of students being Indigenous. In many remote communities, the school may be the only place where standard Australian English is spoken, with methods of teaching and the requirements of learning mainly based on a western cultural context.

The primary objective of this research is to develop an assessment framework using both qualitative and quantitative information to more accurately assess, understand and interpret the psycho-educational needs of Indigenous students, particularly those in remote geographical locations within the NT. Quantitative assessment tools were selected for trial which are considered to minimise cultural and linguistic demands on the student. Currently, there is very limited published information available that considers how Indigenous students may perform on these tools. This study seeks to clarify and provide information in the following areas: trialling nonverbal cognitive assessment tools; considering the factors of remoteness, English as a second language and school attendance on performance. It is anticipated that this study will provide valuable information to school psychologists in the NT, and assist with improving the delivery of school psychology services to remote Indigenous students and school communities.

10.3

Psychology and School Improvement;Introducing the Cognitive Curriculum

Bob Burden

Exeter University, Centre for Cognitive Education, UK

Over the past quarter of a century a considerable amount has been written about the need for school improvement and efforts to measure school effectiveness. much of this work has been based on sociological rather than psychological perspectives, or has focused on narrow psychometric criteria for success. At the same time, the main thrust of school psychology has continued to be in the assessment of individual children or, at best, in advocating the cause of children with special educational needs within inclusive school settings. school psychology has more to offer than this. Whilst sociological approaches to school improvement have been helpful in identifying important underlying issues, they have had little to say about the curriculum itself. A similar criticism might be levied against much of the literature on inclusive schools, which is rich in rhetoric but often limited in substance.

It is the premise of this paper that a cognitive approach to school improvement, coupled with a broader psychological perspective on the measurement of effectiveness would not only provide a solution to this impasse, but is well within the capabilities of most psychological services. An overview will be given of what is meant by cognitive education and how this can be implemented in schools under the guidance of school psychologists. Some alternative approaches to assessment which are based on more holistic educational perspectives will be explored and criteria for how to evaluate a 'thinking school',developed at the Exeter University Centre for Cognitive Education, will be examined.

11.1

Functions of Race, Ethnicity, and Immigrant Status in Bullying

Tracey Scherr

University of Wisconsin-Whitewater, USA

This presentation will highlight racial and ethnic bullying, with a particular focus on how immigration status affects bullying dynamics. Children who are immigrants, or whose parents immigrated to their country of residence, may be victimized by bullies who blame their targets' immigration histories for the perpetration. Conversely, children who have recent immigration experiences have bullied their peers as well, presumably to gain power and control in their lives when they perceive it as lacking. International migration patterns will be outlined. From there, the terms "racial and ethnic bullying" and "immigrant bullying" will be defined, compared, and contrasted. Further, the global scope of each problem will be described. Theoretical explanations for these forms of bullying will be identified and elaborated upon. Finally, recommendations for interventions for these types of bullying at primary, secondary, and tertiary levels will be delineated.

11.2

Violent Children in School Settings, a Cognitive Perspective. Features and Solutions

Vlad Petre Glavenau

University of Bucharest. Faculty of Psychology and Educational Sciences, Romania

School violence often involves children as both victims and aggressors. Explanations for this alarming phenomenon have been offered from a variety of perspectives starting from the study of individual traits to research on social learning mechanisms. The behavioural and emotional components of school violence have long been debated meanwhile cognitions underlining violent acts tended to be seen as secondary.

Our research investigates the cognitive schemata of violence in physically violent pupils and compares them with the ones of non-physically violent children in school settings. This approach emerged after performing a vast research on school violence (as a FICE-Romania volunteer) on a sample of 875 pupils, parents and teachers. The sample of the present study included 60 children from two secondary schools in Bucharest. The method being used has been drawing analysis and short face-to-face interviews.

The results confirmed the initial hypothesis regarding the existence of differences in the way violent and non-violent children mentally represent violence; in the case of physically aggressive children the predominant elements of violence are: bodily effects, lack of focus on consequences (especially emotional ones) and group expression. In other words, one of the main conclusions of our research is that violent children don't normally realize the mere violence of their acts. Taking into account this deformed perception of violence we suggested a number of guidelines for a possible School Violence Decrease Program at the end of the presentation. A pilot phase of such a project has already been implemented and the results look promising.

11.3

The relationship between bullying and self-esteem in adolescents.

Maria Sarkova^{1, 2}, Maria Bacikova-Sleskova¹, Beata Gajdosova¹, Olga Orosova^{1, 2}

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How young people feel about themselves and safety aspects in their lives is closely associated with healthy development. The schools environment is a place where bullying happens most often, having effects on both victims and offenders. Recent studies have shown a close relationship between bullying and self-esteem. However there is less evidence about which role gender plays in this relationship.

This study aims to explore the relationship between bullying and self-esteem with regard to gender. Data were collected in Kosice, Slovakia (n= 1023, 487 boys, mean age 14.9). This work was supported by the Research and Development Support Agency under Contract No. APVV-20-038 205. The frequency of being bullied and taking part in bullying others was measured by two questions from the WHO study. Self-esteem was measured using the factors “positive self-esteem” and “negative self-esteem” of the Rosenberg self-esteem scale. The effect of bullying on self-esteem was analysed using GLM multivariate procedure in SPSS.

In general, bullying has significant effect on both factors of self-esteem among boys and girls. “Taking part in bullying others” has significant effect on both factors of self-esteem only among girls. Girls but not boys who bully are characterized by lower positive and higher negative self-esteem. ‘Being bullied’ decreased positive and increased negative self-esteem in boys and girls alike. Findings of close association between bullying and self-esteem denote schools as potential places for improving self-esteem by eliminating bullying. Precise identification of the mentioned determinants in target groups should help the efficiency of school-based intervention programs.

11.4

Individual differences in the effects of Social and Emotional Learning program

Reizo Koizumi¹, Nobuchika Tanaka²

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Individual differences in the effects of a Japanese version of Social and Emotional Learning (SEL) program were examined after its eight-month implementation to 107 Japanese fifth- and 121 sixth-grade children (three classes, respectively) in a Japanese public elementary school. Target skill clusters of the SEL program are eight in all: self-awareness, social awareness, self-management, relationship skills, responsible decision making, well-being-promotion and problem-prevention skills, coping skills and social support for transition and crises, and positive and contributory service. Seven 45-minute-long exercises were conducted by the classroom teachers in the classes from June through February. The children responded to SEL self-report questionnaire, and the six classroom teachers evaluated their childrens' behaviors in the school life before and after the SEL program implementation. The scale for children had 24 items (three x eight target skill clusters), and the evaluation scale for teachers was consisted of eight items (one x eight target skill clusters). The children were divided into three groups (L, M, and H) based on their responses to the SEL self-report questionnaire in June.

The results of the analyses indicated that the L group children (lower scores in the questionnaire) showed significant increases in the scale scores between the two measurements both in the self-evaluation and the teachers' evaluation. The M group showed a similar increase in the self-evaluation. No significant changes were found in the H group during the same eight months. The SEL program's effects were different among the children based on their initial level of social and emotional abilities.

12.1

Meeting the Needs of an Inner-City Elementary School in the United States with School-Wide Positive Behavior Support

Leigh Armistead

Winthrop University, USA

This workshop will detail the implementation of a school-wide positive behavior support program (PBS) at an inner-city elementary school in the southeast United States. After two years of development, PBS enhanced this school's capability to educate all students, including those with challenging social behaviors. PBS programs feature evidence-based systems for promoting appropriate behavior rather than simply suppressing inappropriate behavior with punishment. With PBS, a school staff make positive changes in a school's environment in order to improve student behavior.

The presentation will discuss the following school-wide PBS components: active teaching of behavioral expectations, "teaching interactions" for inappropriate behavior, social skills training in all classrooms, a school-wide level system with corresponding privileges for all students, behavior support for individual students, and a referral system for severe behaviors. The role of the school psychologist in consulting with a school staff in developing and supporting these components will be emphasized. Workshop participants will acquire an understanding of PBS program components with reference to this specific school's implementation. In addition, they will gain skills in devising certain components of a PBS program. Following this workshop, participants will have the knowledge, materials, and rationales to persuasively consult about implementing school-wide positive behavior support with administrators and school-based teams.

13.1

Students' motivation and school-related burnout preceding the transition to tertiary education

Heta Tuominen-Soini¹, Katariina Salmela-Aro², Markku Niemivirta¹

¹ University of Helsinki, Finland

² University of Jyväskylä, Finland

Achievement goal orientations describe young people's general orientations towards learning and studying, that is, the kinds of goals they tend to choose and the kinds of outcomes they prefer in relation to studying. In the present study, the stability and change in students' achievement goal orientation profiles was examined preceding a transition from upper secondary education to tertiary education. The participants of this longitudinal study were 519 about 17-year-old students (336 girls, 183 boys) who completed self-report questionnaires once during the 11th grade and again during the 12th grade. Following a person-centred approach, students with similar patterns of achievement goal orientation were identified through latent profile analysis. A configural frequency analysis was used to examine the stability of and changes in group memberships from Time 1 to Time 2. Four groups of students with different motivational profiles were identified: mastery-oriented (36 % of students emphasizing mastery-intrinsic orientation), indifferent (34 % of students representing a 'typical student' with average scores on all orientations), avoidance-oriented (20 % of students emphasizing avoidance orientation), and success-oriented (10 % of students seemingly striving for both absolute and relative success). There was considerable stability in all the groups from Time 1 to Time 2; approximately 60 % of the students displayed a stable motivational profile over time. Finally, changes in motivational profiles were associated with school-related burnout. For example, students who stayed in the success-oriented group experienced most emotional exhaustion during the final year of upper secondary school. In contrast, avoidance-oriented students experienced least emotional exhaustion.

13.2

Students will learn with their whole personality

Saija Alatupa

University of Helsinki, Department of Psychology, Finland

Aim

It is known that temperament affects the way students are able to learn and how they achieve at school. Additionally, teacher perceptions of students' temperament affect skill evaluation. Our aim was to investigate whether, and how much teacher rated task persistence, distractibility and activity explains students' school success in mathematics and native language.

Methods

The students (N = 4255) were taken from the population based survey called "The Finnish Study of Temperament and School Achievement" (TSA). They were students at 9th grade in upper-comprehensive school (m = 15.1 years). Temperament traits task persistence, distractibility and activity were assessed by mathematics and native language teachers. Degrees in mathematics and native language were self-reported. The analyses were conducted for girls and boys separately.

Results

The results revealed that teacher-rated persistence, distractibility and activity, explained up to 32.0 % (girls) and 21.7 % (boys) of the mathematics and 24.4 % (girls) and 29.4 % (boys) of the native language degrees.

Conclusions

Teachers' perception of students' task persistence, distractibility and activity explain third of the degrees in mathematics and native language albeit temperament and cognitive skills are not related.

13.3

Development of abilities of metaphor comprehension

Ewa Marta Dryll

Warsaw University, Poland

In 1960 Ash and Narlow suggested that children don't use metaphor until they are 13 years old. In 1976 Winner, Rosenthal and Gardner announced that the first stage of that ability is describing people in the context of a fairytale (to speak of a 'solid person' is to speak of a person 'turned into a rock'). Next, children treat metaphor as an information about appearance ('solid' means 'with lots of muscles'). Only after, metaphor becomes an inner characteristic ('solid person' as a 'person that has a strong will' etc.). What have we found out since then? Surprisingly, the question 'How do we acquire the ability to use metaphor?' remains open.

In my research I focused on development of abilities of metaphor comprehension, leaving aside other aspects. Children (age groups: 5;6-6;0, 8;0-8;6, 9;6-10;0) were asked to describe a person 'hidden' under the metaphor of certain animals. The main variable - type of given characteristics: how does the speaker react to an object, how does the object look like, what is object's activity, object's inner characteristics and object's goals. The aspect of positive/negative attitude towards an object, as well as longitude of speech were taken into account.

Results: as anticipated, metaphor comprehension increases with age. To describe an object older children use less external features and terms of activity. Instead they focus on inner characteristics and address metaphor to psychological processes. It seems that in development of abilities of metaphor comprehension, crucial changes appear at the age of 8.

13.4

Parents' causal attributions, subject specificity, and children's school performance

Katja Natale, Kaisa Aunola, Anna-Maija Poikkeus, Marja-Kristiina Lerkkanen, Jari-Erik Nurmi

University of Jyväskylä, Finland

Previously it has been found that children's academic performance predict the ways their parents interpret the causes of their children's achievement at school. Parents' typically attribute their children's academic achievement to ability and effort. Previous research has concerned both general and subject specific parental attributions. However, less is known about how subject specific parents' causal attributions actually are, and if parents' causal attributions are more or less subject specific depending on the age of their children. Less is also known how parents' causal attributions predict their children's academic skills.

This presentation discusses the results of two ongoing studies. In the Learning Interactions between Teachers, Parents, and Students -pilot study 139 children and their parents were followed up during the children's kindergarten year. Children's academic performance and their parents' causal attributions concerning their children's performance in reading and mathematics were investigated at the beginning and at the end of the year. In the Jyväskylä Entrance into Primary School Study 207 children and their parents were followed up from kindergarten to 7th grade. Children's academic performance was measured twice and parents' causal attributions once a year.

The preliminary results showed that parents' causal attributions were rather general than subject specific, especially at the beginning of their children's school career. Parents' causal attributions predicted their children's academic performance until the 7th grade. The results suggest that parents perceive the causes behind their children's performance in reading and mathematics similarly, and parents' confidence in their children's abilities increases their children's subsequent academic performance.

14.1

Assessment of Traumatized and Sexually Abused Children: Interviewing, Play and Expressive Techniques

Karen Haboush

Graduate School of Applied And Professional Psychology, Rutgers University, USA

School psychologists are frequently called upon to assess and treat abused and traumatized children. A comprehensive assessment is essential to developing an individualized treatment plan. Interviewing of children should consider developmental and cultural factors and include an assessment of the child's coping strategies. Play and other expressive techniques can facilitate assessment and intervention. Case examples illustrating use of therapeutic stories, sand play, and drawings will be presented.

At the conclusion of this workshop, participants will have gained knowledge regarding:

- trauma and its effects on children
- guidelines for assessing trauma and abuse in children
- expressive techniques for assessment and treatment of childhood trauma.

15.1

The Work of a School Psychologist: Between Science and Intuition

Bernhard Meissner

ISPA, LBSP, Germany

Before his retirement the author worked as a school psychologist and teacher in secondary schools, and trainer for in-service training of post-graduate school psychologists for 40 years. He will give an overview of his lifelong experience in this profession that was new in his state Bavaria, Germany, when he started to work. Having spent a year after his retirement in the USA to study how school psychology is taught in university the presentation describes his conclusions concerning applied psychology in schools. The description will include feedback of his school psychology students after they had had some years in practice. It will draw attention to the effects of using the behavioral, analytic or humanistic/transpersonal approach to school psychological work as well as to what can be scientifically based and what is rather up to intuition. Finally the presentation will include some ideas how the biographical background and the personality of the school psychologist might have an important impact on the way he does his work.

15.2

Is a systemic view possible on school psychological work?

Juha Syri, Mirka Laine

City of Helsinki, Educational Department, Finland

In school psychology, the tradition has heavily focused on explanations about individual qualities (Alessi, 1988). There have been few scholars to argue for other explanations than individually-based ones (e.g. Hakkarainen, 2003). The school psychologists of Helsinki are trying to shift their working approach into a more systemic direction. Many challenges of learning, e.g. a child's ability to concentrate on a learning task, cannot be met based on intra-psychic explanations only.

In this presentation we describe the development process concerning the learning environments and our work. The theoretical basis lies on cultural psychology, e.g. the work of Lev Vygotsky, and more vastly on the so-called tradition of Second Psychology. We also consider the tradition of Mental Health Consultation in the Schools and its systemic approach. Our further education of school psychologists handles among others System-Centred Consultation (Caplan G., Caplan R. & Erchul, 1995). Another framework worth mentioning is the Learning-to-Learn approach (<http://www.helsinki.fi/cea/english/index.htm>). This leads us to a methodological development project, which is still under way. We, for instance, are implementing a learning-environmental stage in investigating children's learning difficulties. One sound method is the Sociogram, others being e.g. its derivative the Social Network Analysis. Our estimate is that this will in some cases be a sufficient method, after which to implement an intervention. We are also developing an observation scheme to investigate the qualities of a learning environment. Finally, we are aiming at a larger discussion about the nature of school psychologists' work and the roles possible for a school psychologist.

15.3

Restructured initial professional training for educational psychologists in the United Kingdom - is it just more of the same or something completely different?

