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ABSTRACTS

**EMOTIONAL AND BEHAVIORAL DIFFICULTIES IN CHILDREN
REFERRED FOR LEARNING DISABILITIES FROM TWO ARAB
COUNTRIES: A CROSS-CULTURAL EXAMINATION OF THE
STRENGTHS AND DIFFICULTIES QUESTIONNAIRE**

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The Strengths and Difficulties Questionnaire (SDQ) is a widely used child mental health questionnaire with five hypothesized subscales. There is theoretical and preliminary empirical support for combining the SDQ's hypothesized emotional and peer subscales into an 'internalizing' subscale and the hypothesized behavioural and hyperactivity subscales into an 'externalizing' subscale (alongside the fifth prosocial subscale). We examined both structures using the teacher informant version data from two Arab countries, namely Saudi Arabia (323) and Oman (439). Multigroup CFAs based on structural equation modelling revealed culture invariance for the SDQ. The three-factor model showed a better description of the SDQ structure. The analysis also revealed gender invariance for the SDQ three and five factor models in both the Omani and Saudi samples. There were gender differences in all the three and five factors between the Saudi and Omani samples.

DYNAMIC APPROACH TO THE CHANGES OF INTELLIGENCE AND LINKS BETWEEN INTELLIGENCE AND ACADEMIC SELF-CONCEPT DURING PERIOD OF 16-17 YEARS

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Introduction. Scientific literature argues that general intelligence is quite constant. However, according to investment theory (Cattell, 1987), fluid and crystallized intelligence varies depending on age. Up to 24 year old fluid and crystallized intelligence increases, then the estimates of crystallized intelligence stabilize, while the estimates of fluid intelligence start decreasing. Intelligence is one of the most important factors of school achievements. Another factor of success in learning process might be an academic self-concept. It includes an image of you in schooling, so studies of links between academic self-concept and intelligence are meaningful in educational contexts. It is possible that higher intelligence is linked with more positive academic self-concept.

Methodology. Longitudinal study was implemented during the period of 2010–2011, in Lithuania. 75 students (59 girls, 16 boys) took part in intelligence testing for two times. The aim of research was to analyze changes of intellectual abilities during the period of 15 months. The age of participants: 16 year old (I measurement) and 17 year old (II measurement). The aim of the study was to investigate changes of fluid and crystallized intelligence during the adolescence and evaluate links between self-concept in academic activity and intelligence. Intelligence Structure Test I-S-T 2000R (Amthauer & etc., 2007), designed for measuring fluid and crystallized intelligence and General Academic Self-Concept (Differentielle Schulische Selbstkonzept Gitter; Rost, Lamfuss, 1992) (cited by Rost, Sparfeldt, Schilling, 2007) and the Scale of Self-Concept in Individual Subjects (Skala zur Erfassung des Selbstkonzepts schulischer Leistungen und Fähigkeiten; Rost, Sparfeldt, Schilling, 2002), designed form measuring self-concept in academic activity, mathematics and Lithuanian language, were used.

The main results. The analysis of research data revealed that standardized IQ estimates of first and second intelligence measurement were characterized by statistically significant increase during research period ($\eta^2=0.636$, $\eta^2=0.286$, $p<0.001$, resp.). Boys demonstrated higher fluid intelligence than girls ($\eta^2=0.105$, $p<0.001$). More positive academic self-concept is linked with higher fluid and crystallized intelligence ($\eta^2=0.173$, $\eta^2=0.111$, $p<0.05$, resp.), and more positive self-concept in mathematics is linked with higher fluid and crystallized intelligence ($\eta^2=0.306$, $\eta^2=0.105$, $p<0.05$, resp.). The gender and more positive self-concept factors are not related to the more significant changes of fluid and crystallized intelligence ($p>0.05$).

Conclusions and implication. Adolescents' fluid and crystallized intelligence is growing in the period of 16–17 years, when the period between observations is 15 months. The male gender is associated with higher fluid, but not crystallized intelligence. Higher self-concept in academic activities and mathematics but not in Lithuanian language is linked with higher intelligence among the adolescents of 16-17 years old during the tests of both intellect types. These findings support the dynamic approach to the changes of intelligence during the lifespan, and encourage further interest in the factors that could accelerate the growth of fluid and crystallized intelligence among 16–17 year olds.

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES (SEMH) IN UK SCHOOLS

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In September 2014 the Children and Families Act placed a responsibility on schools and colleges to reframe how they view withdrawn, isolated, challenging, disruptive or disturbing behaviour in children and young people as: “these behaviours may reflect underlying mental health difficulties or disorders” (6:29).

Schools are now required have clear processes to support young people with mental health difficulties and to have systems to promote emotional wellbeing.

This presentation will explore the impact, to date, on the UK education system following the move to make schools responsible for children’s mental health, the decade of initiatives which preceded this position and the role of the Educational Psychologist in supporting and facilitating the change process.

