



Universidad del País Vasco Euskal Herriko Unibertsitatea



# 12th European Conference on Psychological Assessment

San Sebastian, Spain

July 17-20, 2013

## Book of Abstracts

# ECPA12

12th European Conference on Psychological Assessment, July 17-20, 2013, San Sebastian, Spain: Book of Abstracts

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# WELCOME

Dear colleagues,

On behalf of the Organizing Committee of the 12<sup>th</sup> ECPA, I would like to welcome you to San Sebastian. We are very happy to host this new edition of an EAPA conference, which is organized along with the Department of Personality, Assessment and Psychological Treatments of the University of the Basque Country.

We are pleased that in this conference we will have many presentations from colleagues from many countries. Specifically, presenters come from 45 countries from the five continents. This is indeed proof of how the advancement of psychological assessment takes place in close collaboration between colleagues from all over the world. Only in such a context, we may witness steps forward in the field where we can distinguish between globally valid insights and findings, on the one hand, and specific indigenous outcomes, on the other hand. The presentations and discussions during the conference will facilitate the integration in the corpus of psychological assessment.

The ECPA12 celebrates its 12<sup>th</sup> conference just shortly after the DSM-5, the most widely used classification of mental disorders, has been released. The controversy generated around it is a good starting point for conference delegates working in the clinical field, as they may engage in lively debates around the changes. The various locations of the participants, as well as their formation/orientation will facilitate a fruitful discussion.

But apart from the clinical arena, the challenges and new discoveries happen in each and every area of psychological assessment: educational psychology, industrial and organizational psychology, neuropsychology, psychology of personality, etc. We hope that the presentations, as well as subsequent debates and discussions, provide the conference delegates with new opportunities for enrichment. Indeed, we consider ourselves privileged to host this experience of professional exchange.

Itziar Alonso-Arbiol

ECPA12 President



# COMMITTEES

## ORGANIZING COMMITTEE

Itziar Alonso-Arbiol (Chair)  
Kepa Diez (Co-chair)  
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Alazne Aizpitarte  
Aitor Aritzeta  
Nekane Balluerka  
Arantxa Gorostiaga  
Iñigo Ochoa de Alda  
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Antonio Godoy, University of Málaga (Spain)  
Nuria de la Osa, Autonomous University of Barcelona (Spain)  
Victor Rubio, Autonomous University of Madrid (Spain)

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Karl Schweizer, Universität Frankfurt (Germany)  
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Laurence Claes, Catholic University KU Leuven (Belgium)  
Janos Nagy, Lorand Eotvos University (Hungary)  
Mark Schittekatte, Ghent University (Belgium)  
Willibald Ruch, University of Zurich (Switzerland)  
Anastasia Efklides, University of Thessaloniki (Greece)





# GENERAL INFORMATION

## CONFERENCE VENUE

The conference venue will be the Faculty of Psychology building of the University of the Basque Country UPV/EHU. Conveniently located close to main hotels and one of the beaches of the city, it can be also reached from the city centre by local bus.



Address: Avenida de Tolosa 70, E-20018 Donostia-San Sebastián.

The secretariat of the ECPA12 will be located on the 0.7 Room during the conference. E-mail: [secretariat@ecpa12.com](mailto:secretariat@ecpa12.com)

## OFFICIAL LANGUAGE

The official language of the ECPA12 is English. Furthermore, two pre-conference workshops and the round-table of the conference will be also translated into Spanish for local professionals attending these sessions. The translation will be made possible thanks to Vasco-Navarra Society of Neuropsychology (workshops) and to Vasco-Navarra Society of Psychiatry (round-table).

## **CURRENCY AND WEATHER**

The local currency is Euro. Most restaurants and shops will accept credit cards. Other payment types (traveler checks) may be possible.

The weather in the winter of 2013 has been unusually cold and rainy. However, warmer temperatures are expected for the summer. The forecast for the conference days (two weeks ahead) anticipates minimum temperatures of 14-16°C and maximum temperatures of 26-28°C, and low chances of rain. Nevertheless, it is always wise to have a light jacket and umbrella handy.

## **INTERNET AND PRINTING FACILITIES**

Internet wifi connection is available for conference delegates in the whole building. In order to get wireless connection with your laptop/tablet, look for the “wguest” wifi signal, and enter the following information (capital-sensitive letters):

Login: ECPA12  
Password: irutxulo2013

For those participants without personal computers/tablets, we have a room equipped with PCs that may be used for Internet purposes. However, these computers have not printing facilities.

For printing/photocopying purposes, there is a shop inside the building (opening hours: 9:00–14:00 and 16:00–19:00). Notice that the last day of the conference (July 20), this shop is closed. In the morning of July 20, nearby shops are open for last minute printing services.

## **LUNCHES / COFFEE-BREAKS**

All coffee-breaks and lunches of July 18, 19, and 20 are included in the conference fee. They will be served on the outside area of the building (ground floor). Those with special diet needs should check with the organization for the meals prepared/designed for them.

## **CONFERENCE AWARDS**

There will be three conference awards: two “best young scholar paper” (oral and poster) awards, and a “best poster award”. While the first two are judged by the scientific committee and recipients are young scholars, the third award is open to any scholar presenting a poster during the conference, regardless of his/her seniority status, and will be decided by all conference participants. Please, take some moments to decide your vote and put the ballot (included in the material bag) in the box you will find for that purpose in the poster hall.

Gold sponsors (Pearson, Hogrefe, and TEA ediciones) have contributed to the young scholar awards.



# SOCIAL PROGRAM

## CONFERENCE RECEPTION

Following the opening ceremony, a reception will take place in the Miramar Palace. Drinks and light snacks will be served after an exhibition of local dances. A nice view of the bay may be seen from this location.



Address: Palace Miramar, Paseo de Miraconcha 47, E-20007 Donostia-San Sebastián.

## FREE AFTERNOON/EVENING AND CONFERENCE TRIP

On Friday, July 19, the afternoon/evening has been left without scientific program to allow conference participants full enjoyment of the city and surroundings. The conference trip will be a walking tour around the city with professional guides. Those who have booked this online will find a coupon with the indication of the group number, and time and location for the gathering. Those who have not booked the trip in advance but still interested may ask at the secretariat office for possible remaining space.

## DISCOUNTS

Participants of the ECPA12 will be able to benefit from discount in some local leisure activities of San Sebastian. Specific information and/or coupons are included in the material bags.

## **GALA DINNER**

The conference dinner will take place on July 20, Saturday, allowing a closure of the event in a relaxed manner. Local food will be served at usual local time (20:30 PM), at the Royal Club of Tennis Ondarraeta Restaurant. Conference party may be continued at the ballroom on the premises.

Address: Paseo del Peine de los Vientos (Comb of wind Boulevard), E-20008 Donostia-San Sebastián.



## **CONFERENCE / PRESS ROOM**

During the conference, the press staff will take photographs during the sessions and other leisure activities. Those participants unwilling to appear in the pictures or not wishing their pictures to be publicly displayed (on site or online) are kindly requested to inform the members of the organization committee.

# PROGRAM OVERVIEW

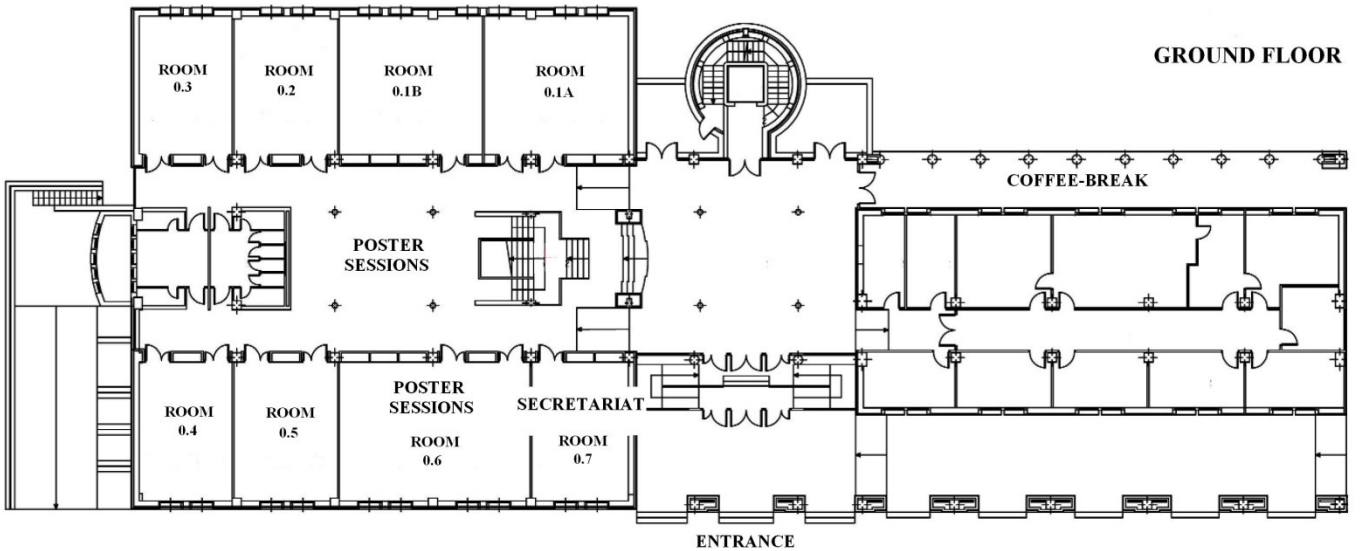
17 JULY Wednesday		18 JULY Thursday		19 JULY Friday		20 JULY Saturday	
09:00-16:00 PRE-CONFERENCE WORKSHOPS		8:30-9:30	Keynote	8:30-9:30	Keynote	8:30-9:30	Keynote
		9:45-11:15	Oral Sessions	9:45-11:15	Oral Sessions	9:45-11:15	Oral Sessions
		Coffee Break / <i>Poster Session 1</i>		Coffee Break/ <i>Poster Session 3</i>		Coffee Break/ <i>Poster Session 4</i>	
		11:45-13:15	Oral Sessions	11:45-13:15	Round-table / Oral Sessions	11:45-13:15	Oral Sessions
		Lunch		Lunch		Lunch	
11:00-16:30 Conference		14:30-15:30	Oral Sessions	14:30-16:30 EAPA General Assembly		14:30-15:30	Keynote
Registration		16:00-17:00	<i>Poster Session 2</i>			15:30-17:00	Oral Sessions
17:00-19:00 Reception and Presidential Address		Coffee Break				Coffee Break/ <i>Poster Session 5</i>	
		17:00-18:30	Oral Sessions	-----	-----	17:30-19:00	Oral Sessions
		14:30-19:00 Excursions and Free Evening		19:00-20:00 Closing Ceremony -----		20:30-22:30 Conference Dinner	





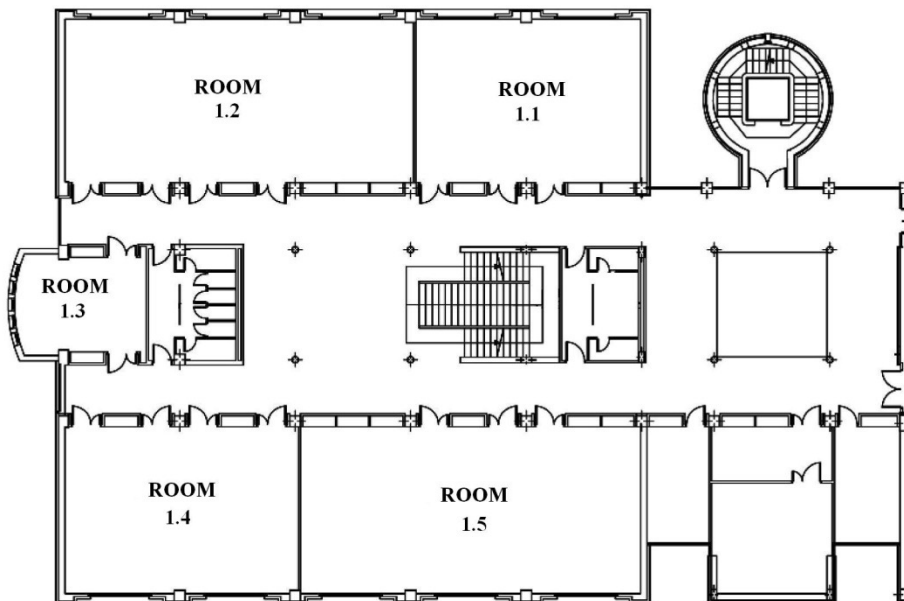
# ROOM LOCATION

## GROUND FLOOR



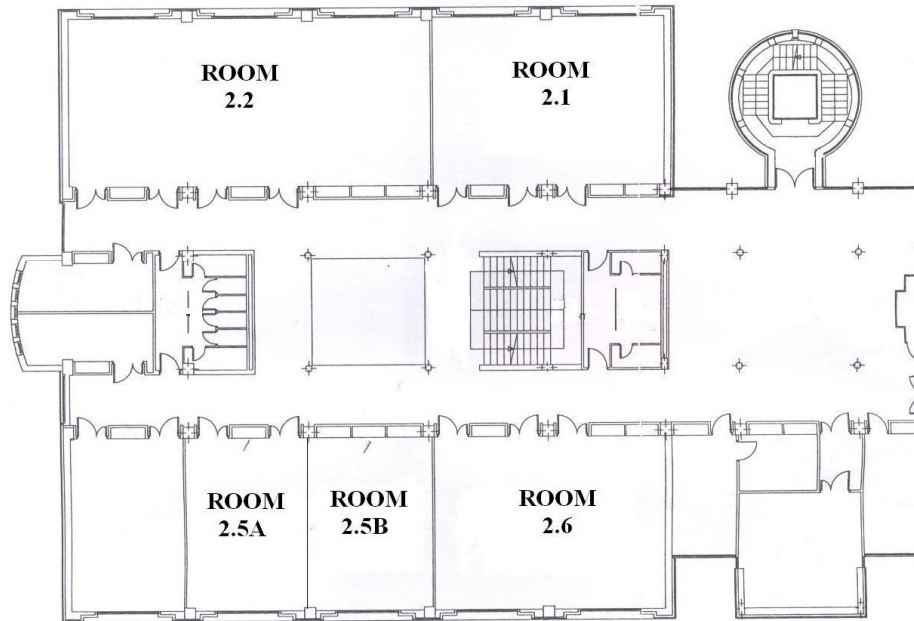
**Ground floor:** Secretariat, press office, poster sessions, some oral sessions, commercial exhibitors, and coffee-breaks and lunches.

## FIRST FLOOR



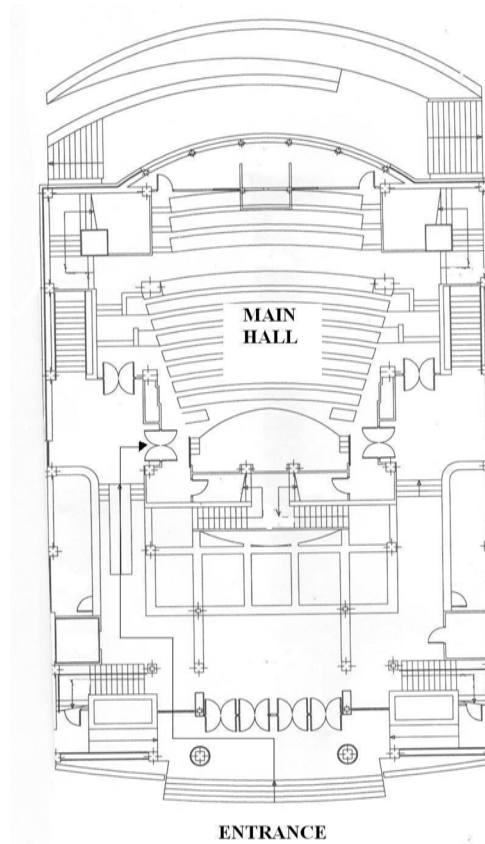
**First floor:** Oral sessions.