Kevin Woods

University of Manchester, UK

Following many years of discussion, planning and negotiation, a new and 'restructured' initial professional training route for educational psychologists in the United Kingdom (UK) was incepted in September 2006. Significant changes brought about by this 'restructuring' include an extension of the training period from one year to three years; increases in both fieldwork and research requirements during the training; national co-ordination of revised pedagogic methods; the removal of the requirement for trainee psychologists to be qualified and experienced school teachers; and elevation of the initial professional qualification and academic standard from Masters to Doctorate level. Kevin Woods works as the director of the educational psychology initial professional training programme at one of fourteen training Universities within the UK. In this seminar he presents for discussion his initial observations upon how stakeholders are working together to support the successful inception of the restructured training programme, highlighting specific barriers, facilitators, risks and tensions that have emerged. He will consider how the restructured training programmes might produce a 're-shaped' educational psychology profession, what international comparisons there might be, and will reflect upon psychologists' use of psychological theory during change which is central to themselves.

15.4

Capturing Diverse Views to Intervene Effectively

Jean Annan¹, Jo Bowler², Mandia Mentis¹

¹ Massey University, New Zealand

² New Zealand Ministry of Education, Special Education

The actions taken within a professional community reflect the beliefs and perspectives of its members. The session will begin with a description of the structure and functioning of a model of school psychologists' communities of practice. Particular attention will be paid to the tension between commonality and diversity of member knowledge in determining the nature of professional practice.

The second part of the session will consider a particular aspect of diversity regularly encountered by school psychologists; differing beliefs regarding the location or origin of child behaviour. This session suggests that school psychologists can support effective intervention by recognizing, understanding and utilising the diverse views of the people involved in their consultation work. A matrix of common views of human development will be presented to discuss this aspect of diversity. The discussion will address the way people's beliefs about the location and origins of problems influence interpretations of events and the nature of interventions.

Finally, this session will illustrate, with reference to case studies, how the matrix can help school psychologists to construct new and better solutions in their work while simultaneously strengthening the professional community.

16.1

Trauma model and school-age children:

Does childhood maltreatment cause psychiatric disorders later in life?

Jaana Haapasalo

Office of Education, Finland

The objective of the presentation is to propose a trauma model of the effects of childhood maltreatment trauma on later psychiatric disorders. Traumatic childhood experiences, including child maltreatment, are prevalent among psychiatric patients. In addition, maltreated children are at risk for psychiatric disorders, violence, and criminal behaviour later in life. Childhood maltreatment may lead to the core posttraumatic symptoms of re-experiencing, avoidance, and activation. All these symptoms can take behavioural, affective, and cognitive forms. In a Finnish sample of young male prison inmates, the most prevalent behaviour problems between the ages of 7 and 15 were criminal behaviour, alcohol abuse, maladjustment in school, and aggressiveness. This presentation suggests that school-age behaviour problems, such as aggressive behaviour, may be manifestations of childhood maltreatment trauma and chronic posttraumatic stress. The implications of the trauma model extend to the field of school psychology. With the help of trauma model, school psychologists, teachers and other professionals may better identify traumatized children and recognize their need of psychiatric care. Keywords: child maltreatment, posttraumatic stress, psychiatric disorder, criminal behaviour, school, trauma model

16.2

Helping Sexually Abused Children To Become Their Own Therapists

Helen Simons

Chicago Public Schols, USA

Objective: Sexual abuse in early childhood leaves its victims with a broken personality and a loss of basic trust. Coping ability is destroyed. Statistics for future predictions of suicide and homicide are alarming. Within the U.S. school system these children are diagnosed as Learning Disabled or Emotionally and Behaviorally Disordered. They are counseled and treated with ineffective behavioral therapies. But, these interventions do not alleviate the rage, suffering, self-disdain, and hopelessness that are their constant, unwelcome companions.

Method: With the limited time available in a school setting, I developed a therapeutic technique that focuses on the child's inherent ability to communicate with its dissociated parts. By assuming the role of a reality-based executive personality, the child can learn to parent these self-demeaning parts, facilitate emotional healing, and begin to reawaken basic trust and coping ability. Approximately twenty children, ages six to eleven, were treated using this model. Follow-up included teacher reports about academic performance and parental reports of behaviors at home. A high rate of success was observed. Most of the students had monthly follow-ups until they left the school setting.

Results: This paper describes the therapeutic interventions employed, with emphasis on internal issues. It also discusses the range of problems that can be addressed, with particular attention to suicidal ideation.

Conclusions: The method, that was employed, can contribute to effective treatment of sexually (and other) abused children within the school setting.

16.3

Meeting the psychological needs of the community of children who have been neglected, rejected and abused

Robert Cameron

University College London, UK

In the UK, far too many of the 61,000 children and young people who were admitted into public care last year, are likely to end up as friendless, jobless and homeless adults. How can such dismal outcomes for some of the members of this vulnerable community be improved? In this short seminar, a new model of professional childcare for residential staff and foster carers will be described. This is an early intervention model which consists of two complimentary factors, are designed to meet 'psychological needs' - providing appropriate parenting experiences, and enabling adults to respond with sensitive support to the post-trauma stress behaviour, exhibited by many of these children and young people. Currently, an evaluation of this approach to childcare is being undertaken and it is hoped that some of the early results will be available in time for this conference. The implications of this type of work for educational psychology practitioners will also be discussed.

Reference: Cameron, R. J. and Maginn C. (2007) The Authentic Warmth Dimension of Professional Child Care. British Journal of Social Work (in press).

Dr Sean Cameron, Co-Director of the Professional Doctorate in Educational Psychology at University College London and Independent Child Psychology Consultant.

16.4

Educational Resilience among African (Black) survivors of child sexual abuse

Nareadi Phasha

University of Johannesburg, South Africa

Although child sexual abuse has been well documented in South Africa, issues pertaining to resilience in this matter have been overlooked, especially as relating to the victim's racial background. This paper reveals the power of racial identification and socialization in responding to an experience as adverse as child sexual abuse. Special attention is paid on Black survivors' interpretations of their childhood sexual abuse experiences and the resulting response, which is educational resilience. The presentation is based on five cases drawn from the sample of 21 participants of a major qualitative study that investigated the educational implications of child sexual abuse in South Africa. Data collection followed two strategies: (a) in-depth interviews, conducted in a face-to-face manner with each participant and (b) focus group interviews with teachers who have taught any child known to them to have a history of child sexual abuse. The findings though cannot be generalized to the wider population in South Africa; they can facilitate an understanding of some Black survivors of sexual abuse. Moreover, they are useful in designing culturally responsive intervention strategies.

17.1

Community Psychology: ‘Capacity building’ by meeting the needs of the adults in schools.

Garry Squires

University of Manchester, Staffordshire Educational Psychology Service, UK

Increasingly the mental health of adults working in schools is coming to the attention of school psychologists working for the Local Authority. During routine visits, psychologists often hear how teaching assistants and teachers are being emotionally challenged in their work, particularly with children with emotional and behavioural difficulties. Feelings of stress, hopelessness or being overwhelmed are commonly expressed. This limits the responsiveness of adults and in turn the capacity of the organisation to meet the diverse needs of children in their care. Peer supervision has been found to be helpful in addressing this issue in a number of caring professions and its potential is starting to be explored in educational settings.

This paper presentation will report on one project to help a group of Middle school teachers and teaching assistants support each other through the running of a Solution Focussed Staff Support Group. The project was short term with one session weekly for six weeks. Before and after self-report ratings were compared with clear benefits identified for the participants.

A second project will also be described showing how the same approach was used to support a group of seven primary school head teachers who were so stressed that they were considering leaving the profession. Thematic analysis of post intervention interviews gives a qualitative insight into the benefits and barriers to this approach from the phenomenological perspective of the head teachers involved.

The similarities of the two projects will be considered along with the implications for developing this important community-based role.

17.2

Stress amongst Male Teachers in State Schools in Saudi Arabia

Naif Al Harbi, Peter Farrell

University of Manchester, UK

Although a certain amount of stress is an essential part of ordinary life, in recent years, teacher stress has been increasingly recognised as being a widespread problem that negative impact on the quality of education. Teacher stress has long been recognised an important factor affecting employees' health and well-being in industrialised countries, it has rarely been studied systematically as an influential factor in employees' well-being in developing countries.

The aim of this study was to explore the general level of teacher stress, the sources, the manifestations, the coping actions used by teachers, and what actions teachers think can be taken by schools to reduce teacher stress in primary, intermediate, and secondary schools in Saudi Arabia. This study is important to the Saudi education system as very few studies have focused on teacher stress in Saudi Arabia and no study to-date has compared teachers' stress at primary, intermediate, and secondary schools. The study consisted of two phases. Phase one was a questionnaire survey of 900 teachers using self-administered, structured questionnaires. The objective of the survey was to generate quantitative data on stressful situations experienced by teachers and the coping mechanisms that they used. Phase two was a qualitative study using in-depth interviews with twenty five teachers whose scores on the questionnaires indicated that they were highly stressed.

The results highlight the extent of the problems faced by teachers in Saudi Arabia. They have major implications for principals, counsellors, and school psychologists who work with schools to reduce stress levels in teachers.

17.3

What are teachers of the future concerned with?

Gabriella Pajor

Eötvös Loránd University of Sciences, Hungary

Among the tasks of a school psychologist is the support of teachers. Today, when the world around us is changing so fast, teachers meet new challenges. Teachers with long years of experience may have the capacity to adapt to these new changes. But what about those with practice still in front of them? What is it that they are afraid of? What are those problems that they expect to face? What kind of help can they think of? I have made a survey among students of teacher training addressing the problem of new challenges. The answers that these young people gave can help professionals working in schools be prepared to answer. In Hungary, changes have taken place in the educational system, on the level of academic expectations too—that is more practical knowledge and less theoretical knowledge is required from the students—,which require a new attitude from teachers, who have been socialized to learn and teach first and foremost theory. How can professionals help the teachers of the new millenium meet these challenges?

17.4

Teacher education module in responding to student diversity: Findings from the DTMp EU Comenius Project

Paul A. Bartolo

University of Malta, Malta

An important way in which School psychologists provide support for children's development and learning is through systemic work, and particularly teacher education. This paper presents the findings from a project aimed at developing a general pedagogy module for the training of pre- and in-service teachers in responding to student diversity. Partners from seven EU countries in the Comenius 2.1 project DTMp (Differentiated Teaching Module, primary) have produced a Teacher's Handbook, together with a DVD with classroom video clips and relevant readings. This paper gives an account of the piloting of the materials in pre-service and in-service teacher education in seven countries and the results of the evaluation of its relevance and impact by the participants. The findings highlighted the importance of addressing the needs of participants through choice of goals and tasks, linking theory and practice, creating a safe, participative learning atmosphere, and enabling reflective practice.

18.1

International Initiative: Promoting Psychological Well-Being Globally

Bonnie Nastasi¹, Chryse Hatzichristou², Kris Varjas³

¹ Walden University, Minneapolis, Minnesota, USA

² University of Athens, Greece

³ Georgia State University, Atlanta, Georgia, USA

The workshop's purpose is to prepare participants in data collection procedures designed to develop definitions of psychological well-being and psychologically healthy schools/communities, based on perspectives of key stakeholders (teacher, student, school, community) within participating countries. The Promoting Psychological Well-Being Globally project is a collaborative endeavor of school psychologists from several countries, related to the efforts of the International Initiatives Committee (Chair, Bonnie Nastasi), sponsored by the Society for the Study of School Psychology (SSSP) and the International School Psychology Association (ISPA).

The project represents a first step in understanding psychological health of individuals and schools/communities from a social-cultural perspective and subsequently developing programs to promote well-being of students through individual and ecological change. In order to avoid imposing Western-based notions of mental health, collaborators will conduct formative research to gather data from key stakeholders within participating countries about conceptions of psychological health (i.e., mental health) for individuals (children and adolescents) and school and community contexts. In response to an initial call for participating researchers, 26 school psychologists from 13 countries (Australia, China, Denmark, Estonia, Greece, Hungary, India, Puerto Rico, Romania, South Africa, Sri Lanka, UK, and USA) have indicated interest in participating in proposed activities.

The workshop will prepare participants in data collection procedures, primarily qualitative in nature (e.g., interviews, focus groups). Workshop participants are expected to engage in pilot data collection with small targeted samples in their respective communities during the period of August to December 2007. The workshop is being offered at no charge to colloquium attendees.

19.1

The assessment of the effectiveness of a head start programme in language proficiency

Mahnaz Akhavan Tafti, Sakineh Jafarian

Alzahra University, Iran

In Iran besides Persian -the official standard language-, people in different regions talk in different languages and dialects. Turkish-speaking population is the largest group of non-Persian speaking population. Persian is the official language of education in entire country. Literacy for Persian-speaking children is the continuation of a natural trend in their language development but for Turkish-speaking students learning second language starts with reading and writing without the fundamental skills in listening and speaking. The phenomenon of home-school bilingualism has created many problems like; underachievement, repetitions and drop outs, especially in 4 Turkish-speaking provinces (Manzornia, 1993). Iranian Ministry of Education since 1990, has implemented a head start; one month, intensive Persian language proficiency program in bilingual provinces, with the goal of minimizing the cognitive, social and emotional problems of bilingual children entering the school.

The present research is an appraisal of the mentioned program through the comparison of the native Turkish and Persian speaking students' academic performance. Research population comprised all the first and third grade girl students in Tehran and Tabriz. 196 (97 Turkish and 99 Persian speaking) students were selected through cluster sampling. Researcher-made test of reading, writing, spelling and math verified and validated by experienced first and third grade teachers were used as the tools of research. Data was analyzed using independent t-test.

Results showed; First grade Turkish-speaking students performed significantly lower in reading, writing and spelling, but there was no difference in their math scores. There was no significant difference between Turkish and Persian speaking third grade students in reading, writing and spelling, showing the role of learning and getting acquainted with Persian language in long term and through formal education. Somehow Turkish-speaking third grade students lagged behind in math, perhaps because learning mathematical concepts as it progresses, needs manipulation and comprehension of mental concepts which requires higher level verbal skills.

So it is concluded that; Learning language is a complex, logical and rule-governed process; hence, dealing with subtractive effects of bilingualism requires long term and sustained planning. One month language proficiency program in spite of the huge expences, is too short to compensate for the deficiencies in second language and to prevent bilingual students from turning to semi lingual with inadequacies in both languages.

19.2

Developing a Strategies for Success Program

Robert Martin

Azusa Pacific University, USA

The purpose of the presentation is to introduce a brief course that a school psychologist can teach and/or lecture about as part of their school and/or private practice. The course covers strategies for success and teaches skills that enable one to

- maximize success in school or college
- create an exciting and meaningful career (or further enhance a current one)
- apply the skills you learn to enhance your personal life as well.

The topics covered include

- managing your time and money effectively
- studying, writing and speaking proactively
- discovering who you are
- thinking skillfully
- taking charge of your future

19.3

Anger Management: A Multicultural View

Allen Wilcoxon¹, Fredric Provenzano²

¹ The University of Alabama, USA

² Private Practice of Psychology - Seattle, WA, USA

This program examines cultural considerations related to anger management interventions in school settings. Although experiences and expressions of anger are consistently evident in all cultures, uniformity does not exist cross-culturally for either experiencing or expressing anger. Therefore, anger management initiatives in schools must be implemented with attention to cultural differences.

The program examines cultural differences that emerge from: (a) contextual cultural groupings (e.g., ethnic groups, local social system, family system, etc.), (b) responses to social tension (e.g., frustration, anger, rage, violence, etc.), and (c) tolerance and timing for anger expression (e.g., situational explosiveness, habitual reliance on anger for persuasion, cumulative unexpressed tension, deliberate contemplation, etc.).

Specific emphases in the program are: (a) distinctions in various cultural norms for anger expression, (b) possible meanings for anger expression (e.g., dis/respect, manipulation, dis/loyalty, etc.), (c) the significance of anger in response to perceived institutional oppression, (d) the impact of celebrity and public figures as models for anger management, (e) collaborative options with local community institutions/agencies to promote changes in expressions of anger and violence (e.g., churches, synagogues, organizations, etc.) and (f) culturally sensitive interventions by school professionals and parents (e.g., cool-down, use of social brokers, use of cultural mediators, reducing the systemic influence of cultural peers, public vs. private forums of anger expression, reduced reliance on punitive correction, etc.). Thematically, the program addresses meeting individual and community needs concerning anger management in a culturally diverse world.

19.4

The Development of the evaluation scale on the scientific thinking process in the post graduate education with regard to the opinions of the post -graduate students

Sermin Bilen

Buca Educational Faculty, Turkey

It is vital to train individuals with the scientific thinking skills for the formation of the well qualified societies. In short, the scientific thinking, which means analytic thinking, should be considered as a skill that must be developed by all the learners at all levels of education, beginning from the kindergarten to the postgraduate education. The scientific thinking process is very important for the postgraduate education, which also aims to train scientists. In this context, the aim of this study is to develop an evaluation scale on the scientific thinking process in the post graduate education. The Likert type scale developed by the author consists of 45 items with the sub items related to the post graduate program, the academic staff, the student supervisors. After consulting the specialists in the field, the scale was administered to 225 postgraduates at the Institute of Educational Sciences, the Dokuz Eylül University, Izmir, Turkey in the 2006-2007 academic year. This scale is expected to shed light on:

- The evaluation of the post graduate programs from the perspective of the scientific thinking process
- The enhancement of the post graduate programs and the revision of its contents
- On the enhancement of the quality of supervision for guiding the post graduate students.