INVESTIGATION ON THE RELATIONS OF COMPASSION, FORGIVENESS AND SUBJECTIVE WELL-BEING AMONG FILIPINO COUNSELING PROFESSIONALS

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This study examined a conceptual model depicting the associations of compassion, forgiveness and subjective well-being in a sample of Filipino counseling professionals. A model illustrating a conceptual process describing compassion for others and self-compassion predict forgiveness of others and self, which in turn predict subjective well-being. The proposed model was tested through path analysis using the structural equation modeling (SEM) approach. Data were collected using self-report questionnaires, administered to Filipino counseling professionals enrolled in the graduate programs in various academic institutions in the Philippines. Results of the path analysis revealed acceptable model fit for the model. Self-compassion was associated with both forgiveness of others and forgiveness of self; whereas, compassion for others was only associated with forgiveness of others. Only forgiveness of others was significantly associated to subjective well-being. Moreover, test of indirect effects showed that forgiveness of others mediate the association between compassion for others and subjective well-being and between self-compassion and subjective well-being. Theoretical and practical implications especially for Filipino counseling professionals are discussed.

IMPORTANCE OF THE FIRST GRADE PUPILS' LEARNING MOTIVATION, SCHOOL ANXIETY, AND SOCIAL COMPETENCE FOR THEIR ACADEMIC ACHIEVEMENT IN THE SECOND GRADE

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Introduction. While intelligence is often posited to be the primary factor contributing to academic achievement, previous studies have identified a wider range of contributing factors, including learning motivation, social competence and school anxiety. However, studies of links between these factors and academic achievement in primary school remain few and far between, even though academic achievement in primary school represents a strong predictor of academic success in later years. No longitudinal studies of these variables have been conducted in Lithuania. Good academic achievement is defined as pupil's ability to achieve high learning results, as required by teaching program standards of the educational system. Early learning experiences are closely linked to subsequent success experiences in school environment, thus it is important to study factors predicting academic achievement of children. Thus, the purpose of the present study was to assess the importance of learning motivation, school anxiety, and social competence in the first grade for academic achievement in the second grade.

Method. Participants were 419 children (191 boys and 228 girls) attending the 1st grade (modal age 7 years). Same participants were surveyed a year after. The study was conducted in 14 big schools located in the second largest city in Lithuania. Class teachers completed questionnaires assessing academic achievement, social competence and school anxiety of participating pupils. Children completed a questionnaire assessing their learning motivation. Academic achievement was measured assessing performance in native language (Lithuanian) and mathematics. As different schools use different grading systems, all teachers were asked to assess mathematics and native language knowledge on the 5-point Likert scale (from 1 = poor to 5 = excellent).

Teachers rated social competence of pupils on the 29-item Primary School Social Competence Scale (PSSCS) developed for the present study. School anxiety of children was measured by the School Anxiety Scale (SAS) developed by Lyneham et al. (2008). This scale was completed by teachers. Learning motivation was measured using a 14 item scale created on the basis of the Elementary School Motivation Scale (ESMS) developed by Guay et al. (2010).

Main results. Results of the study showed significant gender differences in academic achievement in the second grade, girls scoring higher than boys. Regression analysis revealed that for both boys and girls academic achievement in the second grade was predicted only by social competence in the first grade (boys $\beta = 0,347$; $t=4,88$; $p < 0.001$, girls $\beta = 0,482$; $t=8,13$; $p < 0.001$). For girls social competence in the first grade accounted for 23 of variance in academic achievement in the second grade. For boys this figure was 12%. Neither learning motivation nor school anxiety in the first grade was significant predictor of academic achievement in the second grade.

Conclusions and implication. Social competence of children entering the primary school represents a very significant factor, which has a lasting impact on academic achievement in the primary school. Results of this study suggest that more structured approach to promotion of social competence among preschoolers and first graders should be considered.

INTERNATIONAL PERSPECTIVE OF TEMPERAMENT STYLES IN CHILDREN AND YOUTH: EVIDENCE FROM 20 COUNTRIES

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Current scholarship generally characterizes temperament as stylistic and relatively stable traits that subsume intrinsic tendencies to act and react in somewhat predictable ways to people, events, and other stimuli. An understanding of children's temperament preferences aids our understanding of the origins of behaviors as well as normal attitudes children display at home, school, and elsewhere. The concept of temperament has evolved from a classic (Hippocrates and Galen) to a modern (Jung and Myers and Briggs) perspective. Two theoretical orientations (Thomas and Chess as well as Oakland and colleagues) provide somewhat popular methods to explain temperament constructs displayed by children and youth. This paper introduces Oakland and colleagues' approach to temperament in children ages 8-17 in terms of the eight basic styles that are grouped into four bipolar traits: extroverted or introverted, practical or imaginative, thinking or feeling, and organized or flexible styles. Descriptions of the temperament styles and their corresponding behavioral characteristics in children are included. The paper concludes with findings from 20 countries on children's temperaments using international adaptations of Student Styles Questionnaire (SSQ).

TOWARD UNDERSTANDING SCHOOL PSYCHOLOGY IN INTERNATIONAL SCHOOLS

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International schools are an increasingly important component of the global education system. Some international schools employ school psychologists, however, the extent and nature of school psychology's presence in international schools is currently not well understood. This presentation will provide an overview of the international school context, share information on the extent and nature of psychological and educational support services in international schools, and offer insights into the unique needs of globally-mobile students and families. Preliminary research results will be shared on data currently being collected from school psychologists and educational professionals with experience in international schools. Information on current initiatives by the International School Psychology Association's *School Psychology in International Schools Interest Group* will also be shared, including the potential for school psychology internships in international schools throughout the world.