## SECOND FLOOR



**Second floor:** Oral sessions and PC-room for conference delegates.

## MAIN HALL



**Main Hall (ground floor):** Keynote sessions and round-table.

# OVERVIEW PRE-CONFERENCE WORKSHOPS

## **Wednesday, July 17, 9:00 – 10:30 (Main Hall)**

Workshop 1: *“Defining and Evaluating Executive Function in Children: Implications of New Data”*

Sam Goldstein, University of Utah and Neurology Learning and Behavior Center (USA)

[This workshop will be also translated into Spanish thanks to the Vasco-Navarra Society of Neuropsychology, SVNPS]

## **Wednesday, July 17, 11:00 – 12:30 (Main Hall)**

Workshop 2: *“Assessment of Autism Spectrum Disorders in Children”*

Sam Goldstein, University of Utah and Neurology Learning and Behavior Center (USA)

[This workshop will be also translated into Spanish thanks to the Vasco-Navarra Society of Neuropsychology, SVNPS]

## **Wednesday, July 17, 14:00 – 16:00 (Room 1.1)**

Workshop 3: *“On Scientific Publishing in the Assessment Area”*

Fons van de Vijver, Tilburg University (the Netherlands), and Karl Schweizer, Goethe University Frankfurt (Germany)

## **Wednesday, July 17, 9:00 – 14:00 (Room 2.5-A)**

Workshop 4: *“Mediation and moderation analysis”*

Changiz Mohiyeddini, Roehampton University (UK)



## OVERVIEW KEYNOTE TALKS

### **Wednesday, July 17, 18:00 – 18:45 (Miramar Palace)**

*“Psychological assessment: Reflections on the state-of-the-art”*

Fons van de Vijver, Tilburg University (the Netherlands)  
and EAPA President

### **Thursday, July 18, 8:30 – 9:30 (Main Hall)**

*“Is resilience an evidence based concept? Understanding, evaluating and applying the new science of resilience”*

Sam Goldstein, University of Utah and Neurology Learning and Behavior Center (USA)

### **Friday, July 19, 8:30 – 9:30 (Main Hall)**

*“Online assessment”*

Ulf-Dietrich Reips, University of Deusto, and IKERBASQUE, Basque Foundation for Science (Spain)

### **Saturday, July 20, 8:30 – 9:30 (Main Hall)**

*“Assessment of dimensional models of Psychopathology”*

Thomas Widiger, Kentucky University (USA)

### **Saturday, July 20, 14:30 – 15:30 (Main Hall)**

*“Implicit measures: Past, present, and future”*

Jan de Houwer, Ghent University (Belgium)



A la vanguardia en  
evaluación psicológica y  
las NUEVAS TECNOLOGÍAS



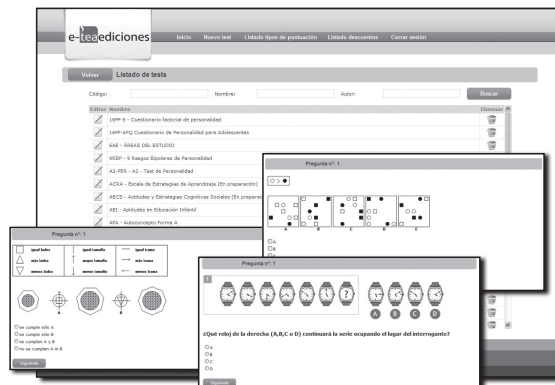
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# OVERVIEW OF SYMPOSIA AND ROUND-TABLE

(In the overview only the presenting author is listed.  
All co-authors appear in the abstracts section and in the index)

**Thursday, July 18**

**9:45 – 11:15 (Room 1.4)**

**“Assessment of Humor I”** (Invited Symposium)

Chairs: Willibald Ruch & René T. Proyer, University of Zurich (Switzerland)

345-S-1: “The Assessment of Benevolent and Corrective Humor: A Short Scale”. Willibald Ruch, University of Zurich (Switzerland).

345-S-2: “The Assessment of Playfulness in Adults: Theoretical Aspects and Findings with a New Instrument”. René T. Proyer, University of Zurich (Switzerland).

345-S-3: “The Adaptation of Assessment Instruments in Humor Research Area: Beyond the Items Translation”. Isabel Benítez, University of Granada (Spain).

345-S-4: “Examination of the Construct Validity of the Humor Styles Questionnaire”. Sonja Heintz, University of Zurich (Switzerland).

**9:45 – 11:15 (Room 1.1)**

**“Dating Violence Risk Factors”**

Chairs: Ismael Loinaz & Alazne Aizpitarte, University of the Basque Country UPV/EHU (Spain)

308-S-1: “Dating Violence among Adolescents and Young Romantic Partners: Risk Factors from a Systemic Perspective”. Alazne Aizpitarte, University of the Basque Country UPV/EHU (Spain).

308-S-2: “Towards Explicative Models for Mild and Severe Physical Dating Violence: Boys’ Involvement”. Virginia Sánchez, University of Seville (Spain).

308-S-3: “Cognitive Processing in Dating Conflicts: Measurement and Predictive Associations with Dating Violence”. Esther Calvete, University of Deusto (Spain).

308-S-4: “A Global Community Project on Sexuality, Gender and Sexist Violence Prevention aimed towards Young People in the Basque Country”. Eider Goiburu, Lahia-Nahia Sexology Association (Spain).

**9:45 – 11:15 (Room 0.6)**

**“Strengthening Positive Intergroup Attitudes and Prosocial Behavior through Experimental Methodology”**

Chairs: Magdalena Bobowik & Anna Włodarczyk, University of the Basque Country UPV/EHU (Spain)

Discussant: José Luis González-Castro, University of Burgos (Spain)

296-S-1: “I Am Cooperative When I Am Popular, I Am Competitive When I Am Well Valued: An Interactive Effect on Prosocial Behavior”, Carmen Taberero, University of Cordoba (Spain).

296-S-2: “From Me to You: How Need and Accountability Shape Children’s Helping Intention towards in- and out-Groups”. Jellie Sierksma, Utrecht University (The Netherlands).

296-S-3: “‘We Were Here First’ versus ‘Another Group Was Here Before Us’: How Different Accounts of Ingroup’s Primo-Occupancy of a Country Affect Ingroup Members’ Autochthony Beliefs and the Related Rejection of New Immigrants”. Borja Martinovic, Utrecht University (The Netherlands).

296-S-4: “Everyone Smiles in the Same Language: The Effect of Facial Expression on Attitudes towards Immigrants”. Magdalena Bobowik, University of the Basque Country UPV/EHU (Spain).

296-S-5: “‘We’ Fight for Your Right: Effect of an Anti-Racist Demonstration on Group Cohesion and Perception of Immigration”. Anna Włodarczyk, University of the Basque Country UPV/EHU (Spain).

**11:45 – 13:15 (Room 1.4)**

**“Assessment of Humor II”** (Invited Symposium)

Chairs: Willibald Ruch & René T. Proyer, University of Zurich (Switzerland)

345-S-5: “An Overview on the Assessment of Gelotophobia, Gelotophilia, and Katagelasticism in Children, Adolescents, and Adults”. René T. Proyer, University of Zurich (Switzerland).

345-S-6: “Extending the PhoPhiKat Scale to Include the Fear of Laughing at Others”. Yu-Chen Chan, National Tsing Hua University (Taiwan).

345-S-7: “Development of a Humor Styles Questionnaire for Children and Young People”. Sarah Dean, Staffordshire University (United Kingdom).

345-S-8: “An Appraisal of German Adaptations of Children’s Humor Tests”. Sarah Auerbach, University of Zurich (Switzerland).

**11:45 – 13:15 (Room 1.1)**

**“New Measures of Adolescent Psychopathology”** (Invited Symposium)

Chair: Pablo Santamaría, TEA Editions (Spain)

247-S-1: “Correlates of Suicidal Ideation in Spanish Adolescents: The Contribution of Psychological Maturity, Depression, Life Satisfaction, and Personality”. Fabia Morales Vives, Universitat Rovira I Virgili (Spain).

247-S-2: “Assessment of Core Traits of Schizotypy via ESQUIZO-Q”. Eduardo Fonseca-Pedrero, University of La Rioja (Spain).

247-S-3: “A Tool for Assessing Disordered Eating Behaviors and Related Psychological Constructs in Spanish, EDI-3”. Josu Mujika, University of the Basque Country UPV/EHU (Spain).

247-S-4: “Assessing Adolescent Psychopathology: Reliability and validity of the Spanish Personality Assessment Inventory - Adolescent (PAI-A)”. Pablo Santamaría, TEA Ediciones (Spain).

**14:30 – 16:00 (Room 1.4)**

**“Research on Assessment of Schizophrenia”**

(Invited Symposium)

Chairs: Juan Antonio Amador & Juana Gómez-Benito, University of Barcelona (Spain)

208-S-1: “The Assessment of Psychosis Phenotype”. Eduardo Fonseca-Pedrero, University of La Rioja (Spain).

208-S-2: “Assessing the Psychometrical Properties of the World Health Organization Disability Assessment Schedule II (WHO-DAS II) to Evaluate Patients with Schizophrenia”. Francisca Galindo-Garre, VU Medical Center (The Netherlands).

208-S-3: “Development and Validation of the Self-Stigma Questionnaire (SSQ) for People with Schizophrenia”. Susana Ochoa, Parc Sanitari Sant Joan de Déu (Spain).

208-S-4: “Neurocognitive Screening Performance in Patients with Schizophrenia and Bipolar I Disorder”. Georgina Guilera, University of Barcelona (Spain).

208-S-5: “Exploring Remission in Persons with Schizophrenia”. Laia Mas-Expósito, Centre d’Higiene Mental Les Corts and University of Barcelona (Spain).

**14:30 – 16:00 (Room 1.1)**

**“Computer-Based Assessment”**

Chairs: Siegbert Reiss, Goethe University Frankfurt (Germany), and Ulf-Dietrich Reips, University of Deusto, and IKERBASQUE, Basque Foundation for Science (Spain)

234-S-1: “Technology-Based Measurement of Emotion Expression Ability in the Face”. Oliver Wilhelm, University of Ulm (Germany).

234-S-2: “Interactive Web-Based Graphics in Computerized Assessment”. Gary McClelland, University of Colorado Boulder (USA).

234-S-3: “Testor: Online Test Development for Non-Programmers and a Repository for Assessment Resources”. Thomas Blumer, University of Zurich (Switzerland).

234-S-4: "The Genetics Lab: A Case Study on Computer-Based Assessment within a Multilingual Sample of 'Digital Natives'". Philipp Sonnleitner, University of Luxembourg (Luxembourg).

234-S-5: Challenges and Benefits of Log File Analysis - Deriving Measures of Automatized Procedural Knowledge. Annette Stelter, German Institute for International Educational Research (Germany).

**17:00 – 18:30 (Room 1.4)**

**"Advances in the Assessment of Anxiety Disorders in Children and Adolescents"** (Invited Symposium)

Chairs: Antonio Godoy & Raquel Nogueira, University of Malaga (Spain)

066-S-1: "Assessment of Comorbid Anxiety and Oppositional Disorder in Preschool Children". Virginia Martín, Autonomus University of Barcelona (Spain).

066-S-2: "Multimethod Assessment during the Treatment of an Adolescent Sample with Obsessive-Compulsive Disorder, Using a Single Case Design". Raquel Nogueira, University of Malaga (Spain).

066-S-3: "Challenges in the Evaluation of Anxiety Problems in School Aged Children: Informant Discrepancies and Agreement". A. I. Pereira, University of Lisbon (Portugal).

066-S-4: "Differential Mechanisms of Thought-Action Fusion among Older Adolescents: Refining Measures for Greater Conceptual Clarity". Mark Freeston, Newcastle University (United Kingdom).

066-S-5: "Assessing Children and Adolescents Anxiety in a Cross-Cultural Perspective: Applications of the Screen for Child Anxiety Related Emotional Disorders (SCARED)". Elisabetta Crocetti, Utrecht University (The Netherlands).

**14:30 – 16:00 (Room 1.1)**

**“Cultural Variation in Emotional Experience and Emotional Intelligence between Black and White South-Africans”**

Chair: Johnny R. F. Fontaine, Ghent University (Belgium)

368-S-1: “Do Blacks Experience more Engaged and Whites more Disengaged Emotions in South-Africa?” Rose Kgantsi, Ghent University (Belgium) & North-West University (South Africa).

368-S-2: “Differences in the “Correctness” of Emotional Intelligent Responses between Blacks and Whites in South-Africa”. Eva Sekwena, Ghent University (Belgium) & North-West University (South Africa).

368-S-3: “Daily Emotional Experiences of South-African Police Officers from a Componential Emotion Perspective”. Tshepo Kalanko, Ghent University (Belgium) & North-West University (South Africa).

368-S-4: “The Complexity of Emotional Representation among Setswana Adolescents in South-Africa”. Sello Boshomane, Ghent University (Belgium) & North-West University (South Africa).

**Friday, July 19**

**9:45 – 11:15 (Room 1.2)**

**“Developing, Adapting and Analyzing Questionnaires for Psychological Assessment”**

Chairs: Nekane Balluerka, University of the Basque Country UPV/EHU (Spain), and Juana Gómez-Benito. University of Barcelona (Spain)

045-S-1: “Development and Validation of a New Measure for Assessing Personal Initiative in the Educational Field”. Nekane Balluerka, University of the Basque Country UPV/EHU (Spain).

045-S-2: “Adaptation to Basque of the McCarthy Scales of Children’s Abilities (MSCA)”. Ainara Andiarrena, University of the Basque Country UPV/EHU (Spain).

045-S-3: “Validation and Standardization of the Screen for Cognitive Impairment in Psychiatry (SCIP) in a Community Population”. Georgina Guilera, University of Barcelona (Spain).

045-S-4: “Challenges and Answers in the Development of an Initial Spanish Version of the Hazard Perception Tests”. Isabel Benítez, University of Granada (Spain).

045-S-5: “Spanish Validation of the Oxford Happiness Questionnaire: Preliminary Analysis”. Joaquín Tomás-Sábado, Autonomous University of Barcelona (Spain).

**9:45 – 11:15 (Room 2.2)**

**“Evaluating the Parental Acceptance Theory in Spanish Population: Measures and Theoretical Basis”** (Invited Symposium)

Chair: Miguel Angel Carrasco, UNED (Spain)

099-S-1: “Parental Acceptance-rejection Control Questionnaire (PARQ-C) in Spanish Children: Psychometrics Properties and Construct Validity”. Francisco P. Holgado-Tello, UNED (Spain).

099-S-2: “The Perceived Interpersonal Parental Power and Prestige Questionnaire (3PQ) in Spanish Children”. Begoña Delgado, UNED (Spain).

099-S-3: “Psychometric Properties and Dimensionality of the Spanish Version of the Personality Adjustment Questionnaire (PAQ)”. María J. González-Calderón, UNED (Spain)

099-S-4: “Perceived Parental Acceptance, Children’s Psychological Adjustment, and Parental Interpersonal Power and Prestige: Moderating and Direct Effects among Variables”. Miguel A. Carrasco, UNED (Spain).

**11:45 – 13:15 (Main Hall)**

**“The New DSM-5 to Debate”** (Round-table)

(also translated into Spanish thanks to Sociedad Vasco-Navarra de Psiquiatría, Spain)

Convenor/discussant: Rocío Fernández-Ballesteros, Autonomous University of Madrid (Spain)

Participants:

- Thomas Widiger, Kentucky University, (USA)
- Antonio Godoy, Malaga University (Spain)
- Laurence Claes, University of Leuven (Belgium)
- María Crespo, Complutensis University of Madrid (Spain)
- Ana Gonzalez-Pinto, University of the Basque Country UPV/EHU & Sociedad Vasco-Navarra de Psiquiatría (Spain)

**11:45 – 13:15 (Room 1.2)**

**“Assessment of Cognitive Functioning”** (Invited Symposium)

Chair: Karl Schweizer, Goethe University Frankfurt (Germany)

046-S-1: “The Assessment of Multiple Processes Underlying the Attentional Blink: A Fixed-links Modeling Approach based on Behavioral and Electrophysiological Data”. Felicitas L. Wagner, University of Bern (Switzerland).

046-S-2: “The Assessment of Visual Short-term Memory in Considering the Underlying Processes and their Relation to Psychometric Intelligence”. Stefan J. Troche, University of Bern (Switzerland).

046-S-3: “Identifying Complex Learning Processes Assessed by Fluid Intelligence Tests”. Xuezhu Ren, Goethe University Frankfurt (Germany).

046-S-4: “Hypotheses of Making Globalized Intelligence Measurement Feasible – Avoiding Cultural-Based DIFs”. Klaus D. Kubinger, University of Vienna (Austria).



## Saturday, July 20

**9:45 – 11:15 (Room 1.4)**

**“Advancements in the Assessment of Emotional Intelligence”** (Invited Symposium)

Chair: Johnny R. F. Fontaine, Ghent University (Belgium)

366-S-1: “Examining the Nomological Network of Emotional Intelligence with the Situational Test of Emotional Understanding (STEU) and the Situational Test of Emotion Management (STEM)” Richard Roberts, Educational Testing Service-ETS (USA).

366-S-2: “Emotion Recognition Ability as a Part of Emotional Intelligence: Measurement and Validity”. Katja Schlegel, University of Geneva (Switzerland).

366-S-3: “Undetected Multidimensionality in the Four-Branch Model of Emotional Intelligence”. Elke Veirman, Ghent University (Belgium).

366-S-4: “Situational Judgment Test of Emotional Intelligence in the Workplace”. Marcello Mortillaro, University of Geneva (Switzerland).

**9:45 – 11:15 (Room 1.1)**

**“Assessment of Creativity”**

Chairs: Teresa Artola & Jorge Barraca, Complutense University of Madrid (Spain)

159-S-1: “The PIC Battery for the Assessment of Creativity: Description, Application Method and Main Results”. Jorge Barraca, Centro Universitario Villanueva (Spain).

159-S-2: “Psychometric Development and Foundation of PIC-N, PIC-J and PIC-A (Creative Imagination Test for Children, Adolescents and Adults)”. Irene Fernández-Pinto, TEA Editions (Spain).

159-S-3: “Assessment of Creativity: Divergent Thinking Tests, Consensual Assessment by Experts and Observational Scales for Teachers”. Jorge Barraca, Centro Universitario Villanueva (Spain).

159-S-4: “Developmental Patterns in Creativity: Are Divergent Thinking Tests Useful to Assess Creativity at all Ages?” Teresa Artola, Centro Universitario Villanueva (Spain).