20.1

A comprehensive approach to loss and grief in school communities

Louise Rowling

University of Sydney, Australia

School communities globally are experiencing traumatic events that have the potential to affect: the mental health of those involved; the academic progress of students; the worklife of teachers; and the public perception of schools as safe, physical and psychosocial environments. The potentially widespread impact of traumatic events and the social construction of grief necessitates the adoption of a comprehensive management strategy. This workshop, linking research and practice will explore elements for creating supportive environments in school communities. They involve: school personnel - their practices, philosophy, knowledge and comfort levels about grief; and school community structures, programs, policies and partnerships with service providers.

21.1

LADS - Lively boys at pre-school and school

Eeva Uusivirta

Helsinki City Education Department, Finland

The learning environment can be very different for a child at home, pre-school, and school. Wherever a child is, it is always learning something. Parents and teachers do their best, but how do we know what is good for the child? What do we, as school psychologists, think is good for the child? When we go into the classroom, what do we see? When we see the child individually in our office, what are we interested in? What is education? What do we aim at? The Finnish Pisa results are good, but what lies behind them? How much do we really understand about what goes on in the minds of young children - and what does helping them at school really mean?

In the workshop, we will see at least parts of two Finnish documentary films made by film director Liisa Helminen. The first one, the Lads (30 min, with English sub-titles), shows the everyday life of four 5-6-year-old boys at home and at pre-school and we can hear their thoughts and see their activities in different surroundings. We also hear what they think about going to school, and what they think is waiting for them there. They talk a lot about the school rules and how they will lose the freedom to play. In the second film (in Finnish only, we will only watch short parts of the film), we will see how it turns out for some of them in the first class at their small-town school. The aim of the workshop is to share feelings about what we see in those films and what we see in our own schools today, what are we happy about and what worries us in our own school systems

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Parental Disengagement with Children's Learning and Schooling: Strategies for Fostering Partnerships

Sandra Christenson

University of Minnesota, USA

No one disputes the seminal nature of parent-school engagement to promote child academic, social, and emotional learning outcomes. Theoretically, Bronfenbrenner's model underscores development-in-context, and empirically, both descriptive scientific findings and intervention studies support the influential role for parents in achieving optimal learning outcomes for students. In this keynote, elements of a healthy partnership with parents, a process for creating and sustaining a productive relationship across school years, and specific strategies and lessons learned about partnering with parents/families on Check & Connect projects with students in elementary and secondary, urban and suburban schools from over 13 years will be presented. The students on these projects, like their parents, were disengaged from schooling and learning and often felt marginalized.

23.1

School Psychology in the Nordic Countries

Merja Hallantie

Helsinki City Education Department, Finland

School psychology – a part of student welfare services in Helsinki The Child Welfare Act states that all municipalities should arrange school psychologist services for pupils. According to the Education Act student welfare is a task for everybody at school. It includes measures to promote good learning, physical and mental health and social wellbeing of the pupils. School psychologists work in multiprofessional teams including head-masters, teachers, social workers and nurses in order to promote safety and daily care for the children. They also work with individual children and their families. In the speech you will hear about how school psychology is arranged in Helsinki as part of the over all student welfare services in order to meet the needs of children and young people.

23.2

A community example from Denmark

Ole Bang-Larsen

Pedagogisk-psykologisk rådgivning (PPR), Horsens kommune, Denmark

Denmark is organized in 98 communities, and in every community there will be a school psychological office (PPR). PPR is taking care of pedagogical psychological problems including children from 0-18 years. The main goal is to contribute so children with special needs will be able to live a good life in their families, spare time, institutions and schools. Horsens community is one of those 98 communities. There are 85000 inhabitants and 12000 children. That is what the PPR office is going to deal with. In my speech I will talk about how we are doing that.

23.3

Psychological services for children in Norwegian municipalities.

Sturla Helland

Pedagogical Psychological Service, Norway

The Norwegian school legislation demands that every municipality have a Pedagogic Psychological service, named PPT. In 1998 the requirement of competence of those employed in PPT was removed, and after that the number of psychologist has decreased. During the past 10 years we have seen a shift in tasks, from a focus on helping children, youths and their families over to guiding schools and kindergartens. "Working with the system" has become a new mantra. As a parallel process to this we have got an escalation plan for mental health. Municipalities are building up different mental health care service, where at least 20 % are dedicated to serve children and youths. Norwegian policy is to reduce special services for people with different problems. Governmental special schools are closed and childcare institutions and in-patient services at the hospitals are reduced. The intention is that home-services in municipalities are going to compensate for the reduced governmental contribution, but such services are often missing. Even though the official policy is that no child should be in a special school, a governmental report (2006) shows that municipalities are now establishing their own special groups and even special schools. My guess is that PPT as an organisation might break up during the next ten years. We will probably still have a psychological service in the municipalities, and my hope is that we will be able to keep a link between the psychological service and schools thru legislation.

23.4

To work as a psychologist within the Swedish preschool and school

Pia Sointio

Department of Education, Sweden

- Is there a difference in work content, and does that have consequences, depending on what level in the organization the school psychologist is located at?
- How does client expectations affect with methods and tools we use in our work?
- What, within the boundaries of legislation, is our task, and how do we fulfill it?
- New trends in crossorganizational work, such as familycenters and other forms of coworking, wich exceeds traditional organizational borders.
- To deline a pure pedagogical-psychological, consulting-based service with work objectives separate from those of the public health care units and child psychiatric services, has proven to be a challenge.
- What current issues are under discussion nationally, and locally?

24.1

Developments in the training of school psychologists around the world

Nora Katona¹, Sandra Dunsmuir², Sissy Hatzichristou³, Bill Pfohl⁴, Helen Bakker⁵, Ingrid Hylander⁶

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⁶ University of Linköping, Sweden

The recently published international handbook on school psychology has stressed the fact that the quality of professional training has a crucial impact on improving services provided by school psychologists all over the world. Currently there are major differences between countries in the way school psychologists are trained and many training programmes are having difficulties in moving forward. In this round table discussion each of the presenters, all of whom have extensive experience as trainers of school psychologists, will give a short review of developments in their own countries. This will be followed by a general discussion in which all participants will be invited to take part. Specific issues on which the round table will focus include the following:

- The appropriate pre-entry qualifications to training;
- The length of training programmes
- Curriculum content
- Managing internships/practical placements
- The role of the professional associations in accrediting training programmes
- Ensuring that training programmes meet the needs and expectations of the profession Ultimately the intention is to build on the outcomes of this round table discussion and form a network school psychologists who are involved in training which can continue to share ideas and developments over the next few years.

25.1

A Primary Study on Attachment and Detachment in Goal Striving

Hongfei Yang

Department of Psychological and Behavioral Science, Zhejiang University, China

In consideration of the focus of attachment and ignorance of detachment in goal theory, researchers insisted that these two psychological dimensions are independent and, developed a scale accordingly. 385 students were tested for exploratory factor analysis and 361 students were tested for confirmatory factor analysis. The results showed that attachment consists of the spirit of hard struggle and goal attachment while detachment consists of usual mind and low standards. The scale was tested to have acceptable reliability and validity.

Key words: Attachment, Detachment, Reliability, Validity

25.2

Mental Health in the Schools Screening Adolescents

Peter Whelley

Plymouth State University, USA
Moultonborough School District
New Hampshire Association of School Psychologists

This presentation will review statistics about the mental health of children and adolescents in the United State. In addition there will be an overview of a screening mechanism entitled TeenScreen™ that was developed by Columbia University in New York, USA. Participants will be exposed to the various mental health factors impact school aged children and adolescents and become familiar with a computerized screening device used to assist in accessing mental health care. In addition the speaker will give an overview of how this program has been utilized n a rural school district in Central New Hampshire USA. Several cultural and political concerns will also be discussed. If time and technology permit participants will be able to sample the screening device.

25.3

Social Support influences the middle school student's mental health in South-west China impoverished minority areas and results of the research

Yi Liu

Yunnan Province Health Education Institute Psychological Counseling Center; Yunnan Psychological Committee, China

Liu Yi & Zhang Xie: This paper tries to investigate the students' mental health condition and the relationship of social support and mental health in the impoverished minority areas in south-west china. The results show the middle school students' mental health is not good, No good social support is mostly infulence factor. The research takes 338 students (ten classes of seven and eight grade student in one middle school) and 16 teachers as samples, and it carried out for 8 weeks. The independent variable is the means of intervention, its medi-variable is social support and its dependent variable is the mental health level.

The research separately uses four intervention: the support from schoolmates, the support from teachers, the support from the teachers and students at the same time, the support which the student initiatively seeks, the research uses Quantitative and process evaluation in order to check effect. It used class direction to build the support fellowship atmosphere through class direction activity, human mutual function, and individual direction. (1) Four intervention ways have different effects, but the effect of grade 7 and 8 is the same; (2) To teach student initiatively seeking support is effective means, to alleviate stress and improve mental health.

The research's theoretic meaning is to discuss the particularity of the student's mental health education in this areas. The purpose of this research is to find a practical method through intervention. It can offer some helpful methods for teachers and tutors without a school psychologist.

25.4

Prospective counselors and teachers' attitudes toward inclusion practices

Zeynep Hande Sart-Gassert

Bogazici University, Department of Educational Sciences, Turkey

The purpose of this study was to measure prospective counselors' and teachers' attitudes toward students with disabilities and inclusion practices in the regular school system. The practice of "inclusion" model seems to be a very effective future step for the social/mental/emotional development of children with disabilities when it is considered from the perspective that every child has the right to benefit equally from education and on the basis of providing equal educational opportunities to everyone (Ministry of Education Private Education Regulations 2000, Section 7). Although it seems that the inclusion model in the Turkish National Education System is strongly supported by law, regulations and guidelines, the areas of its application in the formal education still fails to exist at the satisfactory level. The Opinions Relative to Mainstreaming Scale (Larrivee and Cook, 1979) was distributed to the whole population of the senior university students in the School of Education at Bogazici University. Approximately 156 prospective counselors and teachers were completed the Opinions Relative to Mainstreaming Scale after Turkish translation were done and after necessary validity and reliability analyses were applied. Additionally, two open ended questions were asked about disability and inclusion practices in Turkey. Prospective counselors who were in the Department of Guidance and Counseling Psychology indicated more optimistic or positive attitudes toward inclusion practices. One of the implications of the study is to integrate several courses about special education and disability groups especially Attention- Deficit Hyperactive Disorder and Learning Disabilities into the curriculum of counselor and teacher education programs.

26.1

The assessment of neuropsychiatric disorders during adolescence – the role of school psychologist

Maria Taanila

The Municipality of Kangasala, Finland

Neuropsychiatric disorders including attention disorders (ADHD, ADD) and autism spectrum disorders are nowadays widely used terms at schools in Finland. In Finland the first neuropsychiatric team specialized in youngsters (age 13-20 years) began its work in 2005 in the University Hospital of Tampere in the Department of Adolescent Psychiatry. It became quite soon obvious that the differential diagnostics of the neuropsychiatric disorders during adolescence is very difficult requiring the psychologist to do not only cognitive assessment but also wide personality assessments. In quite many cases when the ADHD was suspected, problems in the development of personality, learning disabilities or even general weakness of cognitive level were found instead. It became obvious that the primary problem behind concentration problems at school is not always ADHD even though it is nowadays often suspected by parents and teachers. On the other hand the differential diagnostics of autism spectrum disorder consisted mostly of psychiatric disorders (eg. depression, anxiety disorders) or serious problems in the development of personality at its worst leading to psychotic episodes. It is self-evident that these conditions must be distinguished from “just being different”. The diagnostics of neuropsychiatric disorders is beyond resources and capabilities of school psychologist. Teamwork with an adolescent psychiatrist is absolutely important and of course: diagnosis can only be made by a physician. However, in the case of concentration problems at school, school psychologist can make an important effort by finding learning problems that have not been noticed before.

26.2

Classification accuracy based on the CBCL and the TRF regarding students with psycho-emotional problems: Which one is the best predictor?

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² University of Crete, Department of Psychology

³ University of Thessaly, Department of Primary Education

The purpose of the present study was to compare Achenbach's checklists CBCL and TRF regarding the prediction of group membership for students with and without psycho-emotional problems. Participants were 29 students with an ICD 10 classification of F90-F98 (behavioural and emotional disorders) and 29 students having specific learning difficulties (F81). The participants, aged 7-16 years old, were referred to a mental health centre for a multidisciplinary assessment of their difficulties. Students' membership comprised the dependent variable and the linear combination of the CBCL and the TRF (separately) comprised the independent variables.

Results indicated correct classification rates of 69 % for the CBCL and 75 % for the TRF. An analysis of the linear functions pointed to salient differences between scales. Specifically, the most significant predictors of correct group membership for the F90 group with regard to the CBCL involved: (a) high scores on anxiety/depression and on somatic scales and (b) low scores on internal and external problems. On the contrary, correct prediction based on the TRF involved (a) high scores on external symptoms and (b) low scores on anxiety/depression, rule breaking, and internal problems.

In conclusion, both instruments were successful in correctly classifying F90 cases but through very different means. It is suggested that the linear combinations that emerged from these analyses are analyses using qualitative means as well. The results will be discussed in the context of how useful is to take into consideration parents' and teachers' ratings supplementary to clinical assessment in order to provide appropriate therapeutic interventions.

26.3

Adaptation of Adaptive Behavior Assessment System (ABAS-II): Pilot study in Latvia

Malgozata Rascevska, Sandra Sebre

University of Latvia, Department of Psychology, Latvia

The purpose of this study was to adapt the Adaptive Behavior Assessment System - Second Edition (ABAS-II, Harrison & Oakland, 2003) in students' sample in age from 7 to 21 years. ABAS-II was translated to Latvian using forward and back translation approach. Eight percentage items were changed. Ten skill areas and 3 adaptive domains were measured using ABAS-II Parent Form (232 items) and Teacher Form (193 items). Latvian sample (N=168, 50 % female and 50 % male) was matched to the USA standardization sample of ABAS-II considering age proportion. The internal-consistency reliability for total scale of ABAS-II Latvian version was $\alpha = .98$, for skill areas - above $\alpha = .84$, and for 3 domains - above .92.

The results of items analyses showed that psychometrically acceptable values of discrimination indices were 98 % items. The great part of item difficulty indices was indicative of these items easiness (but this result could be similar to original test sample). Principal component analyses for skill areas with varimax rotation confirmed only one factor model, but not 3 domains model. The difference from original structure of ABAS-II can be explained with higher intercorrelations of skill areas in Latvian sample on average. In the next step of study (tryout study) will be improved some items and involved children in age from 5 to 6 years.

27.1

Availability of drug prevention activities in Slovak schools and young adolescents' willingness to participate in a drug abuse prevention program

Olga Orosova^{1,2}, Ferdinand Salonna¹, Beata Gajdosova¹, Maria Sarkova^{1,2}

¹ University of PJ Safarik

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The willingness to participate in a drug abuse program in school is an important condition of prevention efficacy. The relation between availability of drug prevention activities in schools and personal experience with participation in drug prevention discussion activities, lectures, a weekly short-term drug prevention training program, and their effect on young adolescents' willingness to participate in a drug prevention program using the social influences approach (DPP SIA) was explored (1027 young adults, mean age= 14.5, 53.5 % of girls) using Pearson correlation and binary logistic regression separately among boys and girls.

Significant correlation between availability and young adolescents' participation in drug prevention activities was found, but girls' higher probability of inner willingness to participate in DPP SIA was found ($p < 0.001$). Availability and personal experience with participation in discussion activities increased the probability of willingness to participate in DPP SIA, but only among girls ($p < 0.003$, $p < 0.000$). Availability of a weekly short-term training program increased the probability of willingness to participate in DPP SIA among boys ($p < 0.001$) and girls ($p < 0.002$). Availability of cultural programs increased the probability of willingness to participate in DPP SIA among girls ($p < 0.005$), but availability and personal experience with cultural programs decreased the probability of willingness to participate in DPP SIA among girls ($p < 0.03$, $p < 0.005$). The research into the efficacy of drug prevention programs concentrates more on drug abuse prevention curriculum content. The explored gender differences also support the need for greater concentration on the determinants of young adolescents' willingness to participate in drug prevention programs.

27.2

Developing thinking communities in Primary Schools

Dr Jessica Dewey

Professional Tutor on the Doctorate in Educational and Child Psychology at University College London and Senior Educational Psychologist in the London Borough of Harrow, UK

The role and relevance of teaching thinking skills has not only emerged as a critical component for education but this area has become one of considerable interest in psychology, industry and politics. Such a high general level of interest has led to increasing numbers of commercial packages which claim to enhance children's thinking skills. Many of these, however, are not based on empirical evidence and rigorous scientific evaluation. This paper aims to outline various thinking skills approaches and evaluate an infusion methodology in particular. The study itself investigated the impact of Activating Children's Thinking Skills (ACTS) (McGuinness, 2000) on the cognitive, social and emotional development of children in primary schools. Both the rationale and results of this research will be discussed, alongside the implications for developing thinking skills communities for the school psychology profession.

