THE 22ND INTERNATIONAL SYMPOSIUM IN PSYCHOLOGY AT UNK & VMU: ABSTRACTS

THE IMPACT OF ENGLISH LANGUAGE PROFICIENCY AND SOCIOECONOMIC STATUS ON MAP-R AND DIBELS SCORES

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The purpose of the present study was to determine if socioeconomic status and English language proficiency would predict standardized assessment scores (MAP-R and DIBELS) in the fourth and fifth grade. To do this, the effects of socioeconomic status and English language proficiency were investigated in terms of academic success. For this study, our research question was: How does poverty (Free and Reduced Lunch vs. Non-Free and Reduced Lunch) and ELL status predict DIBELS scores and MAP-R scores for fourth and fifth grade students? Archival data from 58 fourth grade students (N=29 DIBELS, N=29 MAPS-R) and 74 fifth grade students (N=38 DIBELS, N=36 MAP-R) were analyzed. Results, implications, limitations, and future research directions will be discussed.

THE RELATIONSHIP BETWEEN IRRATIONAL RELATIONSHIP BELIEFS AND INTERPERSONAL CONFLICT RESOLUTION STRATEGIES IN YOUNG ADULTHOOD

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Introduction. Maintaining romantic relationships is one of the most important developmental tasks in young adulthood. It is known that lower relationship satisfaction is associated with more expressed irrational relationship beliefs (Janjani, Momeni, Rai, Saidi, 2017). According to Rational Emotive Behavior Therapy, irrational beliefs should cause maladaptive behavior in conflicts. However, it is not clear how specific irrational relationship beliefs are associated with specific conflict resolution strategies in young adulthood. The aim of

the study was to evaluate the link between irrational relationship beliefs and interpersonal conflict resolution strategies in young adulthood.

Methodology. 148 young adults (110 female, 38 male) having a romantic relationship participated in this study. The irrational relationship beliefs were assessed with a questionnaire by R. J. Eidelson and N. Epstein (1982). Rahim Organizational Conflict Inventory – II (Rahim, Magner, 1995) was used to measure conflict resolution strategies.

Results. The results showed that the more expressed irrational belief "Disagreement is destructive" was related to higher use of dominating and avoiding conflict resolution strategies in young adulthood. No links between the irrational belief "Partners cannot change" and avoiding conflict resolution strategy were found in young adulthood.

Conclusions. These findings partially support Rational Emotive Behavior Therapy. The results of this study could contribute to increasing the effectiveness of psychological interventions designed to improve romantic relationships in young adulthood.

EXPLORING DYNAMICS AND PERFORMANCE OF INTERNATIONAL EDUCATION (IE) AND SENIOR INTERNATIONAL OFFICER (SIO)

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The purpose of this study is to explore the nature of complex adaptive systems (CAS) and network dynamics in international education (IE) programs in a U.S. higher education institution. I analyze the IE programs through a lens of complexity and network theories and ask how measures of engagement in complex networks affect performance in the IE system. A two-stage quantitative research design which integrated Dynamic Network Analysis (DNA) and Response Surface Methodology (RSM) was adopted to investigate network structures and interactions within the IE system and to describe how such network measures impact organizational performance.

THE RELATIONSHIP BETWEEN PSYCHOSOCIAL RISK FACTORS AND BODY IMAGE DISSATISFACTION IN STUDENTS: A THEORETICAL MODEL

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Different studies (Philips, de Man, 2010; Friestad, Fall, 2004; Weaver Byers, 2006) suggest that differences in body image satisfaction depend on many different factors, which can be

combined into four main categories: social, biological, psychological and cultural factors.

The aim of this study was to determine the main psychosocial risk factors for body image dissatisfaction in female students through a systematic review of the international literature and to compose the prognostic model of body image dissatisfaction.

Multiple databases (MEDLINE; **PsycARTICLES**; SocINDEX; Academic Search Complete) were searched, considering only quantitative studies using validated needs assessment instruments and focusing uniquely on female students, using index and free-text search terms for body image dissatisfaction, risk factors or predictors.

Of 272 papers identified, 51 were initially selected and 21 met inclusion criteria. Most of these articles confirmed sociocultural theory, according to which the most important risk factors associated with body image dissatisfaction concern a culturally-supported extremely thin body ideal and the internalization of this ideal. Articles demonstrate that sociocultural factors including appearance pressure, teasing, and social comparison have also been linked to body dissatisfaction in female students. Furthermore, some findings confirm the relationship between different dimensions of perfectionism and body dissatisfaction.

Findings from the study provide support for the claim that sociocultural processes foster body dissatisfaction and suggest that prevention and treatment interventions might be enhanced by focusing greater attention on these specific risk factors.

SES EFFECTS ON 4TH AND 5TH GRADE READING SCORES

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The purpose of our study was to examine if socioeconomic status (SES) is a predictor of Measures of Academic Progress-Reading (MAP-R) and Dynamic Indicator of Basic Literacy Skills (DIBELS) scores for 4th and 5th grade students. Students were divided into two groups: low socioeconomic status (LSES) and non-low socioeconomic status (NLSES), measured by Free and Reduced Lunch status. Archival data were gathered from sixty-nine 4th and 5th grade students in a small Midwestern school district. SES was a significant predictor of MAP-R scores for 5th grade students. The findings suggest socioeconomic status may impact standardized assessment scores.