**11:45 – 13:15 (Room 1.1)**

**“The Assessment of Self-Conscious Emotions”**

Chair: Mia Silfver-Kuhlampi, University of Helsinki (Finland)

369-S-1: “A Multilevel Approach to Self-Conscious Emotions”. Johnny R. J. Fontaine, Ghent University (Belgium).

369-S-2: “Values and Self-Conscious Emotions across Cultures”. Mia Silfver-Kuhlampi, University of Helsinki (Finland).

369-S-3: “Self-Conscious Emotions in Turkey”. Nevra Cem Ersoy, İzmir University of Economics (Turkey).

369-S-4: “The Relations between Narcissism, Shame and Aggression: Evidence from Survey and Experimental Studies”. Ville Harjunen, University of Helsinki (Finland).

**15:30 – 17:00 (Room 1.4)**

**“Assessing the Meaning of Emotion Words: The GRID Instrument”**

(Invited Symposium)

Chairs: Johnny R. F. Fontaine, Ghent University (Belgium), and Klaus R. Scherer. University of Geneva (Switzerland)

367-S-1: “Using the GRID Instrument to Identify Invariances and Cultural and Linguistic Variation in the Meaning of Emotion Words”. Johnny R. J. Fontaine, Ghent University (Belgium).

367-S-2: “The Conceptualization of Despair in Basque, Spanish, and English using the GRID Instrument”. Itziar Alonso-Arbiol, University of the Basque Country UPV/EHU (Spain).

367-S-3: “Assessing Regional Variations in the Meaning of Emotion Terms: The case of Pride in Italy”. Marcello Mortillaro, University of Geneva (Switzerland).

367-S-4: “The GRID Meets the Geneva Emotion Wheel: Validating an Instrument to Assess Emotional Feeling via Self-Report”. Katja Schlegel, University of Geneva (Switzerland).

**17:30 – 19:00 (Room 1.4)**

**“New Findings on Objective Personality Tests”** (Invited Symposium)

Chairs: Tuulia M. Ortner, Salzburg University (Austria), and Manfred Schmitt, Koblenz-Landau University (Germany)

310-S-1: “Objective Assessment of Trait Affiliation (OAT)”. Anna Nitsche, Philipps-University Marburg (Germany).

310-S-2: “Experimental Games – Performance-based Assessment of Fairness and Altruism”. Manfred Schmitt, Koblenz-Landau University (Germany).

310-S-3: “Analyzing the Convergent and Discriminant Validity of Objective Personality Tests using a Latent State-Trait-Multimethod-CFA approach”. Tobias Koch, Free University of Berlin (Germany).

310-S-4: “Predictive Validity of Objective, Indirect and Direct Approaches Assessing Conscientiousness”. Tuulia M. Ortner, Salzburg University (Austria).

310-S-5: “LAMBDA the Second Generation - An objective Personality Test for Multifunctional Measuring the Learning Style, Stress Resistance and Interest Preference”. Klaus D. Kubinger, Wien University (Austria).

**17:30 – 19:00 (Room 1.1)**

**“Assessment of Intimate Partner Violence”**

Chairs: Alazne Aizpitarte & Ismael Loinaz, University of the Basque Country UPV/EHU (Spain)

306-S-1: “How to Improve the Screening of Intimate Partner Violence and Sexual Violence Victimization in Clinical/Healthcare Settings”. Judit Tirado, Institut Municipal d'Investigació Mèdica (IMIM)-Hospital del Mar of Barcelona (Spain).

306-S-2: “Interviewing Mothers to Understand the Effect of Violence on Children”. Ainhoa Izaguirre Choperena, University of Deusto (Spain).

306-S-3: “Assessment of Dating Violence: Development of the Violence in Adolescents' Dating Relationships Scale”. Alazne Aizpitarte, University of the Basque Country (Spain).

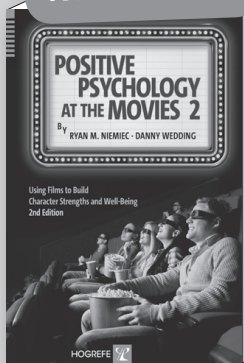
306-S-4: “Partner-Violent Men in Prison: Assessment Needs and Challenges”. Ismael Loinaz, University of the Basque Country UPV/EHU (Spain).



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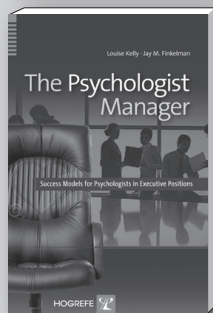
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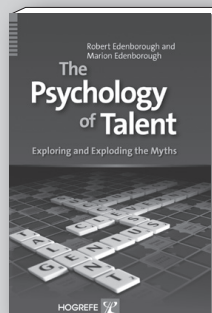
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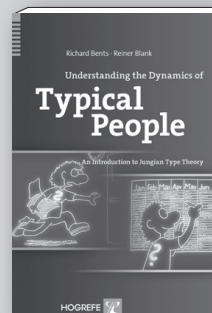
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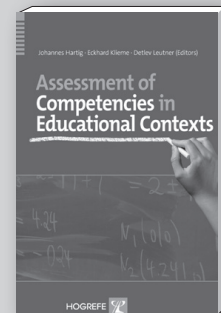
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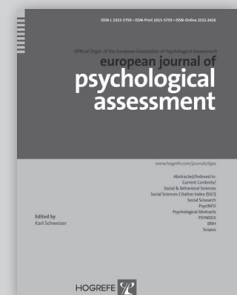
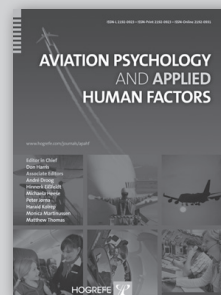
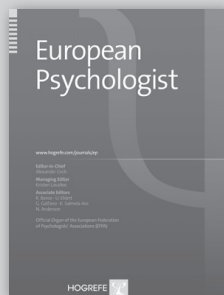
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# OVERVIEW OF ORAL COMMUNICATIONS

(In the overview only the presenting author is listed. All co-authors appear in the abstracts section and in the index)

**Thursday, July 18**

**9:45 – 11:15 (Room 0.1A)**

## **Test Adaptation, Test Development, and Innovative Assessment Tools 1**

016-O: "EQI-C: Spanish Validation for the EQ-I (Short Form)". Esther López-Zafra, University of Jaen (Spain).

346-O: "How to Ensure the Validity and Quality of Psychometric Assessments Delivered in other Languages". Sue Orchard, Comms Multilingual Limited (United Kingdom).

104-O: "Storyline-Guided Assessment of Interpersonal Motives". Charleen Henn, Philipps-University Marburg (Germany).

056-O: "Online Assessment of Gender Roles Profiles: The Gender Roles Test". Mari Angeles Quiroga, Complutense University of Madrid (Spain).

**9:45 – 11:15 (Room 2.1)**

## **Personality Assessment**

137-O: "Adaptation of Dimensions of Identity Formation Scale (DIDS) to Georgian Population". Nino Javakhishvili, Ilia State University (USA).

083-O: "The Assessment of Coping Behavior". Olga V.Mitina, Lomonosov Moscow State University (Russia).

094-O: "Factorial Structure of Personality as Measured by IPIP-100 in 33 Countries". Włodzimierz Strus, Cardinal Stefan Wyszyński University in Warsaw (Poland).

135-O: "Effects of Social Desirability on Response Styles in Personality Items". Eunike Wetzel, Otto-Friedrich-University Bamberg (Germany).

075-O: "The Validation New Version Action Control Scale (ACS)". Olga Mitina, Lomonosov Moscow State University, Moscow City University of Psychology and Education (Russia).

**9:45 – 11:15 (Room 0.1B)**

### **Clinical Assessment in Adults 1**

041-O: "Personality Attributes and the Outcome Questionnaire-45". Amber Gayle Thalmayer, University of Oregon (USA).

095-O: "The Italian Version of the Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF): A Cross-Cultural Replication of the Factor Structure". Saulo Sirigatti, European University of Rome (Italy).

096-O: "The Relationship between the Extent of Life Changes and Psychological Problems". Saulo Sirigatti, European University of Rome (Italy).

032-O: "Longitudinal Study of 51 Teens with Rare Dysgenetic Syndromes". Antonio Godino, University of Salento (Italy).

**11:45 – 13:15 (Room 0.1A)**

### **Personality Assessment in Childhood**

006-O: "The Gendered Influence on the Assessment of Emotional Intelligence". Esther López-Zafra, University of Jaen (Spain).

024-O: "Item Response Theory (IRT) for Need for Cognition and Need to Evaluate Scales with French Students". Marei Salama-Younes, Helwan University (Egypt).

086-O: "Kindergarten Children's Behavioral Problems, as Perceived by the Teachers: Effects on Children's Competence Self-Beliefs and School Performance". Georgia Stephanou, University of Western Macedonia (Greece).



087-O: "Dimensionality of Temperament in Spanish Children: The Child Behavior Questionnaire CBQ and CBQ-Very Short Versions". Miguel A. Carrasco, UNED (Spain).

161-O: "Testing the Measurement Invariance of Self-, Teacher-, and Parent Evaluated Multisource Assessment of Social Competence Scale (MASCS) among Finnish and Greek Children". Niina Junntila, University of Turku (Finland).

**11:45 – 13:15 (Room 2.1)**

### **Neuropsychological, Cognitive and Intellectual Assessment 1**

052-O: "Assessment of the Attentional Profile through an Online Visual Search Task: Divisa". Mari Angeles Quiroga, Complutense University of Madrid (Spain).

170-O: "The Construct Validity of the Exchange Test as a Working Memory Measure in Considering Fluid Intelligence and Complex Learning". Tengfei Wang, Goethe University Frankfurt (Germany).

209-O: "Self-Ratings of Cognition Related Adjectives: Exploring Structure and Correlates". Gabriel Olaru, University of Ulm (Germany).

275-O: "Assessment of Complex Problem Solving: The New Microfin Approach". Andre Kretschmar, University of Luxembourg (Luxembourg).

**11:45 – 13:15 (Room 0.1B)**

### **Clinical Assessment: Childhood and Adolescence 1**

013-O: "Validation and Reliability of the Young Schema Questionnaire in a Flemish Inpatient Eating Disorder and Alcohol and Substance Use Disorder Sample". Laurence Claes, Catholic University of Leuven, KU Leuven (Belgium).

018-O: "Preschoolers Social Emotional Functioning According to Mommy and Daddys Perspectives". Sofia Major, University of Coimbra (Portugal).

017-O: "Assessing Social Skills and Problem Behaviors of Portuguese Preschoolers". Sofia Major, University of Coimbra (Portugal).

155-O: "The Factor Structure of Repetitive Behavior Scale-Revised In Japanese Individuals with Autism Spectrum Disorder". Kazuhiro Yasunaga, Nagoya University (Japan).

**11:45 – 13:15 (Room 0.6)**

### **Educational Assessment 1**

059-O: "Diaries to Assess Self-Regulated Learning - A Repeated Measures Approach". Paula Da Costa Ferreira, University of Lisbon (Portugal).

157-O: "The Influence of Demographic Characteristics on Test Results and Test Type". Koen Beirens. Training Institute of the Federal Administration (Belgium).

119-O: "Construction and Validation of an Instrument to Measure Interests in Different Areas of Psychology". Aristides I. Ferreira, University Institute of Lisbon (Portugal).

143-O: "Reporting Student Performance at School Level: An Investigation Comparing Two Methods". Yan Bibby, Australia Council for Educational Research (Australia).

**14:30 – 16:00 (Room 0.1A)**

### **Personality Assessment in Adults 1**

020-O: "An Observational Measure of Mindfulness: Validation of the 3-Minute Mindfulness Test (3MMT)". Ivan Nyklicek, Tilburg University (The Netherlands).

029-O: "Relationship among Wisdom, Personality Traits, Cognitive Abilities and Academic Achievement". Liena Ivanova, University of Latvia (Latvia).

062-O: "Towards an Emotion-Specific Measurement of Empathy". Claudia Sassenrath, University of Ulm (Germany).

063-O: "The Millon Index of Personality Styles in Romanian People". Irene Rodrigo Holgado, Complutense University of Madrid (Spain).

**14:30 – 16:00 (Room 2.1)**

### **Cross-Cultural Assessment 1**

293-O: “Validity of the Spanish Version of Multi-Component Ingroup Identification Scale”. Magdalena Bobowik, University of the Basque Country UPV/EHU (Spain).

294-O: “Communal Coping and Posttraumatic Growth in a Context of Natural Disasters in Colombia, Chile and Spain”. Anna Włodarczyk, University of the Basque Country UPV/EHU (Spain).

152-O: “An Examination of the Psychometric Quality of a Civic and Political Participation Scale in England, Spain, and Korea”. A. Adrienne Walker, Emory University (USA).

230-O: “Development and Validation of the German Test to Measure Intercultural Competence (TMIC): A Combined-Method Approach”. Deborah B. L. Schnabel, Technische Universität Darmstadt (Germany).

**14:30 – 16:00 (Room 0.1B)**

### **Clinical Assessment in Adults 2**

100-O: “Posttraumatic Stress Disorder in DSM-5: Empirical Data of Diagnostic Concordance with DSM-IV”. Maria Crespo, Complutense University of Madrid (Spain).

103-O: “Psychometric Evaluation of the Dutch Translation of the Dresdner Body Image Questionnaire”. Mia Scheffers, Windesheim University of Applied Sciences (The Netherlands).

111-O: “Cognitive Deficits Coping and Its Relation with Severity of Symptoms and Social Functioning in Schizophrenia”. Shivani Santosh, Indian Statistical Institute (India).

115-O: “Development and Psychometric Properties of the Personality Diagnostic Questionnaire (PDQ-5) According to DSM-5 in the Greek Population”. Christoforos Thomadakis, Department of Psychometric and Psychological Research, HAF (Greece).

**14:30 – 16:00 (Room 0.6)**

### **Methodological Issues 1**

130-O: “Teaching Statistical Inference and the Null Hypothesis Significance Controversy”. Ernest Kwan, Carleton University (Canada).

337-O: “Test Use in Flanders, Belgium”. Mark Schittekatte, Ghent University (Belgium).

023-O: “A Rasch Analysis and Correlation for Some Positive Psychological Scales: Exploratory Study for French Seniors”. Marei Salama-Younes, Helwan University (Egypt).

001-O: “A Methodological Proposal to Create Music within a Therapeutic Context”. Isabel Benítez, University of Granada (Spain).

**17:00 – 18:30 (Room 0.1A)**

### **Neuropsychological, Cognitive and Intellectual Assessment 2**

084-O: “Syntom: Synchronously Assessing Figural, Spatial and Verbal Retentivity Using Automatic Item Generation”. Fabian Zehner, Technische Universität München (Germany).

344-O: “Teacher and Parent Ratings of Child Attention Problems in Relation to WISC-IV Latvian Profiles”. Sandra Sebre, University of Latvia (Latvia).

350-O: “Performance of Pakistani Children on WISC-IV Adapted Subtests”. Saima Ambreen, Quaid-i-Azam University (Pakistan).

171-O: “All Those Are They Are But, Are All Those Who Are They Are?” Juan José Rienda. Rey Juan Carlos University (Spain).

370-O: “Preliminary Results of the Spanish Multicenter Normative Study (NORMACOG Project): Taylor’s Complex Figure in Spanish Population” Rocío del Pino. University of Deusto (Spain).

**17:00 – 18:30 (Room 2.1)**

### **Gender Issues 1**

005-O: “The Gendered Influence on the Assessment of Emotional Intelligence”. Esther López Zafra, University of Jaen (Spain).

033-O: “Transsexualism and Forensic Examination: A Review”. Antonio Godino, University of Salento (Italy).

038-O: “The Conformity to Feminine Norms Inventory (CFNI) in Chilean Women”. Irene Rodrigo Holgado, Complutense University of Madrid (Spain).

331-O: “Sexual Needs, Sexism and Dehumanization of Sexual Performers”. Marek Drogosz, Warsaw School of Social Sciences and Humanities (Poland).

**17:00 – 18:30 (Room 0.1B)**

### **Organizational Perspective Assessment 1**

004-O: “Big 5 Facets as Predictor of Job Training Performance: The Role of Specific Job Demands”. Christoph Kemper, IMPP (Germany).

069-O: “Re-Visiting the Canadian Military’s Weighted Selection Decision Model”. Wendy Darr, Department of National Defence (Canada).

102-O: “Assessment of Teachers’ Belief for Innovative Teaching & Its Relation with Personality and Innovative Work Behaviour”. Anurupa Kundu, Indian Statistical Institute (India).

107-O: “Validation of the Work Organisation Assessment Questionnaire (WOAQ) Among Australian Employees”. Medea Despotashvili, Tbilisi State University (Georgia).

134-O: “Measuring Professional Competencies Using Cognitive Diagnosis Models”. Pablo E. García, Instituto de Ingeniería del Conocimiento, IIC (Spain).

**17:00 – 18:30 (Room 0.6)**

**Clinical Assessment: Childhood and Adolescence 2**

267-O: "Evaluation of an Autistic Children Therapy Based on Imitation". Eulalia Arias Pujol, Ramon Llull University (Spain).