References: Dewey, J. (2006). Activating Children's Thinking Skills (ACTS): An Intervention Evaluation Study. Unpublished thesis submitted in part fulfillment of a doctoral thesis, University College London. McGuinness, C. (2000). ACTS; A methodology for teaching thinking across the curriculum. *Teaching Thinking*, 2,1-12.

27.3

The effects of active learning on prospective music teacher's attitudes toward music theory course

Esin Ucal Canakay, Sermin Biçfen

Dokuz Eylül University, Music Education Department, Izmir, Turkey

A qualitative music teacher needs theoretical knowledge about music. For this reason, if we want that preservice music teachers should be successful in Music Theory course, we have to use effective teaching techniques and have to care about their attitudes. The purpose of the present research is to investigate the effects of Active Learning on preservice music teacher's attitudes toward Music Theory course.

The research was designed based on an experimental pre-test post-test model. The research was conducted with 26 students from Dokuz Eylül University Music Education Department during 2006-2007 academic years. There were two groups which were randomly assigned. Active Learning was used in the experimental group and traditional instruction method was used in the control group.

The data were collected by using Attitude Scale Toward Music Theory Course.

The result of the study briefly delineated below: Active Learning is more effective than traditional instruction method on attitudes toward Music Theory course.

27.4

Satisfying Individual and Group Aesthetic Needs with Dance Teaching

Xiaoying Zheng

Shenzhen Jiaoyuan Middle School, China

Appreciation of beauty lies at the highest level of human being's needs. Teaching of dances in middle schools promotes students' spiritual being. People's strong subject consciousness indicates itself through dancing. Dancing is a symbol of mankind's emotions and feelings. According to the Gestalt Psychological Theory, the physical force indicated in dancing and the dancer's psychological force are the same structure in different natures. The Force carried by dancing movements and its getting together and extension is not a physical force, but a psychological implication. By learning to dance, students get their individual and group aesthetic needs satisfied and hence their sense as individual and group developed in a unified and coordinated way.

28.1

Qigong (Chi Kung) is for Everyone!

Sandra Clark

ISPA/NASP ISPA/NASP/SCASP

Yes, qigong is for everyone, everywhere, in every situation! Join me and a group of school psychologists from our ISPA community as we experience the wonderful health and healing benefits of this ancient Chinese energy cultivation practice. It's easy to learn, costs little money, and requires no special clothing or equipment. Each one of us has a "healer within," just waiting to be accessed and activated with the gentle breathing, movement, massage, and meditation that characterize qigong. If you are mad, tense, agitated, or nervous, qigong will help you calm yourself. If you are sad, depressed, bored, or tired, qigong will help you energize yourself and lift your spirits. If you are in the midst of conflict, qigong will help you increase cooperation and enhance teamwork. And you DO have time to add qigong to your life, if at first only 10 seconds at a time, gradually adding 10 minute sessions, and finally creating a daily practice that works for you. Qigong is one of those activities that naturally creates the "win-win" situations that we as school psychologists like to facilitate. Bring qigong into your life at ISPA and share it with your family, coworkers, and community to enhance everyone's health and well-being!

29.1

Research Methods Training

Bonnie Nastasi¹, John Hitchcock², Steve Little¹, Angeleque Akin-Little¹, Kris Varjas³, Shane Jimerson⁴, Shui-fong Lam⁵

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³ Georgia State University, Atlanta, Georgia, USA

⁴ University of California, Santa Barbara, USA

⁵ University of Hong Kong

The Joint International School Psychology Association-Society for the Study of School Psychology (ISPA-SSSP) Committee on International Research Initiatives is sponsoring a workshop on research methods for new and emerging scholars, focused on range of methods for conducting cross-cultural or cross-national research. The workshop will include a brief overview of current initiatives of the joint committee followed by presentations from methodological scholars with expertise in specific methods for conducting research in school psychology, including experimental, quasi-experimental, qualitative, mixed methods, single subject design, and cross-cultural research. The workshop is intended to prepare participants in different research designs that are relevant to research in school psychology. The level of difficulty will be introductory to intermediate. The workshop is offered at no charge to conference attendees. Funding for the workshop is being provided by the Society for the Study of School Psychology (USA).

30

Consultation as a tool for School Psychologists. How to help pupils through working with teachers

Ingrid Hylander

Department of Behavioural Sciences And Learning. Linkoping University, Sweden

School psychologists' daily work usually includes a major part of psychological consultation and collaboration. Still these important working methods are seldom taught in university courses for school psychologists in Europe. Most training focuses on direct service delivery to students instead of indirect work through teachers. Given the number of school psychologists in most school communities in the world, for school psychologists to make a change, direct service delivery will not be enough. Indirect methods, which mean helping the teachers to help the students, may vary, but the final outcome should always be a change to the better for single students, groups of students or the whole school. In this lecture I will present one of this indirect methods for school psychologists i.e. Consultee-centered consultation (CCC). CCC is a problem-solving interaction in which the psychologist (consultant) assists teachers (consultees) to develop new ways of conceptualizing student problems. A common outcome of a consultation process is that both the consultee and the consultant have changed their original representation of the problem. For a successful consultation this change implies that the teachers grasp the problem in such a way that they, with their own working methods, may implement changes that lead to successful outcomes for the students.

31.1

Enhancing the attributions for success and failure of the community of highly vulnerable children

Catherine Kelly

University College London, UK

Attributions, those causes given to significant events, are considered to be powerful determinants of our future actions. Drawing on attribution theory and concepts of optimism and self-efficacy, this research used the 'Leeds Attributional Coding System' (LACS) to compare high and low resilience in the perceptions of positive and negative events in educational, social and home contexts held by a group of children and young people who were in public care (a particularly vulnerable community in our society). Since it would appear that their perceptions of everyday contexts may be more influential in resilience building than major life events, such as changing school or placement, and that relationships are a key factor in positive adaptation, implications for educational psychologists, teachers and carers will be discussed.

Reference: Kelly, C. (2006) Using an attribution framework to examine resilience for children in public care. Unpublished assignment submitted in part fulfillment of a doctoral thesis, University College London. Munton, A. G., Silvester, J., Stratton, P. & Hanks, H. (1999) *Attributions in Action: A Practical Approach to Coding Qualitative Data*. London:Wiley

Dr Catherine Kelly, Professional Tutor In Educational Psychology at University College London and Senior Educational Psychologist, London Borough of Barnet

31.2

Connections between student styles and motivation style in Hungary in school-aged children

Nora Katona

Eötvös Loránd University, Budapest, Hungary

The importance of taking individual differences into account has been in the centre of attention and theme of research for the past decade. Individual variations among students emerge in the form of differences in cognitive abilities, learning-, thinking- and motivational style, in personality characteristics, temperament and multicultural issues. The Student Styles Questionnaire (SSQ), which is based on Jungian theory, identifies typical features of individual differences. International comparative studies utilizing SSQ have identified different mechanisms by which attributes of culture influence the emergence of different student styles. Student style does not influence school success in a direct fashion, but via mediators - one of them being motivational style.

The current paper summarizes research on the relationship of the above two elements on a sample of 863 students between the ages of 11 and 17 years of age. 44 items of the original 140 items identifying motivational styles were retained, and as a result of hierarchic factor analysis 3 major components were identified. The contents of identified components describe characteristics that can be conceptualized as describing mastery, performance and social goal-orientation based on the work of Dweck and his colleagues. The relationship between motivational styles and students styles was identified utilizing regression analysis where SSQ dimensions of extraversion-introversion, practical-imaginative, thinking-feeling and organized-flexible are the independent variables. The paper attempts to identify correlations between student styles and motivational style in an ecological framework of the Hungarian school-system, preferences for leisure-time activities and subject-matter interest.

31.3

'Children in State-Care': 'success' for both the community and the individual?

Paul Rees

Manchester University & RCT.MT ECPS, UK

A proportionally high number of children requiring 'State-Care' presents a country and the local community with significant challenges. In the United Kingdom attempts to meet these challenges are now visibly impacting upon local communities and often in an adverse way. For example, the massive and growing financial cost of supporting this group has led to the restriction of other community-based services. It is for this and other reasons that answers to the challenges are being sought with a very real sense of urgency. The answers that the 'State' and local communities find may, however, actually conflict with the individual needs of the children.

This paper begins, therefore, by exploring some of these issues and the contribution that psychologists can make. The paper proceeds to observe a lack of research evidence on what children in 'State-Care' consider 'success' to be. It is suggested that for answers to be found that enable these children to 'succeed' a shared understanding of what constitutes 'success' is critical. As part of a much larger research study this paper reports on the views of 17 children in 'State-Care' who had previously been highly rated by themselves, their teachers and carers on numerous measures such as emotional literacy, behaviour, socialisation and attainment. The powerful insight offered by this group into 'success' for children in 'State-Care' resonates with our existing psychological knowledge. The findings provide useful reference material to help individuals and communities to work towards this objective.

31.4

The Impact of Metacognitive Reading Strategies and Technology on Reading Comprehension

John Nietfeld

North Carolina State University, USA

Improving Metacognitive Reading Comprehension using Metacognitive Reading Strategies (IRCMS) was a year-long intervention project that tested the effect of classroom-based technology integration on reading comprehension. The IRCMS project utilized a quasi-experimental design with comparison schools matched on demographics. Seven schools participated in IRCMS, three of which were technology-enhanced schools and four were non-technology enhanced schools. Eight schools participated in the comparison conditions (five were technology-enhanced schools). IRCMS teachers participated in a three-day training workshop on metacognitive strategies and effective reading comprehension instruction that centered on seven target strategies (prediction, connections, monitoring, summarizing, imagery, inferring, and self-assessment). The teachers were asked to practice the targeted strategies on a weekly basis within three classroom settings (scaffolded, collaborative, autonomous). A number of support mechanisms (including internet-based tools and classroom observations) were included throughout the year.

Results revealed that the IRCMS students in technology-enhanced classrooms scored significantly lower than their IRCMS peers in non-technology-enhanced classrooms on reading comprehension. Differences in scores in favor of the non technology-enhanced IRCMS group over both comparison groups approached but did not reach significance. A primary recommendation from the IRCMS project is that technology infusion should be accompanied with teacher training in how to use the technology in a manner that is informed by theories of learning. Training in simply how to use technology devices is not sufficient to ensure significant changes in content-area learning. The presentation will also offer findings on self-report variables and provide other recommendations related to pedagogy, metacognition, and treatment integrity.

32.1

Teaching Peace in Many Languages: An international collaboration to advance social and emotional learning

Joan Duffell¹, Lone Gregersen², Arja Sigfrids³

¹ Committee For Children, USA

² Videncenter for Specialpædagogik, CVU København & Nordsjælland

³ Akat-consulting, Finland

A growing movement to advance social emotional learning in schools is in evidence throughout the world. There is now a strong body of research to support “SEL” practices that show behavioral, psychological and academic outcomes. Educators today seek practical, effective, and pedagogically sound solutions that can be readily implemented in schools.

This presentation will provide an overview of Second Step: an evidence-based social-emotional learning program which originated in the US and is being implemented in 25,000 North American settings and in thousands more schools in countries around the world. This panel of presenters from Committee for Children (US creators of the Second Step program) and international Second Step partner organizations will share models for making the program portable and successful as it moves into new countries and cultures. Panelists will discuss issues of language translation, pilot testing, cultural adaptation, and sustainable dissemination and support for this work in Europe, Asia, and Latin America. Panelists will also share their experiences with school-wide behavioral programs that complement student-focused social-emotional learning. Research outcomes from various countries will be shared, and participants will consider the important roles of school psychologists, principals and other educators in key leadership positions.

33.1

Human nature, emotional intelligence and self image

Hadiye Küçükkaragöz

Deu Education Science Ýnst, Turkey

This study was designed to investigate the relationships between emotional intelligence, philosophy of human nature and self image of prospective teachers and counselors. The sample consisted of 300 students of the education faculty in izmir. The data collected and measured by using Bar-on emotional quotient inventory, self-image questionnaire (offer, Ostrov, & Howard, 1977, inanç, 1989), philosophy of human nature inventory (Whristman, 1972). The findings are discussed for their implications on education and research

33.2

I and my family - Family from the perspective of children of divorced parents

Dr. Christina Krause, Verena Klopp

University Goettingen, Germany

Parental divorces are a massive break-up in children's lives and exposes the children to diverse stress and requires reorganisation and restructuring of the family concepts. The aim of this investigation was to gather data of the children's perspective regarding the new family relationships. In the context of the research project "I am me - health promotion by selfworth reinforcement" children, coming from different primary schools, made pictures of their families. This work deals with the analysis of these pictures. The pictures made by the children of divorced parents differ significantly from the pictures made by the children who had not made these experiences. The pictures affirm that children who experienced parental divorce are exposed to a high level of stress. Regarding the copying with parental divorce the results of the analyses show that boys experience more difficulties to adjust to the new family situation than girls. The presentations of the children who experienced parental divorce are very heterogeneous. However, the typical "after divorce situation" could not be proofed. Moreover it is obvious that a successful coping with the parental divorce depends on individual resources of the child, family factors as well as on other supporting networks which are at the child's disposal.

33.3

School-related Burnout: Antecedents and Consequences

Katariina Salmela-Aro

University of Jyväskylä, Finland

A new approach to school-related adjustment is presented in terms of school-related burnout. Although a substantial amount of research has been carried out on adjustment in the school context (Deci, Vallerand, Pelletier & Ryan, 1991; Konu & Lintonen, 2006; Roeser, 1998; Zimmerman, Bandura & Martinez-Pons, 1992; Wigfield & Eccles, 1994), few studies have focused, in particular, on how adolescents' think and feel about going to school. School burnout is defined as consisting of exhaustion due to school demands, cynical and detached attitude towards one's school, and feelings of inadequacy as a student (Salmela-Aro & Näätänen, 2005; Schaufeli, Martínez, Pinto, Salanova, & Bakker, 2002) and it is analysed by BBI-10 school burnout measure.

Results from an ongoing MoWe (Motivation and well-being during school transitions) longitudinal study focusing on transition from comprehensive school to academic and vocational tracks show that (1) individual factors, such as motivational orientation, (2) social factors, such as peer group, and (3) school-related variables, such as teachers' ability to motivate students play a role for burnout. Finally, the results show that school burnout increases at academic track, while it decreases at vocational track.

34.1

Researching the management of educational assessment for students with disability: a proactive role for school psychologists

Kevin Woods, Gill Parkinson, Sarah Lewis

University of Manchester, UK

Research in the UK has called into question how well students with disabilities are able to use formal educational assessments as opportunities to show fully what they have learned and can do. At the same time, the development of arrangements for managing formal educational assessments for students is understandably constrained by concerns to maintain the feasibility, comparability and 'fairness' of the assessment process for all students. The researchers report here upon a study of a mixed-age cohort of 96 UK students with attention deficit, dyslexia, specific language impairment or epilepsy, focusing upon their experiences of formal educational assessments at ages of 11, 14 or 16. The study gathered data on students' experiences in different assessed curriculum areas incorporating a variety of assessment media, such as tests and examinations, coursework and practical assessments. Data were also drawn from a sample of the teachers and parents of the students.

Findings show a reported variability in the adequacy of arrangements for the students' formal educational assessment as well as variable utilisation of evidence from the students' previous assessment experiences. The researchers highlight potential benefits to extending the range of special provisions available to support students during assessment; they identify ways in which students may be disadvantaged in their abilities to advocate for their own assessment needs. The researchers have devised a school-based protocol for planning formal educational assessment for students with disabilities and suggest a greater role for school psychologists in supporting the research-based development of systems for educational assessment.

34.2

Enhancing emotional well-being in the community of children who are visually impaired

Gail Bailey

University College London, UK

'Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.' (Helen Keller). There are psycho-social effects associated with visual impairment that have a direct bearing on the potential of the members of this community to experience emotional well-being, for example the ability to recognise one's friends in the playground and therefore feel 'connected' or the constraints on leisure pursuits or other 'fun' activities.

This seminar reports on a research-based project which had the intention of empowering front-line support practitioners to address an identified set of needs specific to the community of children and young people with sight impairments by applying strategies and activities aiming at promoting emotional well being and competence at individual, group (family and peer group) and system level (school and/or community). Reference: BAILEY, G. (2005). The Visual Impairment and Emotional Well-being Service (VIEWS) In Wales: the development of an inclusive, psychological approach to meeting specific emotional needs. Unpublished assignment submitted in part fulfillment of a doctoral thesis, University College London.

Gail Bailey: Child Psychology Consultant for the Royal National Institute of the Blind and lecturer in Educational Psychology at the University of Cardiff, Wales.