117-O: "Construct Validity of the Japanese Version of the Adolescent/Adult Sensory Profile Assessed on the Basis of Data from People with Autism Spectrum Disorder". Taro Hirashima, Nagoya University (Japan).

334-O: "Implementation of a Pilot-Proof Program to Improve Executive Functions: Measuring Progress in Flexibility in a Child with Autism Spectrum Disorder". Marian Acero, University of Zaragoza (Spain).

## Friday, July 19

**9:45 – 11:15 (Room 2.6)**

### **Assessment in Gerontology**

090-O: “Basic Emotions’ Recognition in Aging: Examining Positivity Bias and Age-Related Differences in Interpreting Dynamic Emotional Displays”. Despina Moraitou, Aristotle University of Thessaloniki (Greece).

109-O: “Life Events’ Analysis as a Qualitative Method in Gerontology Research”. Olga Strizhitskaya, Saint Petersburg State University (Russia).

283-O: “Is Depression a Prognostic Factor of Mortality and Hospitalization in Older Patients: The Role of the Assessment of Frailty”. Roberto Nuevo, Getafe University Hospital (Spain).

288-O: “Assessing Aging Stereotypes”. Rocio Fernandez Ballesteros, Autonomous University of Madrid (Spain).

028-O: “Screening for Depression in Elderly”. Anagha Raul, Bharati Vidyapeeth Medical College (India).

**9:45 – 11:15 (Room 2.1)**

### **Assessment in Health Psychology**

036-O: “Factor Structure, Reliability and Validity of the Revised Fibromyalgia Impact Questionnaire (FIQR) in Two Spanish Samples”. Juan Vicente Luciano, Sant Joan de Deu Sanitari Parc (Spain).

112-O: “Relation between Purpose in Life and Self-Reported Health in Clinical and Non-Clinical Populations”. Sonsoles Valdivia-Salas, University of Zaragoza (Spain).

221-O: “ADI-9: A New Instrument to Assess Adaptation to Type 1 Diabetes”. Maria Teresa Anarte, University of Malaga (Spain).

250-O: “Assessment of Chronic Fatigue States: A New Paradigm that Integrates Self-Report and Repeated Neuropsychological Review”. Richard McBride, University of New South Wales (Australia).

260-O: "Factor Structure and Reliability of the Spanish Interpersonal Support Evaluation List (ISEL-12) In a Colombian and Mexican Sample". Diego Rivera, University of Deusto (Spain).

**9:45 – 11:15 (Room 1.5)**

**Personality Assessment in Adults 2**

079-O: "ABAS-II Spanish Adaptation: Development and Results". Irene Fernández-Pinto, TEA Editions (Spain).

106-O: "Can Verbal Behaviour Be Used as Valid Measure of Basic Personality Traits: Multi Trait Multi Method Approach?" Ljiljana Lazarevic, Institute of Psychology (Serbia).

144-O: "Differential Perfectionism Inventory: Reliability, Validity and Psychometric Properties". Alena Zolotareva, National Research University - Higher School of Economics (Russia).

185-O: "Measuring Empathy in the Context of Media – Concept and Results for a Scale on Media-Based Empathy". Jan Pfetsch, Berlin Technical University (Germany).

218-O: "Convergent and Criterion Validity of the Objective Performance-Based Risk Propensity Task (PTR) Tested In the Field of Sport Psychology". Victor Rubio, Autonomous University of Madrid (Spain).

**11:45 – 13:15 (Room 2.6)**

**Development Assessment 1**

184-O: "A Study on the Relationship between Perceived Self-Efficacy of Teens and Parenting Locus of Control of Parents". Qiuting Lu, Beijing Forestry University (China).

314-O: "Preliminary Evaluation of the Effectiveness of a Psychoeducational Program for Divorced Parents". Leire Iriarte, University of Deusto (Spain).



048-O: "The Relationship between Well-Being, Attachment Style and Family Support among Adolescents with Various Levels of Exposure to Ongoing Security Threat". Sholomo Romi, Bar-Ilan University (Israel).

133-O: "Assessment of Parent-Infant Interaction Quality". Iva Tendais, University of Trás-Os-Montes E Alto Douro (Portugal).

**11:45 – 13:15 (Room 2.1)**

### **Educational Assessment 2**

085-O: "Parents' and Teachers' Attributions and Emotions for the Between Them Cooperation". Georgia Stephanou, University of Western Macedonia (Greece).

162-O: "Assessment of the Impact of Problem-Based Learning in Competence Development of Students of Psychopedagogy". Eva M<sup>a</sup> Romera, University of Cordoba (Spain).

163-O: "A Psychometric Evaluation of the WIAT-III Mathematics Subscales". Michalis Michaelides, University of Cyprus (Cyprus).

169-O: "Study Related Interests, Satisfaction with the Study Program, Work Engagement and Change of Subject". Siegbert Reiss, Goethe University Frankfurt (Germany).

298-O: "An Observation Tool to Assess Preschool's and School's Learning Strategies in Two Different Game Contexts: Manual and Computer Game". Marian Acero, University of Zaragoza (Spain).

**11:45 – 13:15 (Room 1.5)**

### **Organizational Perspective Assessment 2**

141-O: "Development and Validation of an Instrument Measuring Task and Relational Subsystems of Group Development: Leader and Member Versions". Carlos Ferreira Peralta, Catholic University of Portugal & University of Coimbra (Portugal).

142-O: "Linear Nonlinear Thinking Style Profile: Measurement Invariance, Construct Validity and Balance Indicators". Carlos Ferreira Peralta, Catholic University of Portugal & University of Coimbra (Portugal).

153-O: "Application of Neuroscience in Social Media Manager: From the Social Media Manager to the Social Media Neuromanagement". Dolores Lucia Sutil, Rey Juan Carlos University (Spain).

190-O: "Questionnaire "The Professional Development Factors" and Its Potentials in Professional Crises Assessment." Marina Petrash, Saint Petersburg State University (Russia).

193-O: "A Serious Game to Evaluate Holland's Vocational Interests: A Validity Study". Even Loarer, Cnam- Institut National D'Etude Du Travail Et D'Orientation Professionnelle - INETOP (France).

**9:45 – 11:15 (Room 0.1A)**

**Test Adaptation, Test Development, and Innovative Assessment Tools 2**

216-O: “The Use of Partially Structured Measures for an Indirect Assessment of Attitudes: The ARPS, a New Measure for Assessing Attitudes towards Risk”. Victor Rubio, Autonomous University of Madrid (Spain).

172-O: “A Pilot Study for Predicting Online Privacy Related Attitudes and Behaviors”. M. Rosario Castillo-Mayén, University College Dublin (Ireland).

173-O: “Assessing Online Self-Disclosure: Patterns of Disclosure and Degrees of Intimacy When Communicating Online”. M. Rosario Castillo-Mayén, University College Dublin (Ireland).

265-O: “Normative, Ipsative, and Beyond”. Katharina Lochner, Cut-E Group (Germany).

**9:45 – 11:15 (Room 2.1)**

**Organizational Perspective Assessment 3**

222-O: “Leadership Evaluation Using 360° Assessment: Artifact and Reality of Interrater Agreement”. Pierre Vrignaud, Cnam- Institut National D’Etude du Travail et D’Orientation Professionnelle, INETOP (France).

256-O: “Assessment of Work-Related Stress: A Questionnaire Based on a Dynamic Model of Emotional States”. Pierre Vrignaud, Cnam INETOP (France).

251-O: “The Moderating Role of Psychological Capital in the Relationship between Job Stress and the Outcomes of Incivility and Job Involvement among Call Centre Employees”. Johanna Buitendach, University of Kwazulu Natal (South Africa).

281-O: “Assessing Business Knowledge of Students: Approaches to Test Validation”. Christine Caroline Jähnig, Georg-August University Göttingen (Germany).

186-O: "To Be Or Not to Be at Work: Construction and Validation of a Scale of Presenteeism Culture". Aristides Ferreira, University Institute of Lisbon (Portugal).

**9:45 – 11:15 (Room 0.1B)**

### **Clinical Assessment: Childhood and Adolescence 3**

179-O: "Validation of a Japanese Version of the Sensory Profile: Comparison between Individuals with and without Developmental Disorders". Hiroyuki Ito, Hamamatsu University School of Medicine (Japan).

154-O: "The Reliability and Validity of the Emotion Recognition Scales in Boys with Disruptive Behavior". Murray Dyck, Griffith University (Australia).

300-O: "Anxious to Know": Development of a Semi-Structured Interview to Evaluate Parental Cognitions and Strategies to Deal with Children's Anxiety". Ana Beato, University of Lisbon (Portugal).

113-O: "Evaluating the Effects of Perceived Emotional Intelligence on Stress and Depressive Symptoms in Adolescents". Sonsoles Valdivia-Salas, University of Zaragoza (Spain).

**11:45 – 13:15 (Room 0.1A)**

### **Clinical Assessment in Adults 3**

110-O: "Emotional Expressiveness Mediates the Relation between Emotion Regulation and Wellbeing in Various Ethnic Groups in The Netherlands". Snezana Stupar, Tilburg University (The Netherlands).

258-O: "Mechanisms Underlying the Effects of Self-Oriented Perfectionism on Depression: The Psychological Stress Model and the Moderating Effect of Self-Efficacy". Yuki Tsubota, Nagoya University (Japan).

266-O: "Psychometric Properties of the Short Health and Anxiety Inventory in Spanish Clinical and Non-Clinical Samples". Pablo Romero Sanchiz, Carlos Haya Hospital of Málaga (Spain).

307-O: "Factor Structure, Longitudinal Invariance and Criterion Validity of the Hospital Anxiety Depression Scale in Cardiac and Hypertensive Patients". Dario Monzani, University of Milan – Bicocca (Italy).

243-O: "Assessment of Cognitive Complexity and Specificity in Autobiographical Memory and their Relationship to Depression". Maria Carrera, University of the Basque Country UPV/EHU (Spain).

**11:45 – 13:15 (Room 2.1)**

### **Educational Assessment 3**

231-O: "The Influence of the Achievement Motivation on Normal College Student' Strategic Decision on Whether Pursuing Advanced Education". Na Lv, Beijing Forestry University (China).

236-O: "An Assessment Tool for Mathematics Education: Observing Children and Teacher Actions during the Math Class". Maria Gracia-Bafalluy, University of Zaragoza (Spain).

242-O: "Conflictive Rapid Naming Testing of Non-Readers and Pre-Readers". Manuel A. Sedo, Interlingual Tests (USA).

261-O: "Dynamic Testing of Analogical Reasoning in Children: Is Working Memory a Piece of The Puzzle?" Claire Stevenson, Leiden University (Netherlands).

**11:45 – 13:15 (Room 0.1B)**

### **Cross-Cultural Assessment 2**

309-O: "The SAPI Project: Development and Validation of an Indigenous Personality Assessment Tool in South Africa". Velichko Valchev, University of Pretoria (South Africa).

274-O: "National Character - A Business Travellers' Guide". Norman Buckley, Facet5 Pty Ltd (Australia).

031-O: "The Utrecht-Management Identity Commitments Scale (U-MICS): Psychometric Properties in Various Cultural Contexts". Elisabetta Crocetti, Utrecht University (Netherlands).

082-O: "A General Factor and Domain-Specificity of Response Styles". Jia He, Tilburg University (The Netherlands).

**11:45 – 13:15 (Room 0.6)**

### **Personality Assessment in Adults 3**

228-O: "Construct Validity and Standardised Score of the Desire for Control Scale". Jesús de Miguel Calvo, Autonomous University of Madrid (Spain).

241-O: "Examining Factorial Structure and Measurement Invariance of the Schizotypal Personality Questionnaire (SPQ) in a Greek Non-Clinical Adult Sample". Ioannis Tsaousis, University of Crete (Greece).

248-O: "Preliminary Results on the Psychometric Validation of the Portuguese Version of the Externalizing Inventory". Paula Vagos, University of Aveiro (Portugal).

264-O: "User-Friendly Online Mood Assessment". Katharina Lochner, Cut-E Group (Germany).

**15:30 – 17:00 (Room 1.1)**

### **Personality Assessment in Adults 4**

278-O: "A New Russian-Language Operationalization of the Big Five Model". Dmitry Leontiev, National Research University Higher School of Economics (Russia).

279-O: "Attributional Style as a Complex Construct: The Role of Perceived Control". Evgeny Osin, National Research University Higher School of Economics (Russia).

299-O: "Multidimensional Inventory of Loneliness Experience (MILE)". Dmitry Leontiev, National Research University Higher School of Economics (Russia).

339-O: "Comparing Descriptive Personality Models Using Questionnaire Data". János Nagy, Eötvös Lorand University, Budapest (Hungary).

**15:30 – 17:00 (Room 0.6)**

## **Methodological Issues 2**

042-O: “How Do We Really Determine Performance?” John Barnard, EPEC (Australia).

055-O: “Examining Rating Quality in Writing Assessment Using Mokken Scale Analysis and Rasch Measurement Theory”. Stefanie Wind, Emory University (USA).

227-O: “Optimal Prior Information to the Bayesian IRT Equating in Large-Scale Assessment with Matrix-Sampled Anchor Items Design”. Hyun-Woo Nam, Soonchunhyang University (Korea).

249-O: “Impact of Different Item Location in Common-Item Test Equating”. Luc Le, Australian Council for Educational Research (Australia).

**15:30 – 17:00 (Room 2.1)**

## **Organizational Perspective Assessment 4**

305-O: “Team Assessment with Big Five Tools - Different Approaches and Cases”. Nigel Evans, Nigel Evans Consulting (United Kingdom).

311-O: “Implementing a New Multilingual Selection Model across 27 European Countries”. Markus Nussbaum, European Personnel Selection Office (Belgium).

312-O: “Assessment of Salespeople: Personality, Competency or Attitude?” Aylin Dincer, Assessment Systems (Turkey).

317-O: “Proactive Behaviors at Work: The Measure of Challenge”. Melissa Machado De Moraes, Essec Business School (France).

332-O: “Development of a Self-Report Measure to Assess Social Networking in Private and Vocational Contexts”. Oliver Brust, TU Dresden (Germany).

**15:30 – 17:00 (Room 0.1B)**

### **Clinical Assessment: Childhood and Adolescence 4**

224-O: “Assessing Social Information Processing in Adolescents: A Phenomenological Approach to Item Development”. Paula Vagos, University of Coimbra (Portugal).

211-O: “Methylphenidate Improves Handwriting of Children with ADHD: A Systematic Review of Controlled Clinical Trials”. Meisam Ghanbari, Shiraz University of Medical Sciences (Iran).

189-O: “Clinical Validity and Correlation Analysis of the WISC-IV, ABAS-II, and ASEBA in Latvia”. Malgozata Rascevska, University of Latvia (Latvia).

254-O: “Mutism: A Way to Maintain Control”. Isamary Arenas, Metropolitan University (Venezuela).

**17:30 – 19:00 (Room 0.1A)**

### **Neuropsychological, Cognitive and Intellectual Assessment 3**

343-O: “Development of the Japanese Version of the Vineland Adaptive Behavior Scales, Second Edition: Item Analysis and Developmental Changes of the Adaptive Behavior Scales”. Iori Tani, Tokaigakuen University (Japan).

030-O: “Relationships between Convergent/Divergent Thinking and Hemispheric Local/Global Information Processing”. Olga M. Razumnikova, Research Institute of Physiology of the Siberian Branch of the Russian Academy of Medical Sciences (Russia).

174-O: “Pattern of Cognitive Impairment in Patients with Gliomas”. Ana Sanz Cortés, Fundación Grupo IMO (Spain).

192-O: “Brief Repeatable Battery of Neuropsychological Tests Validation: A Comparison between Classical test Theory and Item Response Theory in Selective Remanding Test and World List Generation”. Mariana Rigueiro Neves, ISCTE-IUL (Portugal).



**17:30 – 19:00 (Room 2.1)**

#### **Clinical Assessment in Adults 4**

019-O: “An Interdisciplinary Assessment Model for the Comprehensive Diagnosis of Autism Spectrum Disorders”. Irina Zamora, Children's Hospital Los Angeles (USA).

124-O: “Psychopathology, Cognitive and Social Functioning in a Sample of Chronic Schizophrenic Outpatients”. Maria Ruiz Iriondo, University of the Basque Country (Spain).

182-O: “Assessing Treatments: Presentation of Complutense Reference Guide of Empirically Supported Psychological Treatments”. Maria Crespo, Complutense University of Madrid (Spain).

151-O: “Detection of Feigned ADHD on Self-Report Questionnaires”. Shannon Toney Smith, Texas A&M University (USA).

**17:30 – 19:00 (Room 0.1B)**

#### **Educational Assessment 4**

235-O: “Perceptions and Practices in Transition from Preschool to Primary First Grade in Mexico”. Angel Urbina, University of York (United Kingdom).

304-O: “Towards a Non-Cognitive Monitoring Tool for the Brazilian Educational System”. Ricardo Primi, Universidade Sao Francisco (Brazil).

340-O: “Factorial Structure of the Brazilian Battery for Giftedness Assessment”. Ricardo Primi, Universidade Sao Francisco (Brazil).

342-O: “Hierarchical Rasch Models for Rater-Mediated Assessment”. Yuk Cheong, Emory University (USA).