34.3

Implementing Cognitive Behavioral Therapy with Autistic Spectrum Students in Hawaii

Sonia Hershfield, Brian Flynn, Terri Smith

Argosy University/Hawaii, USA

This presentation describes research work which is aimed at assisting school psychologists and other professionals to provide solutions for adolescent autistic students who have emotional difficulties. Little research has been done with adolescents diagnosed with High Functioning Autism (HFA) or Asperger Disorder (AD) to determine the value of Cognitive Behavior Therapy (CBT), especially in regards to treating co-morbid depression and/or anxiety. Diagnoses of autism are increasing and school psychologists are now faced with greater challenges. Recent studies have shown that children with HFA or AD to be at a greater risk for mood and anxiety disorders with depression being one of the most common psychiatric disorders. Currently CBT is seen to be especially effective in reducing symptoms related to both mood and anxiety disorders within the general population.

A major research question of this study is to find if similar cognitive-behavioral treatments can be adapted and shown to be similarly effective with autistic spectrum students. This study presents current relevant literature findings and describes outcomes of on-going work within public education schools in Hawaii. Qualitative research work done via case studies shall be described.

34.4

Meeting Students' Needs Through Professional Development Schools

Mauriita Bivans

Ed.D. Rowan University Glassboro, USA

In 2001, the No Child Left Behind (NCLB) Act was passed; this lone legislation has greatly impacted teaching and learning across the entire United States. The act was passed to ensure that all students receive appropriate instruction so that they can demonstrate a level of proficiency on state mandated tests. In a short time, it has become clear that the English Language Learners, at-risk and special education students are the sub-groups that frequently fall short of the benchmarks and do not make Adequately Yearly Progress (AYP). Many remedies have been implemented to improve achievement on high stakes tests in New Jersey schools; they include revised curriculum, standards-based instruction, scientific research-based instructional strategies, newly designed materials that align with New Jersey Core Curriculum Content Standards (NJCCCs), the use of Highly Qualified Teachers, job-embedded professional development, etc.

One program, the Professional Development School (PDS), has proven to be successful in regard to improving teaching and learning, as evidenced at Rowan University. The first Rowan University PDS was implemented in 1991, and now there are thirteen programs in southern New Jersey. The positive outcomes are recognized by school, district and college participants in the programs. Professional Development Schools are similar to teaching hospitals, in that they are partnerships formed by teacher education programs and prek-12 public schools with the joint goal of preparing new teachers, using scientific research-based ideas and improving the development of experienced classroom teachers.

As a result, there is improved instruction and improved student performance. The partnership includes teacher candidates having the opportunities early in their careers of learning theoretical basis for instructional paths in the classroom. During the same time frame, they participate in a field experience to observe practical applications. The partnerships provide these four functions: (1) pre-service for the teacher candidates; (2) in - service for classroom teachers; (3) involvement in action research by all parties; and (4) direct impact on student learning. The clinical component continues into the junior year where there is long-term pre-service education for the teacher candidate with extended time spent between the classroom and the field site. Finally, during the senior year, the teacher candidate spends an entire semester at the school (field site). The teacher education faculty member, the PDS Liaison, is assigned to the school and serves along with the classroom teacher as co-supervisors. The classroom teacher will have more contact time with the teacher candidate and as the professional development provided by the PDS Liaison, continues over time, classroom teachers benefit from sustained long term professional development. These teachers are able to build their own capacity and take on this co-supervisory role with confidence. The classroom teacher is able to demonstrate his/her strengths in the classroom and is a strong support, model and guide for the teacher candidate. The PDS Liaison spends a good deal of time in the school environment, engaging the full staff in inquiry and research topics. What does this picture look like? You have a teacher candidate, a teacher education faculty member and a classroom teacher in a setting, creating a long-term intern relationship. The teacher candidate has two experienced mentors and an opportunity to become a part of the school community and absorb experiences from other classroom teachers in the school. Having Professional Development School partnerships in place over time helps to meet the needs of students of the school, especially those needs of certain sub-groups uncovered by state mandated testing and the proficiency requirements of NCLB. Studies show improved student performance with the presence of PDS in Michigan (Pine, 2000) and in Texas (Proctor, 1999; Houston, Hollis, Clay, Ligons, & R off, 1999). Research also shows that teacher candidates are better prepared in PDS settings (Teital, 2001).

The research involving Professional Development Schools does not speak to these programs being the only factor that is responsible for improved student performance and enhancement of instruction in a school community, but the outcomes speak for themselves. The performance of at-risk and special education students improve over time and the classroom teachers demonstrate a higher level of confidence and competency as a result of the PDS opportunities.

35.1

Symposium European Committee Promotion of further cooperation among European school psychologists and ISPA's European affiliate organizations

Bernhard Meissner¹, Arthur Englbrecht¹, Olanda Momcilovic², Jean-Luc Pilet³

¹ ISPA, LBSP

² NIP

³ A.N.P.E.C.

A report will be given about the goals since 2005

Goal I: Promote professional exchange among European school psychologists. Decision taken at the meeting in Athens was that 'crisis intervention and prevention' would at present work best to promote professional exchange among European school psychologists. As a result of the crisis EU funded seminars, participants are forming crisis focused groups in different European countries. There will be reports about the state of development in Germany, Netherlands, France and other EU countries. The organizational structure, European Union support, and application for EU funded courses are described. Planning for future certification is in progress. Advanced trainings similar to the first one held in Anaheim, USA, in 2006 are planned. A course for trainers of the trainers and courses on different topics could be suggested. These activities would lead to an ISPA European Training Center.

Goal II: Establish effective working structure of the European Committee. It will be discussed how continuous contacts among the members of the committee including contacts with all European affiliate organizations of ISPA can be improved.

Goal III emerged out of the initiative of the European Federation of Psychologists' Associations (EFPA) - where a Network of school psychology experts and representatives is going to be formed (see the special symposium about this topic). How this cooperation could be most useful for ISPA and EFPA has to be clarified. Cooperation with other relevant European organizations should be discussed, e.g. the European Parent Association (EPA), and European Teacher Organizations. Finally it should be discussed how research could be encouraged to find out how effective different techniques and programs are that are trained in the above mentioned courses are.

Presenters: Bernhard Meissner, Diplom-Psychologist, School Psychologist, Chair of European Committee of the International School Psychology Association (ISPA), Wuerzburg, Germany Helen E. Bakker, Child and Adolescent Psychologist Specialist NIP, Utrecht University, The Netherlands. Initial liaison ISPA-NEPES Arthur Englbrecht, Diplom-Psychologist, School Psychologist, Chair of the Bavarian School Psychology Association 1992-2003 Olanda Momcilovic, Drs., School Psychologist, Co-Chair of Dutch crisis focussed group (KIP), Amsterdam, The Netherlands Jean-Luc Pilet, School Psychologist, Crisis Management Coordinator of A.N.P.E.C., Nantes, France

36.1

Ethical Standards for Selecting Tests to Assess Educational Abilities and Needs

Mary Stafford

University of Houston Clear Lake
Chair, ISPA Ethics Committee,
Editor, World*Go*Round

Standards for selecting tests for the purposes of documenting limitations and functional abilities in children who have educational needs are necessary to ensure that the tools we use appropriately address referral issues and provide accurate results. Many instruments exist, but often those instruments were created in a cultural environment different from the one in which they are used.

This presentation will provide a discussion of ethical standards school psychologists should observe when selecting tests for use in assessing children, an historic perspective on the development of these standards, and a discussion of cultural and professional issues related to using tests in one country that were created in another. At the end of the presentation, time will be allotted for discussion of audience-generated ethical concerns related to assessment, such as issues that are encountered relative to not having appropriately normed tests available for the population to be tested.

37.1

Join Forces: establishing a Network of European Psychologists in the Educational System (NEPES)

Helen E. Bakker¹, Marianne Kant-Schaps², Tuomo Tikkanen³, Bernhard Meissner⁴

¹ Utrecht University, Dept. of Developmental Psychology

² European School Brussels, Representative Frenchspeaking Educational Psychologists of the FBP (Federation of Belgian Psychologists), Member of the Belgian Commission of Psychologists

³ President of Finnish Psychological Association, Past-President of EFPA.

⁴ chair European Committee, liaison person international affairs of the Bavarian School Psychology Association (LBSP).

In 2006, the initiative was taken to establish a network of European Psychologists in the Educational System (NEPES). Among the main objectives of this network are

- Promoting recognition of expertise (establishment of a status)
- Promoting high quality standards (continuity of EFPA Task Force Group EP) and thus contributing to consumer (client') protection
- Promoting the profession on a European level and thus increasing professional influence in Europe
- Ameliorating working conditions (accessibility, autonomy, sufficient jobs etc.)
- Helping to backup countries with lower training levels because of historical reasons
- Promote contact and professional exchange among EP's.

The choice was made to establish NEPES under the ro of of the European Federation of Psychologists Associations (EFPA), in cooperation between EFPA membership associations and ISPA. The initiative was presented during the European Conference of Psychology in Prague (July 2007), and to the General Assembly of EFPA, and by now the network should have been formally established.

During this meeting, the history and goals of NEPES will be presented, and the future plans will be discussed. We will discuss the role of ISPA within the network and the relationship to the ISPA European Committee. This Committee has taken the initiative to establish an ISPA European Training Center (see symposium of the European Committee). Cooperation with EFPA and NEPES can be a very useful means to make this plan to enhance practical skills of school psychologists more successful. The role of ISPA affiliate organisations will also be discussed. Hopefully, the discussion will result in recommendations on how to make the ISPA participation most beneficial for both ISPA, its affiliates and individual members, and will lead to recommendations for further cooperation between ISPA and NEPES. Members of the European committee, European affiliated associations and other European members are therefore particularly invited to participate.

38.1

Researching the potential contribution of Educational Psychologists within Children's Services in the United Kingdom

Kevin Woods, Peter Farrell, Sarah Lewis, Garry Squires

University of Manchester, UK

In September 2006, researchers at the University of Manchester reported for the Government upon a commissioned review of the work of educational psychologists (EPs). The focus of the review was on the actual and potential contribution of EPs in the context of the development in integrated multi-disciplinary "Children's Services" in the United Kingdom (UK).

In particular the review focused on: -

- EPs' contribution to improved key outcomes for children
- The distinctiveness of the EPs' contribution
- EPs work within multi-disciplinary teams
- Facilitators and barriers affecting EP practice
- The balance of EP work across functions

Data collection involved focus groups with professionals who work with EPs; postal questionnaires to parents, EPs and stakeholders who have regular contact with EPs; telephone interviews with representatives of significant organizations; interviews with children and young people who have recently seen an EP; site visits to local authorities to gather examples of good practice.

In this presentation, we will discuss the main findings from the review and consider, their implications for the development of EP services both in the UK and around the world.

38.2

School Psychology in Finland: Perceptions of School Staff

Annarilla Ahtola

University of Turku, Finland

This is the first study to report 1) school psychology resources in Finnish schools, 2) school staff's perceptions of school psychology, and 3) how the resources and the professional role of the participant are related to these perceptions. 695 teachers, head teachers, school social workers, school nurses and school doctors from three towns in southern Finland filled in the questionnaire. In half of the schools school psychologist was available only once a month and there had been at least 3 different psychologist during the past 5 years. School psychology services were mostly seen positively, but more than half of the participants considered the amount of service insufficient. Psychological assessments were considered the main task of school psychologist, but also supportive and therapeutic contacts with pupils were expected. Child and family were considered as primary clients, although work with adults and school was also seen important. The amount of school psychological services and the professional role of the participant were related to the perceptions of school psychology. Further studies are needed to collect more information about the current state of school psychology in Finland. This information is needed for discussion on the developmental goals of Finnish school psychology.

38.3

The Challenges of Incorporating School Psychologists into the Schools in Parana , Brazil

Maria Elizabeth Nickel Haro¹, Natalie Manbeck²

¹ Conselho Regional De Psicologia 08

² National-Louis University, Brazil

This presentation will discuss the past, present and future challenges inherent in expanding the role of school psychology in the schools in Parana, Brazil. It will include discussion of the materials developed, the series of state and municipal laws, as well as what is under discussion for the federal law project. Since the creation of the 1st Psychology Council in Brazil , about 36 years ago, special attention has been given to psychology in the schools. A continuous and intense national campaign to clarify for social and governmental agencies the importance of School Psychology in educational settings has started to deliver its first results. In the last decade this campaign has been broadening the professional field around the country. Currently, even without a mandatory federal law, and many times, under scarce financial resources, public and private schools hire or strive to incorporate School Psychologists within their multidisciplinary team. Parana is one of the few states that has recently approved laws that insert psychologists in schools, and a proposal of a federal law is under discussion. This has created an urgent demand for developing a clear, but comprehensive definition of the professional role of a school psychologist. An added challenge is that Brazil is a huge country, with gigantic differences among its regions. This requires adaptations to cultural differences, local needs and resources available. This presentation will include an overview of the Manual developed, the processes used to inform stakeholders, and future plans. Time will be reserved for discussion.

38.4

School psychologists in Tampere - work with the pupil welfare teams and cooperation with wide variety of authorities

Mirka Hynninen

City of Tampere, Department of Basic Education, Finland

Presentation is about the work of school psychologists in Tampere. The first school psychologist started working for the city of Tampere in 1981. Now in 2007 there are 17 school psychologist altogether in Tampere working with wide variety of issues with pupils, families, teachers and the whole school community and also cooperating with many authorities. The goal of the school psychological work is to prevent and minimize learning and behavioural problems, and to ensure that the individual capacity and characteristics of the pupils are considered in teaching. The purpose is to create prerequisites for a favourable development of the children and to promote mental and social well-being. The content and main points of the school psychologists' work in Tampere are presented in more detail.

School psychologists work as members of multiprofessional pupil welfare teams. Each school has a pupil welfare team in which people from different professions from the school community work together with the aim of promoting and maintaining good mental and physical health and social well-being. The goal is to create a healthy, safe and caring school environment, to protect mental health, to prevent social exclusion, to ensure equal possibilities of learning, to promote positive interaction and to promote the well-being of the whole school community. Pupil welfare is provided in close cooperation with the pupils' families.

The presentation starts with the review of how the school psychological work and pupil welfare of Tampere has changed and developed over the years and explains how pupil welfare teams function at present. The presentation introduces also the whole cooperation network of the most important partners of school psychologists. For example the cooperation with special teachers of pre-primary school level in the process of psychological assessment of the 6-year-olds for their readiness to start the first grade of comprehensive school is presented.

39.1

Needs assessment and awareness raising programme for bullying in school: Young people's views in relation to evaluation issues and best school practices.

Ionna Bibou-Nakou, Haris Assimopoulos, Litsa Diareme, Dimitra Giannakopoulou, Theolgoos Hatzipemos, Efi Konida, Eugenia Soumaki, John Siantis

Department of Education, Aristotle University of Thessaloniki,
Association for the Psychosocial Health of Children and Adolescents (APHCA), Greece

The study is informed by theoretical developments in the sociology of childhood, which emphasize children as social actors and as active in the negotiation and construction of social reality. Our research has looked at high school students' perceptions of bullying and strategies for addressing it. This is significant because, among others, children's views are intrinsically valuable since they reveal how do they explain, experience and manage bullying. Twelve focus groups were run from 5 high-schools, each comprising from 4-8 children (78 young people).

Our research that seeks the views of young people themselves reveals that the majority of children seem satisfied with their lives; a small but significant proportion report serious unhappiness revolving around problems with friends, tensions with and between parents, and problems with school and personal appearance. Bullying between children emerges as a significant issue for many children. Children's /young people's help-seeking behaviour is determined by the subjective meaning which they give to events and this is often at variance with what adults might expect. It is not always the originating problem which causes the 'worst experience' but the secrets and difficulties associated with it. We believe that by listening to the meaning imputed to such experiences by the young people concerned can those seeking to support and help them secure a measure of understanding of how these experiences are affecting them and what they want done about it. The challenges that professionals (school psychologists and teachers) face are discussed in relation to the development of best practices.

39.2

How teens at the 8th class of school recognize, physical, mental, economical and sexual violence

Kati Kivisaari

Department of Psychology, University of Tampere, Finland

Domestic violence is seen as a physical forcing or maltreatment. Victims of violence are ashamed and often feel guilty for the resulting violence. They even may think domestic violence belongs to marital life and that by changing their behaviour violence may disappear. It is difficult for victims to recognize and talk about violence. Violence is experimental, material and discursive, and at the same time painful and textual. While specifying the violence it is important to remember the influence of violence on one's life.

The aim of this study was to research how teens at the 8th class of school recognized violence. The study group consisted of 275, 8th class pupils from Helsinki aged 13- to 16-years. The data was collected by a questionnaire which was developed by following the group method used with teens at the schools. In addition to this pupils were asked if they have had suffered violence or if they had committed any acts of violence in last twelve months. The results show that physical violence is the most well known by teens. They recognised mental, sexual and economical violence as a violence only if there were any distinctive marks of physical forcing.