Impulsando la evaluación psicológica de máxima calidad con las herramientas adaptadas a las necesidades de los profesionales.



2 0 1 1

- WNV, Escala No Verbal de Aptitud Intelectual de Wechsler.
- BDI-II, Test de Depresión de Beck.
- BAI, Test de Ansiedad de Beck.
- BDI-FS, Test de Depresión de Beck para pacientes médicos.



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- MABC-2, Batería de Evaluación del movimiento para niños - 2.
- BOEHM 3, Test Boehm de Conceptos Básicos - 3.
- BOEHM 3 Preescolar, Test Boehm de Conceptos Básicos - 3 Preescolar.
- WAIS-IV, Escala de Inteligencia de Wechsler para adultos - IV.



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- BCSE, Test Breve para la evaluación del estado cognitivo.
- WMS-IV, Escala de memoria de Wechsler -IV.
- NEPSY-II, Evaluación Neuropsicológica Infantil -II.
- MBMD, Inventario Conductual de Millon para pacientes con diagnóstico médico.
- BSI-18, Inventario Breve de Síntomas.



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# OVERVIEW OF POSTERS

(In the overview only the presenting author is listed. All co-authors appear in the abstracts section and in the index)

**Thursday, July 18, 10:45 – 11:45**

**Poster Session 1 (0.6 and Ground Floor Hall)**

002-P: “The Spanish Adaptation of the Adolescent Resilience Questionnaire”. Georgina Guilera, University of Barcelona (Spain).

049-P: “Sensitivity of Goodness of fit Indexes in Testing the Factorial Invariance with Ipsative Data: A Simulation Study”. Carmen Ximenez, Autonomous University of Madrid (Spain).

053-P: “High Negative Affect Modulates Cortisol Response in Caregivers of Patients with Schizophrenia”. Sara de Andrés, University of Valencia (Spain).

054-P: “Endocrine Stress Response in ASD Caregivers”. Sara de Andrés, University of Valencia (Spain).

068-P: “Gender Differences of Eye Movements Used to Solve Text-And-Diagram-Problems for Science”. Chen Hsueh-Chih, National Taiwan Normal University (Taiwan).

074-P: “Types of Analysis of Violations of Mental Processes of Children in Terms of Modern Neuropsychological Approach”. Alena Astaeva, South Ural State University (Russia).

076-P: “Neuropsychological Assessment of Speech Characteristics in Children under School Age”. Alena Astaeva, South Ural State University (Russia).

131-P: “Multilevel Generalized Mantel-Haenszel for Differential Item Functioning Detection”. Brian French, Washington State University (USA).

140-P: “Construct Validation of the Connor-Davidson Resilience Scale (Cd-Risc) Using a Sample of French-Canadian Students”. Nathalie Parent, Laval University (Canada).

- 145-P: "Is the Kutcher Adolescent Depression Scale Useful as a Screening Tool to Evaluate Severity of Depression in Young People and Suicidal Thoughts?" Ewa Mojs, Poznan University of Medical Sciences (Poland).
- 160-P: "Psychometric Properties of the Acceptance and Action Questionnaire-li in a Cypriot Sample". Michalis Michaelides, University of Cyprus (Cyprus).
- 175-P: "Smoking Behavior in Young Adults: Measures of Dependence and Motives behind Tobacco Use". Luca Pancani, University of Milan- Bicocca (Italy).
- 180-P: "Assessing Narratives of Traumatic Events: State of The Art". Maria Crespo, Complutense University (Spain).
- 202-P: "Use of Item Response Theory in Psychological Assessment. A Bibliometric Approach". Maite Barrios Cerrejón, University of Barcelona (Spain).
- 206-P: "Development and Validation of the Working Memory Self-Assessment Scale". Megan Fresson, University of Liège (Belgium).
- 226-P: "Psychometric Properties of the Polish Version of the Kutcher's Adolescents Depression Scale". Ewa Mojs, Poznan University of Medical Sciences (Poland).
- 246-P: "The New Theory of Basic Individual Values: Validation of Schwartz's PVQR into Basque Language". Saioa Telletxea, University of the Basque Country UPV/EHU (Spain).
- 252-P: "The Nature of the Psychological Conditions of Work Engagement among Employees at a Tertiary Institution in Durban, South Africa". Johana Buitendach, University of Kwazulu Natal (South Africa).
- 255-P: "Child Victimization and Posttraumatic Stress Symptoms: Mediator Role of Self-Esteem and Perception of Social Support". Maria Forns, University of Barcelona (Spain).
- 270-P: "Designing a Semi-Structured Interview for Assessing Psychological Variables Concerning the Transition to Ending Sport Career". Jose M. Hernandez, Autonomous University of Madrid (Spain).
- 291-P: "The Influence of Contextual Factors and Personality Traits on the Variability of Estimates". Yulia Yusupova, South Ural State University (Russia).

302-P: "The Influence of Mood on the Implicit Self-Appraisal". Dimitry Inozemtcev, South Ural State University (Russia).

303-P: "A Test-Retest Reliability Generalization across Measures of the Big Five". Timo Gnamb, Osnabrück University (Germany).

318-P: "The Influence of Safe Driving Public Service Commercials on Drivers' Behavior Depending on their Sensation Seeking Level". Dana Frolova, University of Latvia (Latvia).

329-P: "Effectiveness and Costs of Solution-Focused Brief Therapy Group Treatment Compared to Treatment as Usual for Common Mental Disorders in Spain: Assessing Routine Clinical Practice". Maria Carrera, University of the Basque Country UPV/EHU (Spain).

355-P: "Risky Eating Behaviors and Beliefs among Adolescent Girls". Soledad Cruz-Saez, University of the Basque Country UPV/EHU (Spain).

356-P: "Risk of Eating Disorders, Consumption of Addictive Substances and Emotional Difficulties in Adolescent Girls". Soledad Cruz-Saez, University of the Basque Country UPV/EHU (Spain).

358-P: "Factorial Structure and Measurement Invariance of the Mindful Attention Awareness Scale (MAAS) in a Spanish Non-clinical Adult Sample". Pedro J. Amor, UNED (Spain).

359-P: "Factorial Structure of the Affect Balance Scale in Spanish University Students". Pedro J. Amor, UNED (Spain).

**Thursday, July 18, 16:00 – 17:00**

**Poster Session 2 (0.6 and Ground Floor Hall)**

026-P: “Chronic Stress in Immigrants and Relatives of People with Mental Illness: A Comparative Study”. Rocío Polo, University of the Basque Country UPV/EHU (Spain).

034-P: “Hemispheric Specificity of Information Selection in Relation to Rational-Irrational Jung’s Cognitive Functions”. Ana Yashanina, Research Institute of Physiology of the Siberian Branch of the Russian Academy of Medical Sciences (Russia).

070-P: “Meta Analysis of the Effective Leaders Characteristics in Thailand: Researched During 1996 2011”. Ubolwanna Pavakanun, Thammasart University (Thailand).

071-P: “Psychometric Properties of the Greek Version of the Action Control Scale for Primary School Children”. Georgia Papantoniou, University of Ioannina (Greece).

089-P: “The Pattern of Recognition of Basic Emotions from Dynamic Visual Displays in Adults: Examining Structural Validity of the Emotion Evaluation Test of the Awareness of Social Inference Test (TASIT: EET)”. Despina Moraitou, Aristotle University of Thessaloniki (Greece).

101-P: “Preliminary Results from the Multisite Study for the Normalization and Standardization of Neuropsychological Instruments in Spain”. Rocío del Pino Sáez, University of Deusto (Spain).

129-P: “Effectiveness of a Psychological Support Program for Relatives of People with Mental Illness and Addicts: Pilot Study”. Rocio Polo, University of the Basque Country UPV/EHU (Spain).

132-P: “Translation and Validation of the Ten-Item-Personality Inventory Into Spanish and Catalan”. Vanessa Renau Ruiz, Ramon Llull University (Spain).

148-P: “Cognitive Training in Drug-Naïve Children with Attention Deficit/ Hyperactivity Disorder (ADHD)”. Aida Bikic, University of Southern Denmark (Denmark).



156-P: "Validity Evidence for the Academic Intrinsic Motivation Scale". Brian French, Washington State University (USA).

187-P: "Validity of the Latvian Version of Test for Creative Thinking – Drawing Production: Correlation with Teachers' Ratings in Preschool Sample". Liga Roke, University of Latvia (Latvia).

215-P: "Regulatory Focus and Risk-Taking Behavior: Spanish Adaptation of the Regulatory Focus Questionnaire". Victor Rubio, Autonomous University of Madrid (Spain).

223-P: "Personal Goals, Self-Realization and Positive Affect as Psychological Resources for People Living with HIV/AIDS: An Integrative Model". Eneko Sansinenea, University of the Basque Country UPV/EHU (Spain).

257-P: "Intelligence and Second-Language Skills: Causes and Consequences of their Interrelation". Hella Klemmert, Federal Employment Agency (Germany).

259-P: "Factor Structure and Reliability of the Spanish Patient Health Questionnaire (PHQ-9) in a Colombian and Mexican Sample". Diego Rivera, University of Deusto (Spain).

277-P: "The Academic Self-Regulation Questionnaire for Adolescent Students". Almut Thomas, University College of Teacher Education Carinthia (Austria).

287-P: "Psychometric Validation in Advanced Music Students of a Brief Scale Assessing Emotional Intelligence Associated with Music". Carolina Bonastre, Autonomous University of Madrid (Spain).

289-P: "Impact of Information and Communication Technologies (ICT) In Psychology". Mikel Garcia, University of the Basque Country UPV/EHU (Spain).

290-P: "Assessing Goodness of Fit in Item Response Theory Models". Mikel Garcia, University of the Basque Country UPV/EHU (Spain).

295-P: "Shared Flow and Emotional Communion in Collective Activities". Larraitz Zumeta, University of the Basque Country UPV/EHU (Spain).

296-P: "Separating Content and Context in Questionnaire Items: How Much Substance, How Much Noise?" Sonja Heintz, University of Zurich (Switzerland).

319-P: "Comparison between Performance on the Rey-Osterrieth Complex Figure & Tailor Figure in Spanish Population". Rocío del Pino Sáez, University of Deusto (Spain).

321-P: "Factorial and Convergent Validity of a Questionnaire on Intolerance of Ambiguity in Adolescents". Pedro Gonzalez-Leandro, University of La Laguna (Spain).

347-P: "The dissociative Effects of Executive Functions for Bilingual Children with/without Reading Difficulties". Niloufar Jalali-Moghadam, Örebro University (Sweden).

351-P: "Personality Values Becoming: Measurement Invariance of the PVQ in the Cross-cultural Comparison". Lyudmyla Romanyuk, Taras Shevchenko National University of Kiev (Ukraine).

360-P: "Factorial Structure and Measurement Invariance of the Cognitive Emotion Regulation Questionnaire (CERQ-S) in a Spanish Non-clinical Adult Sample". Francisco Pablo Holgado-Tello, UNED (Spain).

362-P: "Child Psychological Maltreatment in the Family: Improvement of the Accuracy and Consistency of Severity Assessment in Spanish Child Protection Services". M<sup>a</sup> Ignacia Arruabarrena, University of the Basque Country UPV/EHU (Spain).

**Friday, July 19, 10:45 – 11:45**

**Poster Session 3 (0.1A and Ground Floor Hall)**

010-P: "Meta-Analysis of the Factor Structures of the Beck Depression Inventory II". Chiungjung Huang, National Changhua University of Education (Taiwan).

021-P: "Spanish Adaptation of Benefit Finding Scale: Study of Its Psychometric Properties and Relationships with Well-Being". Pilar Sanjuan, UNED (Spain).

040-P: "Social Representations about the Holocaust in Different Ethnic Groups of Latvia". Victoria Shaldova, Daugavpils University (Latvia).

044-P: "Design, Implementation and Evaluation of a Program to Foster Personal Initiative in Education". Imanol Ulacia, University of the Basque Country UPV/EHU (Spain).

057-P: "Clinical and Demographical Correlations of Errors Committed by Psychotic Patients in Neuropsychological Bender-Gestalt Test". Ruhollah Hosseini, Baqiyatallah University of Medical Sciences (Iran).

061-P: "Exploring Outcome and Validity of the GAF in Psychiatric Inpatient Care". Ove Sonesson, University of Gothenburg (Sweden).

073-P: "Investigation of Quality of Life - The Evaluation or Measurement?" Michael Berebin, South Ural State University (Russia).

091-P: "The Role of the Self-Esteem and Over Claiming in Social Desirability in Mexican Population". Zaira Deyanira Ruiz, Universidad Michoacana de San Nicolás de Hidalgo (Mexico).

114-P: "Improving Measurement Precision for Computerized Adaptive Testing with General Test Overlap Control". Shu-Ying Chen, National Chung-Cheng University (Taiwan).

147-P: "The Assessment of the Mediating Role of Coping Styles in the Relationship between Anxiety and Health Behaviors in a Group of Patients with Rheumatoid Arthritis". Ewa Mojs, Poznan University of Medical Sciences (Poland).

149-P: "IDS and FIDS Adaptation: An Identity Crisis and the Development of Feminist Identities among University Females". Aivis Dombrovskis, Daugavpils University (Latvia).

150-P: "SWFL Adaptation in Latvia: Satisfaction with Family Life and Development of Feministic Identity in Young Women". Aivis Dombrovskis, Daugavpils University (Latvia).

158-P: "Target Characteristics Moderate Links of Men's Hostile Sexism and Mating Orientation to Specific Forms of Sexual Harassment: Evidence from the Computer Chat Paradigm". Charlotte Diehl, University of Bielefeld (Germany).

212-P: "The Measurement of Taiwanese Consumer's Aesthetic Judgments on Product Design" Yao Nan Lin, Fu Jen Catholic University (Taiwan).

229-P: "Anaconda: Analogy Cognitive Numerical Data Analysis Construction and Validation of an Explicitly Job-Oriented GMA-Test". Nils Benit, University of Hildesheim Institute of Psychology (Germany).

244-P: "Math Test Results According to Linguistic Variables". Ainitze Larrañaga, University of the Basque Country UPV/EHU (Spain).

253-P: "Psychotherapists and Psychotherapy: An Overview into Transsexuality". Isamary Arenas, Metropolitan University (Venezuela).

263-P: "Factors Predicting Psychological Distress among Caregivers of Children with Neurological Disease". Caterina Calderon, University of Barcelona (Spain).

268-P: "Challenges in the IQ Assessment of ASD". Eulalia Arias Pujol, Ramon Llull University (Spain).

271-P: "A Partially-Structured Measure for Assessing Parents' Attitudes towards their Children Sport Competition". Maria Oliva Marquez, Autonomous University of Madrid (Spain).

280-P: "The Development of Cross-Race Face Recognition Test for Chinese Students". Shu Ling Cho, Fu Jen Catholic University (Taiwan).

313-P: "Interparental Violence: Victims and Characteristics of the Family Environment". Marcela Vara, Complutense University of Madrid (Spain).

316-P: "Assessing Adolescents' Avoidance Behaviors with a Spanish Version of the Body Image Avoidance Questionnaire". José Carmona Márquez, University of Huelva (Spain).

325-P: "The Effectiveness of Parent-Mediated Early Intervention Program for Young Children with Autism Spectrum Disorders". Tinatin Tchintcharauli, Iliia State University (Georgia).

326-P: "Factor Structure of the Adult Attention Deficit/Hyperactivity Disorder Self Report Scale". José Carmona Márquez, University of Huelva (Spain).

328-P: "Five Digit Test and Stroop Color-Word Test as Procedures for the Assessment of Executive Functioning". Attenery Hernández Torres, University of La Laguna (Spain).

330-P: "Zoo Map Test: Age Effect and Preliminary Normative Data". Attenery Hernández Torres, University of La Laguna (Spain).

352-P: "Anger and Dysthymia: an Assessment Using the STAXI-2". Amparo Martínez-Moya, Hospital Virgen Arrixaca of Murcia (Spain).

363-P: "Parenting Practices and Attachment as Predictors of Life Satisfaction of Mainstream Dutch and Moroccan-Dutch Adolescents". Itziar Alonso-Arbiol, University of the Basque Country UPV/EHU (Spain).

365-P: "Cognitive Distortions among Partner-Violent Men: Analyzing an Assessment Tool". Ismael Loinaz, University of the Basque Country UPV/EHU (Spain).

**Saturday, July 20, 10:45 – 11:45**

**Poster Session 4 (0.6 and Ground Floor Hall)**

003-P: “Executive functions, Intellectual Ability and Personality Characteristics in Adolescents”. Juan Antonio Amador Campos, University of Barcelona (Spain).

027-P: “Assessment of a Hierarchical Model of Coping: Reliability of Engagement and Disengagement Coping Categories Using the Brief Cope”. Oscar Arrogante, University Hospital of Fuenlabrada (Spain).

039-P: “Combining Statistical Tests and Effect Sizes to Detect DIF in Polytomous Items”. Dolores Hidalgo, University of Murcia (Spain).

050-P: “Estimating Dichotomous IRT Models with a Mean Structure Using M-Plus”. Carmen Ximenez, Autonomous University of Madrid (Spain).

081-P: “Assessment of Creative Potential: Construction of Questionnaire under the Assumption of General Factor”. Emils Kalis, Daugavpils University (Latvia).

108-P: “Validity and clinical usefulness of the Social and Communication Disorders Checklist (SCDC) in a community sample of Spanish preschooler”. Nuria de la Osa, Autonomous University of Barcelona (Spain).

116-P: “Within-Person Variability in Personality Questionnaires: Its Assessment and Its Effects on the Validity for Job-Related Criteria”. Dennis Beermann, ITB Consulting GmbH (Germany).

118-P: “A Validation and Psychometric Examination of the Arnett Inventory of Sensation Seeking in a Spanish Sample”. Xose Antón Gomez Fraguela, University of Santiago de Compostela (Spain).

121-P: “Psychometric Properties of the Student Satisfaction Questionnaire in Children with High Ability”. Alicia Pérez de Albeniz, University of La Rioja (Spain).

127-P: “Subjective Quality of Life and Wellbeing in Chronic Schizophrenia Outpatients”. Maria Ruiz Iriondo, University of the Basque Country (Spain).

136-P: "Assessing Callous and Unemotional Traits in a Mixed Sample of Spanish Youths: The Inventory of Callous-Unemotional Traits". Xose Antón Gomez Fraguera, University of Santiago de Compostela (Spain).

181-P: "Spanish Adaptation of the Connor-Davidson Resilience Scale (CD-RISC)". María Crespo, Complutense University (Spain).

205-P: "Detecting the Risk of Burden in Family Caregivers: Psychometric Properties of the Caregiver Risk Screen". Nuria Ortiz-Marques, University of Deusto (Spain).

214-P: "Cognitive Profiles of Secondary School Students: A Comparison between Portuguese and Basque". Josu Mujika, University of the Basque Country UPV/EHU (Spain).

333-P: "The Metacognitive Maze: A Behavioral Measurement of Metacognitive Control and Its Relation to Cognitive Activity". Irit Bluvstein, Tel-Aviv University (Israel).

245-P: "Gender Differences in Math Competence". Ainitze Larrañaga, University of the Basque Country (Spain).

272-P: "The Structure of Vocational Interests: A Transcultural Research". Maria Teixeira, University of Lisbon (Portugal).

273-P: "Predictive Validity of the Search-Directed Search for Career Choices". Maria Teixeira, University of Lisbon (Portugal).

284-P: "NETTEER: A Tool for Developing Psychological Tests in Cloud". Micaela Moro, University Jaume I (Spain).

285-P: "Developing BECAD: An Instrument for Disability Assessment Derived from the International Classification of Functioning, Disability and Health". Micaela Moro, Universitat Jaume I (Spain).

286-P: "Identifying Dementia from Self- and Family-Reported Complaints: Validation of a Brief Clinical Interview". Roberto Nuevo, Getafe University Hospital (Spain).

323-P: "Development and Validity of the Parental Competence Questionnaire (CCP): A New and Different Instrument for Parenting". Susana Cormenzana, Universidad de Deusto (Spain).

327-P: "Gender Rules: Infrhumanization or Mechanistic Dehumanization". Monica Rupinska, Warsaw School of Social Sciences and Humanities (Poland).

338-P: "The Spanish Validation of Level of Expressed Emotion Scale Perceived for Adolescents". Verónica Aguado, University of Deusto (Spain).

341-P: "Item Analysis of the Connor-Davidson Resilience Scale Using Item Response Theory". Nathalie Parent, Laval University (Canada).

353-P: "Assessment of Psychosocial Factors in Patients with Disease of Inflammatory Bowel". Laura Camacho, University of Malaga (Spain).

357-P: "The Impact of Emotional Valence of Episodic Events on the Implicit Measurements of the Ethnic Attitudes". Maria Bambulyaka, Daugavpils University (Latvia).

361-P: "Group Sessions with Foreign Prostitutes: A pilot Study". Miriam Gallarin, University of the Basque Country UPV/EHU (Spain).

364-P: "Influence of Expectations of Nurturing Task Division on New Parents' Marital Satisfaction". Beatriz Oronoz, University of the Basque Country UPV/EHU (Spain).

371-P: "Towards the Assessment of Premenstrual Dysphoric Disorder (PMDD) following DSM-5 Criteria". Leire Aperribai, University of Deusto (Spain).



**Saturday, July 20, 16:30 – 17:30**

**Poster Session 5 (0.6 and Ground Floor Hall)**

008-P: “Questionnaire about Interpersonal Difficulties for Adolescents (QIDA): Psychometric Properties of the French Version”. Maria del Carmen Martínez Monteagudo, Miguel Hernández University of Elche (Spain).

009-P: “Preliminary Psychometric Properties of the Colombian Version of the Questionnaire about Interpersonal Difficulties for Adolescents (QIDA): Factorial Structure and Internal Consistency”. Maria del Carmen Martínez Monteagudo, Miguel Hernández University of Elche (Spain).

220-P: “BAT-7, TEA Abilities Battery: IRT Parameters, Reliability and Evidences of Validity”. Pablo Santamaría, TEA Editions (Spain).

035-P: “Validation of the Children's Hope Scale among South African Adolescents”. Tharina Guse, University of Johannesburg (South Africa).

065-P: “An Analysis of the Structure and Stability of the Looming Cognitive Style Questionnaire in Spanish Young Adults”. Zahira Gonzalez-Diez, University of Deusto (Spain).

067-P: “Psychometric Properties of the Spanish Childrens Yale-Brown Obsessive Compulsive Scale-Symptom Checklist in a Non-Clinical Sample of Children and Adolescents”. Raquel Nogueira, University of Malaga (Spain).

080-P: “Measuring and Predicting Hand Hygiene Behavior in Health-Care Settings”. Svenja Diefenbacher, Ulm University (Germany).

120-P: “Satisfaction and Perceived Effects on Cognitive Management in a Spanish Enrichment Program”. Alicia Pérez de Albeniz, University of La Rioja (Spain).

125-P: “Adaptation and Validity of a Spanish Version of the Attitudes towards Marriage Scale”. Alaitz Garmendia, University of the Basque Country UPV/EHU (Spain).

126-P: “Adaptation and Validity of a Spanish Version of the Attitudes towards Divorce Scale”. Alaitz Garmendia, University of the Basque Country UPV/EHU (Spain).

128-P: "Inter-Rater Reliability and Concurrent Validity of Report-Based Language Assessment for Young Children with Autism". Anders Nordahl Hansen, University of Oslo (Norway).

164-P: "Psychometric Properties of the Children's Florida Obsessive Compulsive Inventory (C-FOCI) in a Clinical Sample of Spanish Children and Adolescents". Tiscar Rodriguez, University of Alicante (Spain).

165-P: "Psychometric properties of the School Anxiety Inventory- Revised (SAI-R): A preliminary study". José Manuel García-Fernández, University of Alicante (Spain).

166-P: "Preliminary Data of the Equivalence of the Paper-And-Pencil vs. Internet Versions of the Children's Florida Obsessive Compulsive Inventory (C-FOCI) in Spanish Children and Adolescents". Tiscar Rodriguez, University of Alicante (Spain).

168-P: "Psychometric properties of the Trait Meta-Mood scale in the children adolescents: A preliminary study". José Manuel García-Fernández, University of Alicante (Spain).

176-P: "Polish Version of Circumplex Scales of Interpersonal Efficacy (CSIE)". Krzysztof Stanislawski, University of Finance and Management in Warsaw (Poland).

191-P: "Psychometric Properties of the Final Version of a Latvian Personality Inventory" Viktorija Perepjolkina, University of Latvia (Latvia).

199-P: "Attentional Bias in Eating Disorders: New Methods - New Screening Perspectives". Malgorzata Starzomska, University of Cardinal Stefan Wyszyński in Warsaw (Poland).

200-P: "A Matter of Trust: Assessment of Anorexia Nervosa and the Phenomenon of Egosyntonicity". Malgorzata Starzomska, University of Cardinal Stefan Wyszyński in Warsaw (Poland).

204-P: "Success Criteria for Intervention Programs for Domestic Violence Batterers: The Case of Spain". Victoria A. Ferrer-Perez, University of Balearic Islands (Spain).

217-P: "Patient-Reported Outcome Measures: Whose Perspective?" Joan Trujols, La Santa Creu I Sant Pau Hospital (Spain).

237-P: "Measuring Emotional Dependence in Youths and Adolescents". Ioseba Iraurgi, University of Deusto (Spain).

238-P: "Psychometric Properties of a New Self Reported Scale for Assessing ADHD in Childhood: Preliminary Analysis". Ioseba Iraurgi, University of Deusto (Spain).

262-P: "Coping Strategies and Psychological Wellbeing among Teacher Education Students". Caterina Calderon, University of Barcelona (Spain).

269-P: "Psychological Aspects of Prophylactic Surgery Breast Cancer". Maria Eugenia Olivares Crespo, San Carlos Clinical Hospital (Spain).

276-P: "Comparing Alcohol Consumption Data from Time-Line Follow-Back and Daily Interviews via Smartphone". Patrick Dulin, University Of Alaska (USA).

282-P: "The Development of an Online Test Battery to Assess Cognitive Problems Associated with Cancer and Cancer Treatment". Heleen Feenstra, the Netherlands Cancer Institute (The Netherlands).

286-P: "Identifying Dementia from Self- and Family-Reported Complaints: Validation of a Brief Clinical Interview". Roberto Nuevo, Getafe University Hospital (Spain).

301-P: "Antenatal Attachment Inventory: Development of an Instrument of Measurement". Lucia Navarro Aresti, University of Deusto (Spain).

315-P: "Spanish Version of the Positive and Negative Quality in Marriage Scale (PANQIMS)". Leire Iriarte, University of Deusto (Spain).

349-P: "Validation of a French Version of a New Anxiety Trait Scale for Children". Megan Fresson, University of Liège (Belgium).

354-P: "Evaluation of Patients with Chronic Pain Attending a Pain Unit". Ana Isabel Masedo, University of Malaga (Spain).

232-P: "Psychometric Properties of the Spanhis Drinking Motives Questionnaire-Revised in Adolescents: Cross-Sectional and Prospective Relationships with Alcohol Use and Alcohol-related problems". Micaela Moro, Universitat Jaume I (Spain).



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# ABSTRACTS

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## PRE-CONFERENCE WORKSHOPS

**Wednesday, July 17, 9:00 – 10:30 (Main Hall)**

Workshop 1: ***“Defining and Evaluating Executive Function in Children: Implications of New Data”***. Sam Goldstein, University of Utah and Neurology Learning and Behavior Center (USA)

This workshop provides an overview of executive functioning with an emphasis on the emerging literature attempting create a link between theory and applied practice. The authors will discuss their nationally representative standardization sample of 4,000 children collected for the Comprehensive Executive Functioning Inventory developed by Naglieri and Goldstein (2012). A discussion of a model to integrate the evaluation of executive functioning to clinical assessment and the emerging literature focused on compensatory and remedial intervention will be included.

**Wednesday, July 17, 11:00 – 12:30 (Main Hall)**

Workshop 2: ***“Assessment of Autism Spectrum Disorders in Children”***. Sam Goldstein, University of Utah and Neurology Learning and Behavior Center (USA)

The evaluation of Autism Spectrum Disorders (ASD) continues to be debated. The DSM-IV-TR and proposed DSM-V provide a description of the symptom profile but many clinicians and evaluators also rely on rating scales and tests containing supplementary information, behaviors and symptoms in making the diagnosis. This workshop will begin with an overview of the symptoms, behaviors and impairments characteristic of ASD. Dr. Goldstein will examine scales used to assess behaviors associated with ASD. The presentation will also focus on epidemiologic data used to develop the Autism Spectrum Rating Scale. The ASRS is the only internationally standardized assessment tool for ASD demonstrating the core deficits of Autism are: (A) language/communication; (B) atypical behavior; and (C) inattentive/regulatory symptoms. The session will conclude with creating a treatment plan seamlessly from assessment as well as reviewing current science in the medical, psychological and educational treatment of ASD.

**Wednesday, July 17, 14:00 – 16:00 (Room 1.1)**

Workshop 3: “***On Scientific Publishing in the Assessment Area***”. Fons van de Vijver, Tilburg University (the Netherlands), and Karl Schweizer, Goethe University Frankfurt (Germany)

The aim of the workshop is to provide information for prospective authors of research articles in the assessment area. Various aspects of publishing are considered but the focus is on publishing in *European Journal of Psychological Assessment*. A description of the journal including the scope, the editorship, the authorship and other aspects of interest is provided that may be helpful in deciding about the appropriateness of a manuscript for *European Journal of Psychological Assessment*. Furthermore, in order to give the authors insight into what is happening between the submission of a manuscript and the reception of the decision letter, insight is provided in the process of evaluating a manuscript. The evaluation is a multistage process. Major components of this process are the reviewing and the consideration for desk rejection. Information on the various reasons leading to desk rejection may be interesting for authors. The writing of the various parts of a research report on an assessment study is another major point of the workshop. A number of do's and don'ts will be discussed. Since the agreement with the guidelines provided by APA is a major requirement of publishing in *European Journal of Psychological Assessment* and indeed most other psychological journals, an introduction to working with the APA publication manual will be provided. Furthermore, a list of recent changes will be made available and an overview is given of the most common errors is provided. The workshop is meant for young scientists who do not yet have much experience in dealing with international journals, editors, and reviewers.

**Wednesday, July 17, 9:00 – 14:00 (Room 2.5-A)**

Workshop 4: “***Mediation and moderation analysis***”. Changiz Mohiyeddini, Roehampton University (UK)

The workshop is aimed at conference participants who wish to deepen their knowledge and improve their skills in performing Mediation and Moderation analysis. The purpose of the workshop is to distinguish between the properties of moderator and mediator variables and to provide a comprehensive description of Mediator and moderator analysis and their differences. Following a non-technical approach, issues related to study design, analysis, discussion, interpretation and limitation of results will be introduced step by step. The participants have the opportunity to work on detailed examples and (if available) analyze their own data.



## KEYNOTE TALKS

Wednesday, July 17, 18:00 – 18:45 (Miramar Palace)

### ***“Psychological assessment: Reflections on the state-of-the-art”***

Fons van de Vijver, Tilburg University (the Netherlands)  
and EAPA President

Psychological assessment is in flux, even in economically dire times. Compared to the old days in which there was a clear-cut dichotomy between qualitative and quantitative assessment and between projective and inventory-based assessment, the assessment reality has become fuzzier. Modern assessment is more pragmatic than ever before. As long as standard criteria of reliability and validity are met, assessment procedures can take on many forms. This pragmatism has led to the adoption of various procedures, such as implicit assessment. The pragmatism is fuelled by the increased use of advanced technology in assessment. Other important developments are the growing internationalization of assessment where it is becoming more common to select applicants coming from various cultural groups. A downside of these developments is that new developments seem to become increasingly dependent on investments by big players in the field.

Thursday, July 18, 8:30 – 9:30 (Main Hall)

### ***“Is resilience an evidence based concept? Understanding, evaluating and applying the new science of resilience”***

Sam Goldstein, University of Utah and Neurology Learning and Behavior Center (USA)

In this multi-media presentation, Dr. Goldstein will trace the historical, scientific and popular concepts of resilience as a driving force in the new positive psychology. He will question (and answer) whether the theoretic tenants of the resilience model are worthy of the rapid growth of this model in applied psychological practice, education and the broader culture. The study of resilience has expanded significantly over the past twenty years. There has been an accelerated

interest in not only understanding risk and protective factors and their operation but in determining whether this information can be distilled into clinically relevant interventions that not only increase positive outcome for youth facing risk but can be applied preventatively in educational and community models to the population of children in general. Indeed meta-analytic studies of preventive intervention effectiveness have generated increasing evidence of the ability to reduce the numbers of youth with certain emotional and psychiatric problems through an understanding of the forces that shape life outcome. Dr. Goldstein will address whether research is sufficient to justify the increasingly popular concept that resilience may not only serve as a powerful antidote for the myriad of challenges and adversities children face today but also guide the practices of education, mental health and parenting long into the future.

**Friday, July 19, 8:30 – 9:30 (Main Hall)**

### ***“Online assessment”***

Ulf-Dietrich Reips, University of Deusto, and IKERBASQUE, Basque Foundation for Science (Spain)

A little more than twenty years ago the World Wide Web was invented and has since entered our lives. Not surprisingly it also has become a means for research and assessment. Any tests and inventories can easily be administered via Internet, the Internet has thus become more and more important for psychological assessment. Pioneers of online assessment, e.g. Buchanan and Goldberg, have shown that equivalence with offline assessment is likely but not guaranteed, and that the Internet opens up a whole new world of exciting opportunities for those working with assessments. In this keynote Dr. Reips will provide an introduction to basic concepts and techniques of Internet-based assessment and present suggestions for good practice. an up-to-date overview of techniques, methods, tricks, and tools for Internet-based assessment. The talk summarizes challenges and solutions and introduces free Web services, like a self-scoring Big Five personality test ready for use by simply linking it to another online study. Empirical results from investigations into the validity of several of the techniques for Internet-based assessment will be discussed. Dr. Reips reports on a series of studies concerning measurement scales, context effects, visual design issues, non-response, and online scale development using items from the International Personality Item Pool at <http://ipip.ori.org/>. Some recommendations are developed for authors, reviewers and editors of articles

reporting results from Internet-based assessment. Finally, an outlook to the future of online assessment will be provided.