The results correspond with the experiences from the groups. Pupils recognize physical violence, only after being part of a conversation in which they then realised that mental, economical and sexual violence does exist. It is recommended that group conversations should form a compulsory part of the curriculum at schools with the support of a psychologist in its delivery. It is recommended that the delivery of such curriculum be introduced in informal settings which are conducive to open and non confrontal dialogue, particularly giving due consideration to any issue legal issues regarding disclosure of illegal actions of minors. It is the conclusion of the study that the influences of the groups should be researched as a longitudinal study to help inform educational and social reform policy.

39.3

Bullying in Greek Schools: Does Age Matter?

Anastasia Psalti

Alexander Technological Educational Institute of Thessaloniki, Greece

Bullying in schools has become the topic of both scientific research and heated discussions on television in Greece during the last decade. The aim of this paper is to report on the results of a large-scale research study that took place as part of a research project PYTHAGORAS titled 'Ethnicity, Gender, & School Violence', which was funded by the Greek Ministry of Education between 2004 and 2007. 2027 elementary-school students and 1830 secondary-school students from state schools all over the country participated in this study. Participants were selected using multi-level sampling, so that the final sample would be representative of the student population in Greece. Students filled a questionnaire titled 'Life at School' (Elementary Form & Secondary Form), which was developed by the research team based on The Revised Olweus Bully/Victim Questionnaire (1996) & the Pro-Victim Scale (PVS) by Rigby & Slee (1991).

Results indicate a decrease in the number of victims with age but an increase in the number of bullies and bullies/victims. Findings are discussed from a developmental point of view, focusing on their implications for the development of interventions in schools.

40.1

An afternoon session sponsored and coordinated by Child Development and Child Services Committee. Social and Emotional Learning in Schools in different Countries

Erika Voigt, Ilse Schlege

Development and Child Services Committee.

The goal of Child Development/Child Services Committee is to promote the development and implementation of innovative school psychology practices. The committee has been interested in identifying new, promising and effective approaches in working with children, schools and families to promote their well-being.

The Committee has been working with different school psychological practices for the past years and just now the Committee is working with SOCIAL AND EMOTIONAL LEARNING IN SCHOOLS ALL OVER THE WORLD.

The Child Development/Child Services Committee finds it important that school psychologists help to establish a social environment where all children can develop in a good and healthy way.

At the colloquium in Denmark some years ago the Committee arranged an informal session about Social and Emotional Learning in Schools in different Countries.

Afterwards at the Committee meeting we decided to arrange informal afternoon sessions at the Colloquiums to come. Therefore the Committee arranged an informal session at the Colloquiums at Athens and last summer in Hangzhou, China.

We know that many school psychologists work with the problem or are interested in that special problem. Therefore the Committee again wants to invite participants who are interested in the subject, to join the session and tell about there work and experiences - small or big - in schools.

It could be a project or an idea or a question.

Each participant will have about 10 - 15 minutes, and there will be time afterwards for discussson.

Erica Voigt & Ilse Schlegel, Chair of Child Development and Child Services Committee.

Sponsored by the Child Development and Child Services Committee.

41.1

Classroom as community: meeting the belongingness need of pupils in the first school years

Denyse Blondin

Université Du Québec à Montréal, Canada

In the school system, quality of academic participation is considered, by elementary teachers, a valid indicator of potential achievement and success (Ladd, Birch & Buhs, 1999). Among various considerations, it seems important to learn as much as possible about a variety of factors that could support quality of academic participation, specifically cooperative and independent participation. Cooperative participation refers to positive disposition towards teacher's and class rules and willingness to accept responsibilities for learning while independent participation refers to student autonomy towards learning tasks (Birch & Ladd, 1996). Recent studies show that socio-emotional factors contribute to well-being and achievement (Elias, 2006). Following motivational theory of Deci & Ryan (1985), meeting belongingness needs in the early classroom through positive relationships with peers could support cooperative and independent participation in academic activities by taking care of one of three fundamental human needs.

To test this hypothesis, a research was conducted among 14 kindergarten to second grade classrooms (N=241) in french speaking schools from province of Québec, Canada. Perception of belongingness was measured through the Relatedness questionnaire (Lynch & Cicchetti, 1997), an instrument including 17 items. Cooperative and independent participation was assessed through the Teacher Rating Scale of School Adjustment, (TRSSA) (Birch & Ladd, 1996).

Results indicate that sense of belongingness to the peer group in the early grades is positively linked to academic participation. Correlational analyses show that perception of emotional security towards the peer group in the first grades and participation are significantly linked. Specific indicators of belongingness are discussed.

41.2

Learner's Personal Experience of a Peer-Counselling Training Programme

Litha Beekman, Greg Crighton

St Stithians College, South Africa

In South Africa the provision of support services in education has been divided along racial and class lines, thereby making access to these services the domain of a privileged few. The training of peer-counsellors in schools is a deliberate attempt to broaden the access to support services across communities. This study focuses on the personal experience of 9 learners on a peer-counsellor training course in a school. A qualitative research methodology was used to extract raw data from various sources. This data was derived from a document analysis of intake forms, feedback forms and interview transcripts. Categories were identified in the raw data through open coding, and themes then named. The themes of empowerment, increased levels of social and emotional awareness, and a desire to provide a service emerged. Training gaps and emotional barriers were also identified which raised concern over the selection process of participants, the lack of debriefing after the course, as well as the level of emotional maturity of some of the participants for such an intensive training programme. By documenting the experiences of adolescents, insight has been gained, that will direct future planning with regard to the training, and use of peer-counsellors in the school setting.

41.3

Mediated Play Experiences

Zahirun Nessa Sayeed

UK / Bangladesh

In the case of young children, play is a natural and universal medium for thinking, learning and developing. Following the interactionist's approach to play, the presenter explores the theories of Vygotsky and Feuerstein, their significance to play and how play can provide a medium for thinking and learning as a child grows and develops. Vygotsky emphasised that learning is led by development and can be enhanced through social interaction. Vygotsky did not view the child's cognitive development in isolation but gave consideration to his/her social, cultural and historical background.

With colleagues, Feuerstein developed theories based on Vygotsky's Zone of Proximal Development (ZPD). Feuerstein believed that individuals have the capacity to change their cognitive functions through adapting the processes of perception, thinking, learning and problem-solving in order to cope with changes and challenges in everyday life. Feuerstein advocated the Mediated Learning Experience (MLE), which is a process by which the adult (parent, teacher etc) or more able peer and child interact in relation to an activity. In accordance with the child's needs the adult adapts the frequency, order, intensity of the activity and the context where it takes place. The adult (mediator) arouses care, curiosity and alertness in the child so that the child understands the characteristics of the activity in order to perform the task successfully.

In Participatory Play the adult's direct contact with the child enables a mediated learning experience (MLE) to take place. Applying the principles, mechanisms and criteria of MLE, an adult can engage in a Participatory Play with a child by assessing and intervening at the same time. This process can be called a Mediated Play Experience (MPE). With case examples the presenter will illustrate how play can be a Mediated Play Experience.

42.1

Working with Self-injurious Youth in Schools

Steven Hoff

The College of Saint Rose, USA

Working with youth who self-injure presents unique challenges to the school psychologist. However, the well informed practitioner is in a position to be extremely helpful. This workshop will provide a theoretical/philosophical position from which self-injury can be understood. Cutting behavior, common among trauma survivors, will be discussed with a focus on the challenges of treating youth who cut. Clinical examples (e.g. drawings, poem, and photographs) will illustrate important points. A videotaped interview featuring four teenage girls will provide 'real life' material for workshop participants to consider. The girls, each with her own successes and setbacks, were residents at a treatment facility where the presenter was Clinical Director. Challenges unique to school settings will be discussed. Finally, the important differences between self-injurious behavior and suicidal behavior will be delineated. Important components of a suicide risk assessment will be reviewed.

The workshop will be interactive in nature: attendees will be encouraged to share their experiences, thoughts and questions. Attendees will leave the workshop with enhanced understanding of the challenges and keys to success related to working with youth who self-injure in school settings. Furthermore, attendees will gain a clear understanding of the differentiation between self-injury and suicidal behavior.

43.1

A Bionian Approach for school psychologists to improve school atmosphere

Alper Sahin

MEF Schools, Turkey

The aim of this workshop is to use Bionian psychoanalytic approach to develop school psychologists' skills to improve school atmosphere by helping teachers and students to think about their emotions.

Working with adolescents is not easy since they are in a period of fast, intensive transformation. The qualities of this inhibits many youth to give a meaning to their rapidly changing emotions and cognitions which results acting outs.

School psychologists may be in a best position to help adolescents to give meanings to them (Meaning must be understood here as all networks of information related to a specific thought or emotion). On the other hand school psychologist may help teachers to understand their thoughts and emotions about the students. This is important since the attitudes of the students will be shaped by them.

The workshop includes

1st Part

- a. Discussing meanings of school
- b. Identifying the meanings of the symbols used in the school
- c. Identifying in which ways these symbols relate the feelings of the people.
- d. How these feelings are expressed as behaviours in the school rituals

2nd Part:

- a. Discussion on personality of student group: its symbols, thoughts, phantasies, feelings, acting outs, behaviours, attitudes.
- b. What are the feelings and thoughts they create in teachers, administrators and school psychologist.
- c. The ways to process all these emotional and cognitive data from Bion's approach.

The workshop will include

1. Delivery of basic information about Bion's approach
2. Individual work
3. Group discussion
4. Small group works
5. Application of Bionian approach to sample cases.

44.1

'Help, we got a math test!' – Pupils' perceptions of a formal class test in mathematics

Kati Kasanen, Riitta Kärkkäinen, Hannu Rätty

University of Joensuu, Department of Psychology, Finland

The present study set out to investigate the third- and the sixth-graders' perceptions of a formal class test in mathematics by means of an interview based on a cartoon story. The pupils (N=103) were encouraged to account for the feelings and thoughts they had when the teacher announced the math test, just before the test, and after the test. They were also asked to imagine what the teacher and their parents would say about their performance. By means of the interview method we wished to appraise the ways in which the pupils explained their successes and failures, which in turn might also be indicative of their academic self-concept. The present paper discusses the findings with special reference to the ways in which the class test, as experienced and interpreted by pupils, constructs the selective-restrictive sphere of education.

44.2

Children's Notions of the Malleability of Their Academic Abilities

Riitta Kärkkäinen, Hannu Rätty, Kati Kasanen

University of Joensuu, Department of Psychology, Finland

This study set out to examine children's notions of the malleability of their academic abilities and the variation of these notions in relation to the ability domain, the grade-level, and the child's gender. A total of 103 pupils of the third and the sixth grade were asked to rate their potential for improvement of their abilities and to give explanations for their ratings. The children were asked to assess the improvement of their abilities interpersonally, i.e. in comparison with the performance of their peers, and intrapersonally, i.e. in comparison with their own prior performance. The contribution of gender and grade-level to the children's notions was analysed. In the paper, the educational implications of the findings will be discussed in terms of the school system's differential and gendered view of academic abilities.

45.1

Learning styles and academic performance in Greek dyslexic and non-dyslexic university students

Elena Zenakou¹, Katerina Antonopoulou¹, Aglaia Stampoltzis², Sofia Kouvava²

¹ Harokopio University, Greece

² University of Athens

Research on dyslexia in adults is very limited. Dyslexia has been shown to affect the learning ability of individuals who experience difficulties not only in processing written and oral information but also in developing effective study skills and learning styles. In Higher Education the focus is placed upon the impact of dyslexia on the academic study of an individual. No empirical data are available as far as dyslexic students' preferable learning styles are concerned. This study investigates the link between academic performance and learning styles in Greek dyslexic and non-dyslexic university students.

The study's aim was twofold: first, to assess students' academic skills and preferable ways of processing knowledge and second, to look at possible associations between learning difficulties and learning styles. The sample of the study consists of 20 dyslexic students and 60 comparison non-dyslexic students. The Academic and Professional Profile (Riddick, Farmer & Sterling, 1997), adapted to Greek, was used to evaluate students' academic skills, learning abilities and study skills. Learning sensory modalities were identified using the Learning Style Inventory (Wingate, 2000).

Interesting results were yielded regarding the variability of academic and learning profiles among the dyslexic students. There was no significant link between sensory modality and dyslexia. The results of the present study are discussed in the light of inclusive education and equality of opportunity for students who learn in a different way but do not differ from their counterparts in terms of intelligence and general abilities.

45.2

Psychological correlates of university students' volunteering in NGOs working towards community and pupils' welfare

Valeria Negovan, Elena Stanculescu

University of Bucharest, Faculty of Psychology And Educational Sciences, Romania

The main purpose of this research is to examine several psychological correlates of university students' involvement in volunteering activities (such as psychosocial well being, self-efficacy, social support, optimism, values system and the realism of their expectations as far as their academic achievements are concerned) Starting from the premise that volunteering, especially for psychology students, is one of the important ways of training for their professional life, the present research was designed to: 1.examine whether the students that were involved in volunteering activities in NGOs that work towards community and pupils' welfare are more satisfied, engaged and realistic than the students who are not volunteering; 2. examine whether the students at psychology faculties that were implied in volunteering activities are more satisfied, engaged and realistic about their academic achievement than the students at other faculties. The participants in this research were 400 university students (200 first year and 200 third year students, 200 at the faculty of psychology and 200 at different other faculties). In order to collect the data 14 self rating questionnaires were used.

The results of the study confirm the hypothesis regarding the relationship between students' volunteering toward community and pupils' welfare and their psychosocial functioning in university environment. We appreciate that this research highlighted the formative valences of volunteering activities in the plan of personal and professional development of university students.

46.1

Integrating Parent/Teacher Skill Expectations for Educational Planning: Utilizing the Adaptive Behavior Assessment System

Linda Smedley, Diana Wheeler, Diane Donaldson

National University, Harcourt Assessment, USA

Success in the society is dependent upon an individual's repertoire of effective living skills. A means of measuring key functional skills is the use of adaptive behavior surveys. A comprehensive look at student skills includes both school and home settings.

The aim of this presentation is to present results of a study that looked at the correlation between parent and teacher adaptive behavior priorities. The focus of the study was a comparison of teacher/parent selection of the top three priorities per skill area that they believed were necessary to progress in school. Psychologists from several districts and training institutes participated in this study. For each student both a parent and a teacher/daycare provider form were completed and analyzed. The question clarified whether or not there is teacher/parent consensus on the most important skills for success. This information in turn will help determine whether ranking actually enhances appropriate goal selection or if such information is of minimal further assistance. Should a lack of agreement between teacher/parent priorities exist then it is best practice to consider both perspectives when developing educational plans. Incorporating parent input aids in developing goals that multiple parties view as critical and enhances the parental role. Rather than working in isolation, such a focus can insure that multiple viewpoints elicit a complete picture of that child and the essential skills required for functioning in his community.

46.2

Teachers' attitudes to family-school involvement

Katerina Antonopoulou, Konstantina Koutrouba, Elena Zenakou, George Tsitsas

Harokopio University, Greece

Parental involvement in children's school achievement has been shown to relate positively with various outcomes of child development such as behaviour, social competency, emotional development and academic performance. The present study investigates the impact of the communication between home and school on Greek adolescents' academic, intellectual, social and emotional growth. The study addresses the following issues: The extent to which families and schools in Greece collaborate in order to enhance the learning of the individual child, the role of the school in promoting a constructive parent-school relationship, teachers' attitudes to parental active participation in child education. The sample of the study comprised 213 secondary school teachers from 16 public schools in Athens. A specially devised structured questionnaire was used.

Greek secondary school teachers describe family-school involvement as poor and rare. Most teachers ascribe poor parent-school relationship to factors such as parental willingness to attend school regular meetings and events and parental educational and social background. The communication between parents and teachers is believed to play a significant role in adolescents' academic growth. In general, Greek teachers tend to be in favour of an active collaboration with families in order to promote school achievement. The lack of appropriate school provision to parents who want to be involved in their children's school achievement is another barrier to home-school communication. The results are discussed in terms of educational and social implications.

47.1

Student Engagement in Schools

Shui- Fong Lam¹, Shane Jimerson²

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In July 2006, a workshop was held in the International School Psychology Association (ISPA) Colloquium in China. Representatives from over ten countries participated in the workshop. They identified possible research initiatives and develop plans for international collaboration. One of these research initiatives was related to school engagement. The members who were interested in this initiative had been in contact through e-mail after the 2006 Colloquium. In November 2006, a discussion paper was circulated among the members. After many e-mail exchanges, the members tended to agree that the focus of the investigation would be student engagement in schools. This is a multi-dimensional construct that unites affective, behavioral, and cognitive dimensions of student adaptation in schools. Since student engagement in schools is a buffer against poor academic achievement and a myriad of negative adjustment outcomes, the members agreed that it was important to investigate its personal and contextual antecedents across different countries.

In the present meeting, we shall share the progress of this research initiative with more members of the ISPA. We hope that we can work out some concrete plans on the research questions, countries involved, samples, research methods, and time line. Interested members are welcome to join this meeting. Their input will shape the direction of this international initiative.