**Saturday, July 20, 8:30 – 9:30 (Main Hall)**

***“Assessment of dimensional models of Psychopathology”***

Thomas Widiger, Kentucky University (USA)

The diagnosis and classification of psychopathology is shifting away from categorical models to dimensional models. The rationale for this shift is provided, and illustrations throughout the fifth edition of the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders (DSM-5) are provided, including instruments for their assessment. Particular focus though is provided with respect to the assessment of dimensional traits for maladaptive personality functioning in DSM-5.

**Saturday, July 20, 14:30 – 15:30 (Main Hall)**

***“Implicit measures: Past, present, and future”***

Jan de Houwer, Ghent University (Belgium)

Implicit measures have become quite popular during the previous decade. For instance, the paper in which the Implicit Association Test (IAT) was introduced, has been cited more than 2200 times since its publication in 1998. After providing a brief overview of different types of implicit measures, I put forward a definition of what it actually means to say that a measure is implicit. I then discuss how different implicit measures differ from each other. Next, I evaluate different ways in which implicit measures could contribute to the measurement of psychological constructs. Finally, I discuss which implicit measures one should select after deciding to take advantage of these measures.



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**SYMPOSIA  
ABSTRACTS**

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# Developing, Adapting and Analysing Questionnaires for Psychological Assessment

Chair: Nekane Balluerka<sup>1</sup>, Co-chair: Juana Gómez-Benito<sup>2</sup>

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Psychological assessment must ensure the equity and validity of any decisions taken as a result of it. For this reason, the quality and accuracy of psychological assessment is a basic requirement for the development of psychology. The present symposium focuses on such topic and aims to provide a meeting point or sharing of experiences in test development, adaptation and validation in educational, clinical and road safety contexts. Therefore, 5 studies are being presented. In the first, Balluerka et al. develop and validate a measure to assess personal initiative in adolescent and youth (EMIPAE). In the second, Andiarena et al. adapt and validate the McCarthy Scales of Children's Abilities (MSCA) to Basque for the neuropsychological assessment of preschool children. In the third, Guilera et al. validate and standardize the Screen for Cognitive Impairment in Psychiatry (SCIP) in community population. In the fourth, Benítez et al. present preliminary findings of the adaptation of Hazard Perception Task "What happen next?" to Spanish language. In the last presentation, developed by Tomás-Sábado et al., the preliminary psychometric properties of the Spanish form of the Oxford Happiness Questionnaire (OHQ) are analyzed.

## (1) Development and Validation of a New Measure for Assessing Personal Initiative in the Educational Field

Nekane Balluerka<sup>1</sup>, Arantxa Gorostiaga<sup>1</sup>, & Imanol Ulacia<sup>1</sup>

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Personal Initiative characterizes people who are proactive, persistent and self-starting when facing the difficulties that arise in achieving goals. Despite its importance in the educational field, there are currently no measures to assess students' Personal Initiative in the Spanish culture. Thus the aim of the present study was to develop a measure (EMIPAE) to assess personal initiative and to validate it for adolescents and youth. The sample comprised 244 participants (36 female and 208 male) aged between 15 and 30, attending schools of Professional Training in the Basque Country. The EMIPAE showed a factor structure including three factors

(Proactivity-Proaula, Persistence and Self-starting) with acceptable indices of internal consistency as well as good convergent validity regarding the Self-reported Initiative scale. Furthermore, external validity evidences were obtained based on the relationships of personal initiative with variables such as self-efficiency, enterprising attitude, responsibility and control aspirations, conscientiousness, and academic achievement. The results allow us to conclude that the EMIPAE is very useful for assessing personal initiative in the educational field.

## **(2) Adaptation to Basque of the McCarthy Scales of Children's Abilities (MSCA)**

Ainara Andiarena<sup>1</sup>, Nekane Balluerka<sup>1</sup>, Arantxa Gorostiaga<sup>1</sup>, & Jesús Ibarluzea<sup>2</sup>

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To date there has been no adapted tool in Basque for neurodevelopmental assessment of preschool children. The aim of this study is to adapt to Basque and to validate the McCarthy Scales of Children's Abilities (MSCA) for the neuropsychological follow-up of the INMA-Gipuzkoa cohort (INMA; INfancia y MedioAmbiente) at 4 years and 4 months. A back-translation approach was used, with translation of the instrument to Basque and back to Spanish. The adapted version was administered individually to 273 Basque children (age average: 4 years 5 month; 52.2% boys). Sociodemographic variables and ADHD symptomatology were also recorded. Confirmatory Factor Analysis showed a 5 factor structure in line with the original tool. Cronbach alpha coefficient values ranged between .58 and .79 for all the indexes. External validity evidences were obtained based on the relationships of MSCA with variables such as social class, sex and ADHD symptomatology. The results show the usefulness of the instrument to assess neurodevelopment in 4 years old Basque population.



### **(3) Validation and Standardization of the Screen for Cognitive Impairment in Psychiatry (SCIP) in a Community Population**

Georgina Guilera<sup>1</sup>, Juana Gómez-Benito<sup>1</sup>, Laura Nuño<sup>1</sup>, J. Emilio Rojo<sup>2</sup>,  
Scot Purdon<sup>3</sup>, & Oscar Pino<sup>2</sup>

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The SCIP is a fast, and easy to administer scale, validated in clinical samples. A required characteristic of a scale for assessing cognition in clinical population is the availability of normative data. The present study proposes to validate and standardize the SCIP in community population. The sample is formed by 578 participants from community adult population. In addition to the SCIP, a short socio-demographic questionnaire and a battery of neuropsychological tests was also applied. A retest was also carried out at a subsample. Subjects who had been in psychiatric treatment or habitually consume drugs were excluded, leaving finally 512 participants. Test-retest coefficients ranged from .74 to .87, with a Cronbach's alfa value of .74. Construct validity was granted by extraction of a single factor accounting 54.74% of the variance. The SCIP scales were correlated with corresponding neuropsychologist instruments, with Pearson's  $r$  between .29 and .79, all  $p < .01$ . Lower cognitive performance was associated with greater age and less education. Individual test scores were converted into standardized ( $P$ ,  $z$  and  $T$ ) scores. It can be concluded that the SCIP is reliable and valid in community population, and the establishment of the normative scales increases its clinical utility.

#### **(4) Challenges and Answers in the Development of an Initial Spanish Version of the Hazard Perception Tests**

Isabel Benítez<sup>1</sup>, Candida Castro<sup>1</sup>, José-Luis Padilla<sup>1</sup>, Pedro García-Fernández<sup>1</sup>,  
M<sup>a</sup> Fernanda López Ramón<sup>2</sup>, Javier Roca<sup>3</sup> y David Crundall<sup>4</sup>

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Hazard perception is one of the most important construct for discriminating between novice and experienced drivers. Hazard perception is the skill in detecting, assessing and responding to road events which can likely cause an accident. Some kind of hazard perception test is incorporated into the driving test in countries like UK, Australia, etc., with the underlying assumption that learner drivers can be trained to correctly identify hazards. The paper presents the preliminary findings of the adaptation Hazard Perception Task “*What happens next?*” by Jackson et al. (2010) to the Spanish driving context and culture. 28 video clips were selected from 168 recordings of natural hazards in true driving situations. Students, novice and experienced drivers responded to three questions after each clip: (1) What was the hazard? (2) What was the location of the hazard? (3) What happens next? The Spanish version of the Hazard Perception Task has adequate psychometric properties. Findings show that the task can distinguish between novice and experience drivers. The paper will be focused on the methodological challenges faced while developing the task, analyzing its psychometric properties, and obtaining validity evidence.

## **(5) Spanish Validation of the Oxford Happiness Questionnaire: Preliminary Analysis**

Joaquín Tomás-Sábado, Amor Aradilla-Herrero, Montserrat Edo-Gual,  
Montserrat Antonín Martín, & Javier Montes Hidalgo  
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The Oxford Happiness Questionnaire (OHQ) has been developed by Hills and Argyle (2002) to assess subjective well-being. The aim of this paper is to analyze the preliminary psychometric properties of the Spanish form of the OHQ. The Spanish version of the OHQ was developed from the original English by successive back-translation processes. 319 nursing students participated, who answered a questionnaire containing, besides the OHQ, measures of anxiety, depression, resilience, perceived competence, self-esteem and optimism. We obtained a Cronbach alpha coefficient of 0.91. Correlations with other measures were significant in all cases, negative with anxiety and depression and positive with resilience, perceived competence, self-esteem and optimism. Using principal components analysis with varimax rotation identified a structure formed by two factors that explained 40.61% of the variance. It can be concluded that the psychometric properties of the Spanish form of the OHQ are satisfactory and continue the same line as other work to its original form. A lack of validation analysis that allow studying the temporal stability and relationships with other variables, the results obtained allow to suggest the usefulness of the instrument to assess subjective well-being in the Spanish population.

# Assessment of Cognitive Functioning

Chair: Karl Schweizer, Goethe University Frankfurt (Germany),  
K.Schweizer@psych.uni-frankfurt.de

This symposium concentrates on the assessment of cognitive properties, cognitive processes, cognitive structures and cognitive ability. Measures are presented in combination with new research results which suggest the construct validity of these measures. The measures represent attentional blink, visual short-term memory, three types of learning processes and globalized intelligence. Attentional blink that denotes the refraction period after stimulation appears to be a basic characteristic of mental information processing that can be assumed to contribute to processing speed. Visual short-term memory is to be considered as a mode-specific facet of short-term memory. It is an important part of mental information processing in the light of the large amount of visual information that stimulates humans. A measure that highlights the storage of colour information is also presented. Concerning the assessment of learning three operationalizations are considered: associative learning, complex learning and learning in completing a reasoning measure. Since each one of these measures is assessing a component of cognitive processing, all of them can be assumed to be of importance with respect to intelligence. Consequently, intelligence is the preferred criterion measure for validation. The fourth presentation takes a general perspective on the assessment of cognitive functioning. It is concerned with the possible distortion of the assessment of intelligence resulting from cultural influences. This presentation discusses ways of avoiding cultural-based DIFs.

## **(1) The Assessment of Multiple Processes Underlying the Attentional Blink: A Fixed-links Modeling Approach based on Behavioral and Electrophysiological Data**

Felicitas L. Wagner<sup>1</sup>, Karl Schweizer<sup>2</sup>, Thomas H. Rammsayer<sup>1</sup>, & Stefan J. Troche<sup>1</sup>

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When observers are presented with two visual targets appearing in the same position in close temporal proximity, a marked reduction in detection performance of the second target has often been reported, the so-called attentional blink phenomenon. Several studies found a similar decrement of P300 amplitudes during the attentional blink period as observed with detection performances of the second

target. However, whether the parallel courses of second target performances and corresponding P300 amplitudes resulted from the same underlying mechanisms remained unclear. The aim of our study was therefore to investigate whether the mechanisms underlying the AB can be assessed by fixed-links modeling and whether this kind of assessment would reveal the same or at least related processes in the behavioral and electrophysiological data. On both levels of observation three highly similar processes could be identified: an increasing, a decreasing and a u-shaped trend. Corresponding processes from the behavioral and electrophysiological data were substantially correlated, with the two u-shaped trends showing the strongest association with each other. Our results provide evidence for the assumption that the same mechanisms underlie attentional blink task performance at the electrophysiological and behavioral levels as assessed by fixed-links models.

## **(2) The Assessment of Visual Short-Term Memory in Considering the Underlying Processes and their Relation to Psychometric Intelligence**

Stefan J. Troche<sup>1</sup>, Felicitas L. Wagner<sup>1</sup>, Karl Schweizer<sup>2</sup> & Thomas H. Rammsayer<sup>1</sup>

<sup>1</sup>University of Bern (Switzerland)

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By means of fixed-links modeling the present study assessed processes involved in visual short-term memory functioning and investigates how these processes are related to intelligence. Using a color change detection task, short-term memory demands increased across three experimental conditions as a function of number of presented stimuli. We measured amount of information retained in visual short-term memory by hit rate as well as speed of visual short-term memory scanning by reaction time. For both measures, fixed-links modeling revealed a constant process reflecting processes irrespective of task manipulation as well as two increasing processes reflecting the increasing short-term memory demands. For visual short-term memory scanning, a negative association between intelligence and the constant process was found but no relationship between intelligence and the increasing processes. Thus, basic processing speed, rather than speed influenced by visual short-term memory demands, differentiates between high- and low-intelligent individuals. Intelligence was positively related to the experimental processes of short-term memory retention but not to the constant process. In sum, significant associations with intelligence were only obtained when the specific processes of short-term memory were decomposed emphasizing the importance of a thorough assessment of cognitive processes when investigating their relation to intelligence.

### **(3) Identifying Complex Learning Processes Assessed by Fluid Intelligence Tests**

Xuezhu Ren, Andreas Gold, & Karl Schweizer  
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Modern intelligence tests are frequently suspected of failing to adequately assess the capacity to acquire knowledge although the ability to learn has received considerable attention in conceptualizations of human intelligence. The two studies of this research program attempt to identify the assumed learning processes occurred during performance of items of fluid intelligence tests. The fixed-links modeling approach was applied for modeling the learning processes as a changing component of fluid intelligence, in comparison to a constant component of fluid intelligence. In study 1, we analyzed the data of Raven's Advanced Progressive Matrices (APM) collected from a sample of 220 participants. The changing component of APM displayed an especially strong association with measures of complex learning that is characterized by acquisitions of complex strategies and rules. In study 2, two newly constructed measures of fluid intelligence were analyzed based on data of 2,277 junior secondary students. The changing component of the two fluid intelligence measures showed strong predicative power of students' academic performance, particularly of performance on complex mathematical problems. It is concluded that fluid intelligence tests do have the potential to assess the capacity to acquire knowledge, especially the capacity to acquire complex strategies and rules.

### **(4) Hypotheses of Making Globalized Intelligence Measurement Feasible – Avoiding Cultural-Based DIFs**

Klaus D. Kubinger, Yuji Takase, & Bernhard Piskernik  
University of Vienna (Austria)  
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Times of globalization require world-wide valid measurement instruments in order to evaluate a person's cognitive resources and handicaps, respectively, for his/her optimal enhancement and dedication within the globalized market – apart from the fact that even children have to cope during their school attendance with mobility all over the world. What is therefore of great interest regarding fundamental research work is whether pertinent test conceptualizations can be managed by embedding their tasks into contents which are globalized and not culture-dependent. That is, it does not seem a problem of different constructs or theories of intelligence when intelligence measurement is intended to cross several cultures, but a problem

of the used embedding contents. Of course, there always will happen differential item functioning (DIF) by chance or rather misfortune; but the matter is to avoid systematic DIFs being cultural based. The question is, whether there actually exists a “(greatest) common denominator/factor” of concepts and topics which may be embedding typical intelligence tests’ tasks. In this paper, hypotheses based on item calibration experiences will be stated which task-embedding concepts and topics may suit and which may not suit globalized intelligence measurement. These hypotheses will be illustrated by examples of international pertinent intelligence test-batteries’ items.

# **Advances in the Assessment of Anxiety Disorders in Children and Adolescents**

Chair: Antonio Godoy  
Co-chair: Raquel Nogueira  
University of Malaga (Spain)  
e-mail: godoy@uma.es, rnarjona@gmail.com

This symposium presents contributions about five important topics in the assessment of anxiety, one of the most prevalent psychosocial problems among children and adolescents. The first contribution (Assessment of comorbid anxiety and oppositional disorder in preschool children) deals with the importance of taking into account comorbidity, in contrast with the idea of psychological disorders as relatively isolated categories, an idea suggested by diagnostic systems (i.e., DSM-IV and ICD-10) and empirically-supported-treatment approaches. The second and third contributions (“Multimethod assessment during the treatment of an adolescent sample with obsessive-compulsive disorder, using a single case design” and “Challenges in the evaluation of anxiety problems in school aged children: Informant discrepancies and agreement”) deal with another important topic, the use of multi-methods and multi-informants in psychological assessment, which frequently advocated but in which utility and discrepancies have been scarcely investigated. The following contribution is a good example of the theoretical and phenomenological refinement of a psychological construct and its operationalization in an assessment scale. Finally, the last contribution (Assessing children and adolescents anxiety in a cross-cultural perspective: Applications of the Screen for Child Anxiety Related Emotional Disorders) makes salient the importance of making available common measures useful for cross-cultural comparisons.

## **(1) Assessment of Comorbid Anxiety and Oppositional Disorder in Preschool Children**

Virginia Martín, Roser Granero, Nuria de la Osa, & Lourdes Ezpeleta,  
Universitat Autònoma de Barcelona (Spain)  
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To study the comorbidity of oppositional defiant disorder (ODD) and anxiety disorders among preschool children of the general population, and to assess the contribution of comorbidity to child’s functional impairment. A sample of 622 preschool children was followed from 3 to 5 years-old. They were assessed with a diagnostic interview at ages 3 and 5, and were assigned to three diagnostic groups



ODD, anxiety disorders and comorbid ODD-Anxiety. **Results:** At age 3 years-old there was a significant association between ODD and specific phobia. At age 5, the association was significant for ODD and any anxiety disorder. The presence of ODD at age 3 was predictive of the presence of separation anxiety at age 5. The association between ODD and functional impairment in school is 4.2 times higher in comorbid cases than in the cases with only anxiety. The presence of only ODD at age 3 compared with the presence of only anxiety disorder was predictive of impairment at home at age 5. There was no association between ODD or anxiety disorders with sex or socioeconomic status. **Conclusions:** Comorbidity of oppositional defiant disorder and anxiety disorders can be identified in preschool children. Comorbidity adversely affects the functioning at school.