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48.1

Adolescent and School: An overview from Psychoanalytic Paradigm

Alper Sahin

MEF Schools, Turkey

In this paper the aim of the researcher is to understand the function of the school in the emotional lives of the adolescents from Vigotskian and Bionian theories. The research material of this study are the literary products of the students published in school magazines. The interpretation of the texts will provide the data of the research. The First psychoanalytic circle around S. Freud included many pedagogues. Sandor Ferenczi, Anna Freud, Melanie Klein were among the writers on education and psychoanalysis if not S. Freud himself. Nevertheless later on interest of psychoanalysis for education faded away. In this research it is tried to find out new resolutions for schools in dealing with adolescents. Basing on language and mind theory of Vigotsky and Bionian psychoanalysis school is suggested to have alpha functions which may transform nonverbal thoughts, emotions, affects into expressed words instead of acting outs. Acting outs are important aspects of adolescence, which must be understood and dealt with. Nevertheless psychological mechanisms of the adolescents may not be mature enough process and organize emotional and cognitive data so adult assistance to give a meaning to life events will be necessary. In this case school with all faculty is not only a means of education but also a means of transformer for the adolescent. The researcher is after the footsteps of emotional transformer function of the school in written products of lycee students.

48.2

Some group psychodynamic aspects in interaction relationships at school

Pirjo Sjö

The Education Department of Helsinki, Finland

The work of a school psychologist has traditionally focused on the problem solving of individual children with individual psychological tests. Everyday observations however suggest that the same child can behave differently in different groups or different situations. Why so? Children are working at school mostly in large groups, where the amount of interaction relationships is enormous and the emotional dynamics very strong. Acting in groups tend to arouse both negative and positive memories of earlier group experiences among children and adults. Each group has two tasks: to accomplish its primary task and to take care of security of its members. If these tasks are not attended, there may arise disorder in the group. This disorder results insecurity and permanent roles (for example scape goat, isolated, bullied). So the group dynamics appears as symptoms in an individual: the child can react for of the whole class or school community. In these situations there is a danger that the problems are seen to be caused by individuals and the situation is not studied from the point of view of group phenomena. The challenge for the work of a school psychologist is to make these invisible group phenomena visible. In this presentation the interaction relationships at school will be observed from group psychodynamic point of view.

49.1

Professional Development and Practices Committee (PD&P) Meeting

Bonnie Nastasi

Walden University, Minneapolis, USA

The purpose of the meeting is to bring together members of the Professional Development and Practices Committee (PD&P) and other interested parties to discuss next steps in the process of developing international standards and procedures for approval of professional preparation programs in School Psychology. Recommendations from the PD&P committee meeting at 2006 Colloquium included developing processes and procedures for formative program development in addition to formal program review and approval. The primary focus of this year's meeting will be to develop plans of action for carrying out the 2006 recommendations. Interested parties are encouraged to review, prior to the meeting, the standards document, Standards for Accrediting Professional Preparation Programs in School Psychology, which can be found on the ISPA website (publications link; <http://www.ispaweb.org/t9.html>).

50.1

School System Strategy Planning-An Evidenced based approach to enhance the role of school psychology

David Huggins

Catholic Education Commission of Victoria

The Catholic Education Commission of Victoria, Australia has developed a strategy which links research to school data to develop an evidence based approach to enhancing intervention services to students with additional needs. In partnership with key universities, in excess of 1000 teachers have been engaged in early literacy and mental health capacity building training at Masters Level. The workshop will discuss the significant linkage between research, training and policy in establishing a link between service outcomes, early intervention strategies and models of practice and the implications for school psychologists. The workshop will also provide the opportunity to discuss from an evidence base the significance of linking school psychology to a framework of multi disciplinary services required to enhance individual educational planning, programming and intervention. The workshop will be presented by a policy/practice administrator who is an ISPA member.

51

School Ethnic Diversity & Student Well-being: Lessons from California

Jaana Juvonen

Department of Psychology, UCLA Psychology, USA

With increased immigration, schools are becoming ethnically diverse across nations. Although cultural and ethnic heterogeneity poses challenges for schools to meet the needs of students, diversity also provides opportunities and benefits. Based on large study of predominantly ethnic minority students in Los Angeles, this lecture provides examples of the psychosocial benefits of ethnic diversity on ethnic minority students. We find that Black and Latino students feel safe and socially connected in ethnically diverse classrooms and schools. We also find that when ethnic minority students are bullied in school, they experience greater distress when they belong to the ethnic majority, as opposed to the minority, group. Psychological processes accounting for psychosocial benefits of increased diversity are discussed. The lecture ends with practical guidelines to reduce racial prejudice toward ethnic minority students and ideas to improve social climate in schools.

52

Invitation to Consultee-centered consultation (CCC) interest group

Ingrid Hylander, Sissy Hatzichristou, Bill Phoill

School psychologists' daily work usually includes a major part of psychological consultation. Still, this important working method is seldom taught in university courses for school psychologists in Europe. Given the number of school psychologists in most school communities in the world, for school psychologists to make a change, indirect service delivery, as consultation must complement direct service delivery.

Since around 20 years back there has been an international collaboration focussing Consultee-centered consultations in schools. Professional psychologists have met with researchers to discuss and develop a consultation method appropriate for schools and community settings. Participants have come from Scandinavian countries, Greece, Spain and from many universities in the US, where training in consultation is a more common feature of the school psychology programs at the universities than in most of the world.

At this point we like to invite school psychologists interested in consultation to take part in an international net-work on CCC.

Program for meeting on Consultee-centered consultation (CCC) in Tampere 2007

Presentations of information from earlier year:

conferences in Stockholm (1995, 1999) San Fransisco, 2001 and Chapel Hill, 2006

Presentation of information from the meeting at NASP 2007

Use of psychological consultation in schools in different countries in the world - Free discussion

Plans for the future

Consultee-centered consultation

CCC is a problem-solving interaction in which the psychologist (consultant) assists teachers (consultees) to develop new ways of conceptualizing student problems. The relation is non-hierarchical and non-coercive and starts on the initiative of the teachers (the consultees). The teachers are in charge of implementation in relation to the students and free to reject or accept any results of the consultation. They are also in charge of ending the process whenever they think that the process has reached its goals or they, for other reasons, decide that it should be brought to an end. The psychologist (the consultant) is in charge of how the process is carried out and may vary their mode of interaction in different parts of the consultation process sometimes being indirective sometimes directive. A CCC consultant is however never prescriptive in the sense of giving just one solution to a problem or one single model for implementation but instead giving proposals that may be discussed and considered by the consultees. A common outcome of a consultation process is that both the consultee and the consultant have changed their original representation of the problem. For a successful consultation this change implies that the teachers grasp the problem in such a way that they with their own working methods may implement changes that lead to successful outcomes for the students.

POSTERS

P1

Healthy siblings of children with disabilities

Anna Cierpka

Warsaw University, Faculty of Psychology

The research was aimed at exploring the perception of their family by healthy siblings if in the family there were also children with disabilities. The healthy siblings were questioned as to their perception of the family in the following respects: the evaluation of the family, relationships between the family members as well as the level of their well-being in the family studied. The Questionnaire Evaluation of Family by Cierpka and Frevert was used in the research. Participants (between the ages 16 and 31) were both siblings of children with disabilities and children without disabilities. The research was based on the sample of sixty families and comparative analysis of the findings was conducted.

On the basis of the results it would seem that siblings of the children with disabilities critically assessed their existence within the family system. In addition, they regarded their relationships with fathers and older siblings as relatively worse than those in the test group. The findings have resulted in formulating practical guidance for a psychologist how to work with healthy children having siblings with disabilities.

P2

French School System and the Educational Psychologist

Rosene De Saint Hilaire

Association Francaise des Psychologues Scolaires AFPS

1-A short presentation of French School System from Nursery school to Lyceum:

- Nursery School contribute to whole development of the child and get him the help he needs to enter Primary school.
- Primary School includes five forms divided into two cycles.
- Secondary School or French 'Collège' prepare all students to find their way by choosing the best training for them at the end of Secondary School (Collège).

Lycée: the studies in Lycée are organized in two cycles: general or technical training and final cycle preparing to the baccalaureat.

2-The Educational Psychologist and the Remedial Help Team (Réseau d'Aides aux enfants en Difficultés):

An original idea and tool to help with these difficulties (Elementary School).

One of our targets is to coordinate all the members of the support team and to monitor their actions, and to consider the child's personality, giving him a chance to involve process of his development. (Included diagrams)

3-Educational psychologists are appointed to help anyone involved in student or pupils' difficulties by the Department of Education.

P3

How does experience influence narrative identity?

Elizabeata Dryll

Warsaw University

Narrative identity is a story about one's biography. The story is composed with a use of interpretative schemas, which are provided by the culture. The story changes, when a person passes an important experience. It can change in a typical way, if the experience is typical, because culture offers particular set of possible interpretations of typical human experiences. A spectacular example of that phenomenon is the change of a story about one's mother, when a woman becomes a mother herself (what is illustrated by conducted research). 50 woman married no longer than 4 years, were asked to tell a story about their mothers. Half of them have got one child (no older than 3 years), a second half have no children yet. Narratives were compared. Stories told by young mothers differ from childless' women in many aspects, especially in paying attention to her own mother's relations with others. Women, who have no children, speak of a mother individual activities (her behavior, work, childhood etc). An experience of motherhood, as can be observed, changes the way a person perceives previous experience. It indicates that the narrative identity is not an agenda of the life events, it is rather a structure of the event's interpretations - the interpretation constructed in terms of the general schema of meanings or, in other words, the general idea of one's life.

P4

Development of metaphor comprehension

Ewa Marta Dryll

Warsaw University

In 1960 Ash and Narlow suggested that children don't use metaphor until they are 13 years old. In 1976 Winner, Rosenthal and Gardner announced that the first stage of that ability is describing people in the context of a fairytale (to speak of a 'solid person' is to speak of a person 'turned into a rock'). Next, children treat metaphor as an information about appearance ('solid' means 'with lots of muscles'). Only after, metaphor becomes an inner characteristic ('solid person' as a 'person that has a strong will' etc.). What have we found out since then? Surprisingly, the question 'How do we acquire the ability to use metaphor?' remains open. In my research I focused on development of abilities of metaphor comprehension, leaving aside other aspects. Children (age groups: 5;6-6;0, 8;0-8;6, 9;6-10;0) were asked to describe a person 'hidden' under the metaphor of certain animals. The main variable - tape of given characteristics: how does the speaker react to an object, how does the object look like, what is object's activity, object's inner characteristics and object's goals. The aspect of positive/negative attitude towards an object, as well as longitude of speech were taken into account. Results: as anticipated, metaphor comprehension increases with age. To describe an object older children use less external features and terms of activity. Instead they focus on inner characteristics and adress metaphor to psychological processes. It seems that in development of abilities of metaphor comprehension, crucial changes appear at the age of 8.

P5

Effective psycho-educational interventions for emotionally disturbed adolescents.

Brian Flynn

University of Dundee

Objectives: This research is directed towards identifying effective psycho-educational interventions to treat emotionally disturbed adolescents (ages 11 to 18 years) and improving scientific knowledge. Design Computerized bibliographic searches were undertaken to identify relevant studies. Studies which contained outcome data that enabled the calculation of effect sizes were included in a meta-analysis. This led to a consideration of a best-evidence perspective.

Results: An examination of the extensive literature in this field found that relatively little evidence-based or scientific research had been carried out over the past 25 years (1981 to 2006). This research identified a number of school-based interventions that were evidenced to be effective with emotionally disturbed adolescents. The meta-analysis of treatment outcomes identified self-management and self monitoring techniques that proved particularly effective.

Conclusions: Professional practitioners will have to go beyond the evidence:

- to adapt to local resource constraints, and
- to avoid a 'one size fits all' approach and choose an intervention from a range of well evidenced interventions which is particularly likely to be effective in the problem context or ecology in hand, and
- to consider the durability and transferability of interventions in field settings when delivered in less than ideal circumstances (often unexplored in the literature), and
- to bridge the many gaps in the evidential base. Relevant action proposals for the improvement of current practice in treating emotionally disturbed adolescents and further research are described.

P6

Innovative photographic interventions to improve the verbal communication skill of high functioning autistic students, and Asperger's disorder students.

Brian Flynn, Sonja Hershfield, Terri Smith

Argosy University/Hawaii

This poster presentation describes innovative interventions which use photographic techniques to improve the verbal communication skills of high functioning autistic students, and Asperger's disorder students. A research design which compares two different types of photographic intervention is used to measure improvements in the recall of auto-biographic events and episodic memory, i.e. the memory of events, places, associated emotions, and other conception-based knowledge in relation to an experience. In the first experimental condition, a wearable, automated camera (Microsoft's SenseCam) which takes several hundred pictures during the course of a day, is used to record significant events. The subject is asked to recall what is remembered of several different auto-biographical events that are recorded in photographs. In the second condition, various photographs which are not of auto-biographical significance but are of general interest are used. In the third condition, a written diary is used for feedback in place of photographs. The specifics of the experimental techniques and procedures are described. Preliminary results are provided and their implications for future use of the SenseCam and other techniques with autistic students are described. This study also presents current relevant literature findings from other studies.

P7

The effect of resilience on young adolescents' willingness to participate in a health promotion program

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¹ University of PJ Safarik

² University of Groningen

Background: Young adolescence is a time of life marked by change and rapid development. These changes are associated with the emergence of reproductive sexuality, social role redefinitions, cognitive, emotional and moral development, and school transitions. Resilience is multidimensional in nature and may be characterized by good outcomes in spite of serious threats to adaptation or development. An effective program can help towards optimal management of these changes. The aim of this study is to explore the effect of selected domains of resiliency on young adolescents' willingness to participate in health promotion program.

Method: Perception of self, perception of future, structural style, social competence, family cohesion and social resources, as dimensions of resiliency (33 items adopted from Hjemdal's scale), were tested for their effect on the willingness and decisiveness to participate in a health promotion program among Slovak students (n= 1027, mean age 14.5, 53,5 % of girls) using linear regressions separately among boys and girls.

Results: Lower ratings of perception of future, social competence and social resources increased the effect on indifference towards participating among boys. Lower rating of perception of self among girls and lower rating of perception of future among boys increased their indecisiveness regarding participation in a health program.

Conclusion: It is important to take into account the role and usefulness of perception of self, perception of future, social competence and social resources as specific domains of resiliency in judging the effectivity of preventive health promotion and in supporting young adolescents' willingness to participate in a health program.

P8

The Effects of the coactive conflict resolution and peace education on the interpersonal and intrapersonal intelligence of the teachers

Gamze Gazioglu

Bogazici University Graduate Program of Adult Education

This study investigates the effects of the coactive conflict resolution education and peace education which are special different training programs designed for, on the interpersonal and the intrapersonal intelligence, in other words emotional intelligence, of the elementary school teachers, in Istanbul. The study is a field survey based on a three-by-two design. An experimental pre-test and post-test is used to conduct the investigation. The sample is compromised of around 120 teachers. The information used to measure the dependent variables is gathered from a Likert scale questionnaire. The data is analyzed using an analysis of variance and chi square procedure. The effect of the cooperative and active conflict resolution and peace education on interpersonal is significant. The teachers of the experimental groups have better results in the ability to understand other people, to notice their goals, motivations, intentions, and to work effectively with them. They demonstrate empathy towards others, relate well to peers and adults alike, display skills of leadership, work co-operatively with others, and act as a mediator or counselor to others than the control groups. There is also significant effect of the education on intrapersonal intelligence. They are better to gain access to understand one's inner feelings, ideas, emotions, goals and intentions. They can communicate feeling, aware of strengths and weaknesses, confident of own abilities, set appropriate goals, work toward ambition and they are much more original than the control groups. The peace education effect is greater than the effect of conflict resolution education.

P9

Best Practices in Adaptive Behavior Assessment for Individuals with Intellectual and Developmental Disabilities

Patti Harrison

The University of Alabama

Adaptive behavior assessment has been emphasized internationally in definitions, diagnosis, and classification of intellectual and developmental disabilities, including mental retardation and developmental delay. Children who have deficits in adaptive skills may have difficulties with activities such as interacting with peers, addressing personal needs, learning new skills, and general functioning. Assessment of adaptive skills that children have already acquired, coupled with analysis of any deficits that are preventing children from meeting environmental demands, form the foundations for important goals for instruction and intervention. The poster will present adaptive behavior assessment as an important component in a data-based decision making, problem-solving model. The poster will outline historical perspectives and current diagnostic and classification systems for intellectual and developmental disabilities. A summary of major, formal assessment instruments and other assessment techniques will be presented. Research investigating major components of adaptive behavior assessment will be summarized and will include the correlations between intellectual and adaptive behavior assessment and findings for children with mental retardation and autism. Steps with practical implications for assessment and intervention practices for children with intellectual and developmental disabilities will be outlined. A case study of an assessment using the Adaptive Behavior Assessment System II (Harrison & Oakland, 2003) with a school-age child will illustrate assessment linked to intervention. The poster will conclude with a list of recommended “best practices” for adaptive behavior assessment by school psychologists.

P10

Development of reading skills and reading habits during grades 2 and 4

Ulla Leppänen, Kaisa Aunola & Jari-Erik Nurmi

University of Jyväskylä, Department of Psychology

This study investigated the prospective relationships between reading performance and reading habits among 243 Finnish children during the second and fourth grades of primary school. This study is a part of the Jyväskylä Entrance into Primary School Study (JEPS; Nurmi & Aunola, 1999-2004). The original sample consisted of 207 children. As the study progressed new children entered and others moved away so that in the 4th grade the sample consisted of 243 children of whom 178 were from the original sample. As a part of his model of the Matthew effect in learning to read Stanovich (1986) suggested that reading skills and exposure to written language form a reciprocal cycle: the better reading skills the child has, the more the child practices reading, and the more the child reads, the more the reading skills develop.

The results of the present study showed that out of the leisure time reading habit measures, book reading frequency and the frequency of viewing subtitled TV programs predicted later reading performance. Whereas out of reading skill measures reading comprehension and text reading ability predicted later leisure time reading habits. When examining the gender differences in reading performance and reading habits, girls were found to have higher level of both reading comprehension and fluent reading ability. Moreover, girls were found to be more frequent readers of books than boys. On the contrary, boys were found to be more engaged in leisure time reading of magazines and comics.

KEYWORDS: Beginning reading, reading habits, gender differences

P11

Academic Achievement and Emotional Well Being of Immigrant Children

Huijun Li, Hong Gao

Florida State University

Immigrants with disabilities in the United States face the double challenge of having to contend with discrimination and negative attitudes on the basis of both disability and minority status, and they reportedly experience more academic and emotional challenges. This study used a national representative sample of immigrant children with disabilities (n = 225) and examined their academic performance levels and emotional well being, in comparison with a group of non-disabled immigrant children (n = 210), when parent education level was controlled for. The study also examined if gender interacted with disability status and parent education level. The instruments included Academic Achievement (AA) and Self-Description Questionnaire (SDQ). The Academic Achievement measures student math and reading levels by using standardized tests. SDQ measures how children think and feel about themselves both socially and academically. The 42 items yielded 6 factors: reading, math, school, peer, anger/distractibility, sad/lonely/anxious. A factor analysis with the scores in the current study yielded two factors- "self-assessed academic achievement and peer social relationship" and "emotional status".

The results indicated that parent educational levels had significant impact on three of the four dependent variables (academic performance in both reading and math as measured by AA, and emotional status) but not on self-assessed academic achievement and peer social relationship. Similarly, students with different social status had significant differences in the same three variables, in particular emotional well-being. However, none of the interactions was found to result in significant differences among the groups. Implications and directions for research will be presented.

P12

Prader-Willi Syndrome: Symptoms, Issues and Intervention Strategies

Constance Locraft

Fairfax County Public Schools

Prader-Willi Syndrome (PWS) is a complex neurobehavioral genetic disorder caused by an abnormality on the 15th chromosome which disrupts the functioning of the hypothalamus area of the brain. Infants with PWS display marked hypotonia and feeding problems that often lead to 'failure to thrive'. By preschool or later, an insatiable appetite, obsession with food seeking and low metabolism lead to morbid obesity if not controlled. Altered temperature regulation, insensitivity to pain, and a number of maladaptive behaviors and developmental problems emerge. Early diagnosis and intervention are critical because numerous life-threatening dangers are often associated with the disorder; yet diagnosis is often delayed because of a failure to recognize the syndrome's physical and psychiatric/behavioral manifestations. School psychologists who assess and counsel these children are often the first to suspect this underlying condition. The school psychologist plays an important role in making referrals to physicians and geneticists and in providing parents and teachers with appropriate intervention strategies. This presentation will provide an overview of the PWS symptoms, life-threatening issues that educators need to know, learning strengths and weaknesses, and educational and behavioral intervention strategies. An extensive list of professional resources and reference material will also be provided.

P13

The Effect of Classroom-based Social Skills Training on Social Skills and Adaptation among 7th-grade Japanese Students

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³ Osaka University of Education

Recently in Japan, classroom-based social skills training (CSST) are coming popular, and reviews are appearing on CSST practice (Miyamae, 2006) and effectiveness of CSST (Kanayama et al., 2004). However, more research would be necessary. The purpose of this study was to evaluate the effectiveness of CSST for 131 seventh-grade students. They participated in our 8-session training which focused on four target skills: active listening, assertion skills (rejection and request), problem solving. The measures were (1) specific social skill scores, (2) the standardised social skill scale and (3) subjective adaptation (social support, loneliness, and self-esteem). The design was pre-post and follow-up comparison.

The results of ANOVAs were as follows. (1) There was a significant improvement of three social skill scores, without declining at follow-up. (2) Concerning three sub-scales of the social skill scale, their behaviours for maintaining relations significantly declined, which may suggest the maturity of their relationships. (3) As for social support, the expectation of support from their friends was significantly increased between pre-test and post-test, in contrast with significant declines of those from family members and teachers. Self-esteem showed a slight decline, though loneliness did not differ significantly. As the training started soon after their entering junior high school, and was conducted on class-wide basis over two-thirds of school year, considering practical and ethical viewpoints, we did not adopt the control group. According to the intervention and research design, the interaction of the effect of training and the maturity of their friendship may have appeared in the complex results.

P14

Rapid Naming and Reading Achievement

Robert Martin

Azusa Pacific University

Rapid Naming (RN) involves a test in which participants are asked to state as quickly as possible, numbers or objects presented to them. The items may be presented as items printed across a page or as individual items where each is presented in quick succession in separate frames. The purposes of this presentation are to explain and demonstrate RN and to investigate its relationship to reading achievement.

P15

School Psychology and Strengths and Talent Assessments

Robert Martin

Azusa Pacific University

The purpose of the presentation is to introduce strengths-based assessments to school psychologists. It will be discussed that it is common to look at deficits and weaknesses in students when research shows that individuals gain more when they build on their talents, than when they make comparable efforts to improve their areas of weakness. Participants will benefit by being able to identify their own personal strengths and how assessments in strengths can enhance education and career development.

P16

Working toward community and children's welfare in informal -educational settings: challenges and possibilities for school/educational psychologists

Valeria Negovan

University of Bucharest, Faculty of Psychology and Educational Sciences

Based on the observation that in Romania the labor market has extended in a quite promising manner for the psychologists, the study attempts to identify the possibilities and challenges of one of the new directions in which the practice of the profession of school/educational psychologists is expanding: informal - educational settings like NGOs working toward pupils' welfare. The main assumption of the study was that one of the important challenges that the school/educational psychologist working in informal -educational settings has to face is that of keeping the specific nature of educational interventions within the new frame.

The study comprised 200 participants, 100 psychologists (in 2 frameworks of practicing the profession: regular schools and active NGOs or governmental institutions for child' protection) and 100 psychology university students (in 2 different situations: volunteering in the NGOs focused on community and children's' welfare and not volunteering). The participants made their own SWOT analysis for their practice in their own setting. The synthesis of these SWOT analyses was completed by the content analysis of the participants' job/responsibilities descriptions and by 2 self reported scales (job satisfaction and self efficacy).

The results of the study show that the psychologists in the informal - educational settings (NGOs in particular) have activities and required competencies that are specific to the school psychologist (a great new possibility) but a few of community expectations about their practice are frequently related to other specialization in psychology (one of the challenges identified by this study).

P17

Integrating School Psychology for k-12 school campus:A Turkish Experience

Alper Sahin

MEF Schools

The aim of this study is to find out if it is possible to formulate an integral school psychology service for students, faculty, staff even for parents for the effective use of community resources. In most of the educational organizations school psychology services are considered to be too much expensive to offer. Nevertheless it is crucial to see that when there are psychological problems in an institution it is highly probable to solve it from internal resources rather than referring to the others. These two conflicting issues may be solved if a school psychology unit serves for a whole range group of students in a school campus. When it is said that school psychologist serves for the campus the service include the students as main target but also faculty, staff and parents. In this paper a case study will be discussed where an integral school psychology model is applied. First the details of the school will be given followed by the presentation of the model then the effectiveness will be discussed basing on quantitative and qualitative data. As a conclusion researcher will offer his suggestion for modification of the system for better functioning.

P18

Social network, perceived social support, social self - efficacy, and level of stress

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In this study we investigated the relationship between: social network, perceived social support, social self - efficacy, and level of stress. The main focus of the research was to explore the interplay between this social aspects and moderating the impact of the stressors. The instruments used in the research were: Perceived Social Support (Zimet, Dahlem, Farley, 1988), Social Self - Efficacy Scale (Matsushima and Shiomi, 2003), Satisfaction With Life Scale (Diener, 1985), Stress Scale (Legeron, 2001). The social network is analyzed focusing on structural and relational properties: size, extension, dispersion, density, types of relationships, intensity, stability and duration. Altogether, 230 Romanian students from University of Bucharest have participated at this research. The main hypotheses of the research were: 1. students who have high social self - efficacy would score low on stress; 2. structural and relational properties of the social network are associated with less stress; 3. students who have a strong perceived social support would have a great life satisfaction.

Research findings are generally consistent with the notion that a robust and strong social network, social self efficacy and perceived social support enable students to develop ability to moderate stressors impact. It cannot be expected that it is possible that a person will cope with his problems if he has low life satisfaction and a reduced social network. We may conclude that increasing our knowledge about this topic can lead to developing effective skills to encouraging bonding ties.

P19

A First Comparison between Chinese and German High School Students with regard to Behavior Disorders in the View of their Teachers

Hans-Peter Trolldenier, Hongfei Yang

University of Wuerzburg, Department of Psychology

1. Purpose of the presentation

1.1 General Purpose The data will be collected with an inventory which consists of 82 items, concerning behavior disorders at the level of phenomena, listed in 5 groups and of some questions on general information about the student. The teachers complete this inventory without informing the students (age 14-16) about it. - Main interest: the descriptive results, as we want to analyze e.g., frequency, structure, sum scores. - We are collecting the data in spring 2007.

1.2 Observations from the Chinese sample and the German sample separately Because of the particularities of the two cultures we want to investigate the following questions separately: Differences between boys and girls? Between male and female teachers filling in the inventory? Connection between social economic status and behavior disorders?

1.3 Considering the comparison between the Chinese and the German sample At every single aspect, the results from the Chinese sample and the German sample will be compared.

2. What will be discussed? We will begin a discussion of cultural differences in our topic.

3. How will the session benefit the participants? The teachers will become aware of the personality of every student, of details they did not see before. They will gain an overall view of their class. For the scientific exchange: The expected differences should improve understanding meanings and results in international conferences. They should help to better understand educational and psychological literature from the other country. Perhaps they can increase appreciation and respect between the two cultures.

P20

Adolescents' achievement-related social ties during transition to secondary education: A Longitudinal Study

Lotta Tynkkynen, Katariina Salmela-Aro, Jari-Erik Nurmi

University of Jyväskylä, Department of Psychology

Social ties and the social support that they transmit are important factors concerning the adolescents' educational and career-related aspirations. Even though friends and romantic partners become more important as adolescents grow older, it has been found that adolescents are still most likely to turn to parents to discuss about their career and educational aspirations. In this research these issues were examined among Finnish ninth graders who were facing transition to secondary education. The first aim of this research was to examine what kind of social ties adolescents have in the context of their achievement-related goals. Secondly, whether the ties change during transition from comprehensive school to secondary education and thirdly how the adolescents' social networks differed in terms of different antecedents (SES, GPA, family structure). Lastly was examined whether the social ties predicted educational tracks. The subjects of the study were 687 ninth graders, who were measured first when they were still in the comprehensive school and second time one year later.

The results showed that the adolescents' social networks changed to include more friends and romantic partners even though parents remained important. Girls mentioned more social ties than boys, and both girls and boys mentioned more supporters of their own gender. The adolescents who entered to upper secondary school mentioned more social ties and their ties were of higher socioeconomic background compared to the adolescents who continued to vocational education.

P21

TARU-project, take children's moment up!

Vuokko Vienola

Dept. of Teacher Education In Savonlinna

The aim of TARU-project is to promote children before their need to seek the help of public mental health care service. Two project workers, a female social worker and a male teacher, work on the project. Families can call to the crisis center and the workers could meet family members at their home or in some other place. The project is five years long. The study during the project is an action research. The researcher follows the process, makes observations and interviews. The families have the questionnaires. First results have shown, that the parents with problems have not very good ways to take the 'normal' time with their children. Many parents try to organize some 'happenings' always, when they have the time with children. Our project teacher has been very important model exactly for fathers. Next summer will be some events for fathers and children, e.g. 'only to be and fish!' More results will become later.

P22**The Influence of Fear of Negative Evaluation on Enjoyment of Attending School among Socially Well-adapted Children**

Junko Yamamoto

Kagawa University

Generally, children who look socially well-adapted in their behavior may be considered to be enjoying their attending schools. However, their adaptation would be sometimes owing to their extreme efforts to let them behave as their friends or teachers expect and evaluate highly. In spite, many researches (e.g. Leary(1983)) show that adults who cares the expectation and evaluation too much are inclined to avoid situations in which they would be evaluated, concerning children, especially in schools, they are usually not allowed to avoid their situations and some of them would be distressed. This study used the scale of FNE (Fear of Negative Evaluation) to measure children's over-adaptation toward the expectation and the evaluation. The effect of FNE on their EAS (enjoyment of attending school) was examined among two groups of 142 children (5-6 grades) who differ in the levels of social adaptation in their self-reported behavior.

1. ANOVA revealed that the children with high FNE and low SAB (socially adapted behavior) got the lowest score on EAS. 2. The children with high FNE and high SAB also had the low score on EAS. Their EAS was at the same level with that of children with low FNE and low SAB. These findings suggested that high FNE and high SAB are not mutually exclusive. Also, among high SAB children, high FNE seems to be related with low EAS. This result indicates the importance of FNE among children. However, this result might depend on Japanese situation of collectivism, cross-cultural comparison should be necessary.

P23

Speech and language therapy in refugee children: Facilitating education and integration

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¹ National Institution of Social Care And Vocational Training

² Finnish Psychologists for Social Responsibility

Aim of the study: The aim of this study was to clarify the impact of speech and language difficulties of children and adolescents in the Palestinian refugee community in Lebanon. **Material and methods** Respondents were children and adolescents (n=42, 19 male, 23 female, age 4-20) with speech and language difficulties. The study explored the nature of the problem, seeking help, and the need for family guidance. Speech therapists along with parents evaluated the progress of the child. Statistical analysis was made by SPSS 14.0 and chi²-test was used.

Results: The delay from the detection to the treatment of the problem was long: 1 to 5 years in 45 % of cases, others still longer. Seeking help was assisted by the social workers or kindergarten teachers in the camp centres or in schools. In 33 % of families and 71 % of peer relationships there were difficulties to understand the speech of the child. Speech problems prevented 45 % of the children from joining in various activities. Good improvement in therapy was shown by 36 % of children. Improvement was associated with the family situation; in families needing continuous support (48 %), children's positive linguistic development was less common than in families functioning on their own (p=.002). However, most of the children showed at least some progress.

Discussion: Progress in therapy corresponded with increased participation by children and adolescents in academic, vocational, and peer-related activities.

P24

Crisis event at school: course of action preferred by students and their mode coping with stress

Elzbieta Zuchowska-Czwartosz

Psychology Faculty, University of Warsaw

There is an increasing number of crisis events at school. Violence towards students and teachers is on the rise. Such events are traumatic to their participants - victims and witnesses. They can have negative psychological implications. An appropriate response of a teacher or psychologist may mitigate the potential negative consequences of experiences. Israeli psychologists develop certain techniques of crisis intervention. Their effectiveness depends on correct diagnosis of a given participant's behaviour. The diagnosis is based on the multi-dimensional model of human response to crisis (BASIS-Ph). Lahad (2002) distinguished 6 different modes of coping with crisis situation by an individual: 1. Style focused on beliefs and values activated in crisis situation (beliefs-B); 2. Emotional style focused on expressing feelings (affects-A); 3. Social style focused on seeking support through social interactions (social-S); 4. Style focused on using imagination to divert attention from traumatic experience (social-S); 5. Cognitive-behavioural style focused on collecting and analysing information, problem solving, self-monitoring of behaviour (cognition-C); 6. Style involving physiological relief through relaxation or physical activity (Physical-Ph).

The author developed a questionnaire for diagnosing the students' preferred course of action in crisis situation (vignette study). She carried out a study involving 95 students aged 15-16. The students also filled in the CISS (Coping Inventory for Stressful Situation) questionnaire. The purpose of the study was to provide a preliminary assessment of validation of BASIS-Ph questionnaire. The presentation contains a discussion of the structure of the questionnaire and results of the study.

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