## **(2) Multimethod Assessment during the Treatment of an Adolescent Sample with Obsessive-Compulsive Disorder, Using a Single Case Design**

Raquel Nogueira, Antonio Godoy, Pablo Romero, & Aurora Gavino  
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Traditionally, the improvement of anxiety disorders with cognitive-behaviour therapy has been assessed by mean of clinical interviews, self-report instruments or directly observable behaviours. However there is a lack of evidence about the relationship between these different methods of assessment and how they behave throughout the treatment. The aim of this presentation was to study the relationship between two methods of assessment (self monitoring and self-report) of obsessive-compulsive symptoms throughout the psychological treatment of 10 children and adolescents, using single-case methodology. A second aim was to report on the connection between obsessive compulsive symptoms, general anxiety, mood and comorbid problems during the intervention. The results showed that self-monitoring was a more sensitive measure than self-report to follow the process and outcome of therapy. Both methods offer different kind of information, so both can be used in tandem. Regarding the second aim, significant change on anxiety, depression and comorbid problems accompanied the reduction of obsessive compulsive behaviors during therapy. The importance of the assessment of different kind of variables (symptoms, behaviors and beliefs) and the use of different methodologies as well as the implications for the assessment of psychological treatments in children and adolescents are discussed.

### **(3) Challenges in the Evaluation of Anxiety Problems in School Aged Children: Informant Discrepancies and Agreement**

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One of the challenges in the evaluation of anxiety disorders in childhood and adolescence is the need to integrate the perspectives of different informants. Thus, it is important to develop questionnaires to evaluate anxiety problems, which are suitable from the point of view of its psychometric characteristics and take into account the perspective of the children and their parents. This study aims to analyze the discrepancies and agreement between informants regarding different domains of anxiety problems. A sample of 1000 children, between 7 and 12 years, and their mothers completed the Portuguese versions of the Screen for Anxiety Related Emotional Disorders – Revised (SCARED-R, Muris, Merckelbach, Schmidt, & Mayer, 1999; Pereira & Barros, 2010). Results concerning the internal consistency of the different sub-scales of the SCARED-R are adequate. Results regarding the agreement among informants reveal that there is a low to moderate agreement between the report of the child and the mother, which is higher in the domains of social phobia and specific phobias. Children report higher levels of anxiety than their mothers in all subscales except for the subscale of separation anxiety disorder where there is the opposite tendency. The clinical implications of this work are also discussed.

#### **(4) Differential Mechanisms of Thought-Action Fusion among Older Adolescents: Refining Measures for Greater Conceptual Clarity**

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Thought-Action Fusion (TAF) is the idea that thoughts are morally equivalent to action (Moral-TAF) or that thoughts cause things to happen (Likelihood-TAF) through mainly magical means, both relevant to cognitive models of Obsessive Compulsive Disorder. Previous measures identified a self/other distinction in that one's thought could lead to harm for self or others. However the self factor included items that were not operating on magical principles but through a person's thoughts leading them to act impulsively, thus conflating magical or impulsive mechanisms with target of harm. We wrote clear definitions of four constructs and created items to meet each definition: Moral-TAF (8 items), Self-Likelihood-TAF (4 items), Other-Likelihood-TAF (4 items), and Impulsivity-TAF (4 items). Initial factor analyses recovered three factors that as predicted split on mechanism rather than on target of action, i.e. Moral, Likelihood (including self and other), and Impulsivity. This presentation presents a further evaluation on a UK sample of adolescents aged 16-18 (N = 264). The key question is whether the new scale has removed the conflation of mechanism (magical/impulsive) and target of the action (self/other). Attention to phenomenology and careful scale development process has led to a measure that reflects important distinctions for theory and practice.

#### **(5) Assessing Children and Adolescents Anxiety in a Cross-Cultural Perspective: Applications of the Screen for Child Anxiety Related Emotional Disorders (SCARED)**

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Anxiety is one of the most prevalent psychosocial problems among children and adolescents in Western societies. Therefore, it is of utmost importance to have adequate tools to early screen anxiety levels in the general youth population. In this presentation, we will focus on the Screen for Child Anxiety Related Emotional Disorders (SCARED). The SCARED, developed by Birmaher and his collaborators,

comprises 38-items that can be grouped into five subscales. Four of these subscales measure anxiety disorder symptoms as conceptualized in the *DSM-IV-TR*: panic disorder, generalized anxiety disorder, separation anxiety disorder, and social anxiety. The fifth subscale, school anxiety, represents a common anxiety problem in childhood and adolescence. The SCARED was originally developed in English for a clinical population. However, translated versions have been found to be reliable instruments to assess anxiety also in other contexts and in community samples as demonstrated by a meta-analytic review of the SCARED psychometric properties (Hale, Crocetti, Raaijmakers, & Meeus, 2011). Recent ongoing studies (e.g., Crocetti et al., 2012) are further supporting the strong psychometric properties of the SCARED also in non-Western countries (e.g., China). Thus, the SCARED is a highly recommended tool for evaluating children and adolescents anxiety symptoms.

## **Evaluating the Parental Acceptance Theory in Spanish Population: Measures and Theoretical Bases**

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Parental acceptance-rejection theory (PAR-Theory) is an evidence-based theory of socialization and lifespan development that attempts to predict and explain major causes, consequences, and other correlates of interpersonal—especially parental—acceptance and rejection worldwide (Rohner, 2004; Rohner & Rohner, 1980). This theory focuses on the consequences of parental acceptance and rejection for behavioral, cognitive, and emotional development of children and adults. Evidence from several international studies tend to converge on the same conclusion: perceived acceptance-rejection seems to be related in a consistent way to the postulated set of personality dispositions of children and of adults, regardless of differences in race, language, culture, historical period or other such limiting conditions. The experience of parental acceptance –rejection tends to be significantly associated with the children’s psychological adjustment. However, these postulates are not proved enough in Spanish population. Recent studies from this perspective also show, the relation between perceived paternal versus maternal acceptance and psychological adjustment of offspring is significantly affected by the level of perceived interpersonal power and/or prestige of each parent within the family. The central aim of this symposium is to provide empirical support to the measures and central postulates of the parental acceptance-rejection theory (PARTheory) in Spanish population.

## **(1) Parental Acceptance-rejection Control Questionnaire (PARQ-C) in Spanish Children: Psychometrics Properties and Construct Validity**

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The main objective of this study is to obtain construct and criterion validity evidences about the PARQ-C Father and PARQ-C Mother questionnaires. These measures, which use a likert scale, consist of 29 items related to children's perceived parental acceptance-rejection. The theoretical dimensions measured by the instrument are warm/affection, hostility/aggression, indifference/neglect, undifference/rejection, and control. The PARQ-C questionnaires were administered to a sample of 600 children between 9 and 16 years old (43% male; 57% female). Data were collected from different Spanish schools. Exploratory and Confirmatory Factors Analysis were carried out to study the dimensionality of the scales. Regression analysis, based on correlational methods, was used to study the relations between perceived parental acceptance-rejection and children's psychological adjustment. Broadly, the reliability of the scales is adequate and the dimensions are good predictors of children outcomes. We discuss the factor solutions obtained in our sample, and put it in relation over other international populations.

## **(2) The Perceived Interpersonal Parental Power and Prestige Questionnaire (3PQ) in Spanish Children**

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Psychometric and dimensional characteristics of the perceived interpersonal parental power and prestige questionnaire (3PQ) are reported in Spanish children. This sample comprised 400 children (43% boys) between 9-16 years old. It was recruited from different Spanish schools. Power dimension is understood as a person's ability to influence the opinions or behaviors of others and prestige dimension is understood as the degree of respect or admiration that a person inspires. In the Spanish population, dimensionality is discussed over other

international ones. Results show adequate reliability on the total test although low reliability on the two specific dimensions (power and prestige separately). These dimensions show high correlations with perceived mother/father acceptance, and moderate-low correlations with children's psychological adjustment.

### **(3) Psychometric Properties and Dimensionality of the Spanish Version of the Personality Adjustment Questionnaire (PAQ)**

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This study aimed to examine the psychometric properties and dimensionality of the Spanish version of the Personality Adjustment Questionnaire (PAQ). This instrument assesses children's perceived adjustment along the following dimensions: hostility/aggression, dependency, negative self-esteem, negative self-efficacy, emotional unresponsiveness, emotional instability and negative world view. 600 Spanish school children aged 9 to 18 participated in the study. Out of them, 43% were male and 57% female. Besides the PAQ, the subjects also filled in the The Child Behavior Checklist (CBCL), which was used to analyse the construct validity of the PAQ. Cronbach's Alpha ratings revealed adequate internal consistency reliability for the entire scale ( $\alpha = .72$ ) as well as for each single dimension (ranging from .68 to .75). High correlations between the PAQ dimensions and the main factors of the CBCL (internalized and externalized behavior problems) have also been found, suggesting adequate convergent validity. Dimensionality of the Spanish version of the PAQ is discussed, comparing these findings with those using different international samples.

#### **(4) Perceived Parental Acceptance, Children's Psychological Adjustment, and Parental Interpersonal Power and Prestige: Moderating and Direct Effects among Variables**

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We analyzed the mediating and moderating role of perceived interpersonal power-prestige in the relation between perceived parental acceptance and children's psychological adjustment. The sample consisted of 327 children (57% girls) from 9 through 12 years of age (mean = 10.58, SD = 1.24). Results indicate that perceived maternal acceptance and perceived paternal acceptance were significantly related to children's psychological adjustment. Perceived interpersonal prestige also made an independent contribution to children's adjustment. Analyses of the interactions between these variables revealed a moderating role of perceived interpersonal power-prestige on the relations between perceived paternal (but not maternal) acceptance and children's psychological adjustment. However, the mediating role of interpersonal power and prestige was not significant. Specifically, the contribution to children's psychological adjustment of perceived acceptance-rejection by high power and prestige fathers was significantly greater than was the contribution of lower power and prestige fathers.



# The Assessment of Creativity. A Tool to Obtain Creative Measures Throughout the Life Span

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Co-chair: Jorge Barraca

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In this symposium we present a new tool for the assessment of creativity. The PIC (*Creative Imagination Test*) (*Prueba de Imaginación Creativa*, in the original Spanish) is a multi-tool or battery, developed over several years, which consists of three different tests, according to the ages evaluated. Thereby, we first developed the PIC-N to assess creativity in children from 9 to 12 years, then the PIC-J for youth from 12 to 16 years, and finally the PIC-A for adults over 18 years-old. The symposium will present four papers that provide important features of the test: we first introduce an overview of the battery and of the variables involved in the assessment; we also explain thoroughly the application. In the next paper psychometric properties will be explained and presented in detail. In the last two papers we will show its effectiveness against other measures for assessing creativity (consensual assessment by experts or observational scales for teachers) and, finally, we present our research about the differential assessment of creativity across different ages

## (1) The PIC Battery for The Assessment of Creativity. Description, Application Method and Main Results

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This paper presents a new battery of tests that aims to assess creativity potential by presenting subjects with divergent thinking games or tasks. This battery is made up of three different tests: one for children (PIC-N), one for adolescents (PIC-J) and one for adults (PIC-A). All of them evaluate both verbal and graphic creativity taking into account some of the most relevant variables related to divergent or creative thinking: fluency, flexibility, originality, fantasy, elaboration and special creativity details. A general sample of 1735 participants, from 8 to 75 years of age, was used to complete the three forms of the PIC, as well as other tests of creativity (CREA), intelligence (*g* Factor, RAVEN) and personality (NEO-PI, BFQ). Likewise judgments of responses by experts in the field were used as external criteria to help

establish evidence of validity. The results obtained support the psychometric properties of the battery. The three PICs are internally consistent and show evidences of validity. Besides the correction system has proved its objectivity. Psychometric properties and baremation data indicate that the PIC can be considered a very promising battery, and is particularly useful for using the same evaluation system across all ages.

## **(2) Psychometric Development and Foundation of PIC-N, PIC-J and PIC-A (Creative Imagination Test for Children, Adolescents and Adults)**

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The aim of this study is to present the psychometrical properties of the Creative Imagination Test (PIC; Prueba de Imaginación Creativa) in its three versions for Children (PIC-N), Adolescents (PIC-J) and Adults (PIC-A). Samples of 519, 600 and 498 individuals, respectively, were used to standardize and conduct the psychometrical analysis of the three versions. Internal consistency and inter-rater agreement were analyzed in order to determine the reliability of the scores. Both exploratory and confirmatory factor analysis were carried out to confirm the underlying theoretical structure of PIC. Correlation with other creativity measures (CREA and TAEC) as well as other external criteria such as intelligence (Cattel Cultural Fair Intelligence Test and RAVEN), personality (NEO PI-R) or academic performance, among others, were obtained. Finally, comparisons among different profiles of students and professionals were carried out. Results show satisfactory evidences of reliability of PIC in all its versions, support its theoretical structure and provide multiple evidences about its convergent and discriminant validity. In summary, it can be concluded that all PIC instruments are adequate measures of creativity, in its narrative and graphical expressions, and its use and interpretation are supported by the multiple validity evidences presented.

### **(3) Assessment of Creativity: Divergent Thinking Tests, Consensual Assessment by Experts and Observational Scales for Teachers**

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In this paper we compare different procedures in the assessment of creativity: divergent thinking tests, Consensual Assessment Technique, and Assessment by others: teacher, peer and parent measures. We will analyze if the results obtained by 480 primary children in a divergent thinking test specifically developed for the assessment of creativity in Spanish children (PIC-N), are similar to those obtained through an observational scale designed for teachers (EDAC). Likewise, a second study was conducted to explore if the scores obtained by adults in the same divergent thinking test (PIC-A), in this case for adults, are related with the judgment of 10 experts who were asked to score the products elaborated by these subjects. Results sustain the idea that the richness of creativity should be acknowledged by using a variety of instruments in order to reflect the complex processes involved. Divergent thinking tests seem to be the most reliable and valid way to assess creativity, even though they should not be used in isolation, since they offer more objective estimations of some of the most complex aspects of creativity such as flexibility and originality.

### **(4) Developmental Patterns in Creativity: Are Divergent Thinking Tests Useful to Assess Creativity at all Ages?**

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In this paper we will try to demonstrate that creativity is a universal ability we all possess to some extent, that it persists and even increases in adults, that is increasingly in demand in the workplace, and is basic in order to help adults manage satisfying lives. Therefore the assessment of creativity becomes a priority objective. The investigation was conducted with a wide sample of 1750 subjects: 697 children ranging from 9 to 12 years of age; 588 adolescents of ages between 12 and 18; and 464 adults, university students and professionals, of ages ranging between 18 and 75 years. Three versions of a divergent thinking creativity test: PIC-N, PIC-J and PIC-A were employed. Measures of fluency, flexibility, originality, fantasy and elaboration were obtained in both verbal and graphic tasks. Our results indicate that divergent thinking ability is not exclusive of children, that there is not a decline but a qualitative

change in the process as age increases. Divergent thinking tests might be a useful instrument for assessing creative potential also in adult population.

# Research on Assessment of Schizophrenia

## Invited symposium

Chair: Juan Antonio Amador  
Co-chair: Juana Gómez-Benito  
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The use of instruments that are valid and reliable is considered a key piece for quality of research and clinical practice in the mental health field. Within the psychiatric field, one should focus on schizophrenia, a major mental disorder usually associated to great levels of disability at personal and social level. Several instruments had been frequently used for the assessment of clinical and psychosocial functioning in patients with schizophrenia. These instruments have been used in this population because of their feasibility, the aspects they cover and their psychometric properties in other sample populations, although no specific validation was available for patients with schizophrenia. The aim of this symposium is to present the psychometric properties of different instruments that assess clinical and psychosocial functioning in persons with schizophrenia as well as its utility to discriminate between groups of patients with schizophrenia and other clinical populations.

### (1) The Assessment of Psychosis Phenotype

Eduardo Fonseca-Pedrero<sup>1</sup>, Mercedes Paino<sup>2</sup>, Serafín Lemos<sup>2</sup>,  
Oscar Vallina-Fernández<sup>3</sup> & José Muñiz<sup>2</sup>

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Psychotic-like experiences represent the behavioural expression of proneness to psychotic disorder. Although the assessment of these experiences has made considerable progress in recent years, there is still room for improvement in the measurement quality of self-reports. The main goal was to analyse the psychometric properties of the Community Assessment Psychic Experiences-42 (CAPE-42) in Spanish college students and patients with psychosis. The final sample was comprised of a total of 660 students ( $M = 20.3$  years,  $SD = 2.6$ ) and 97 patients with psychosis ( $M = 35.4$  years,  $SD = 10.2$ ). The goodness of fit indices resulting from the confirmatory factor analysis that tested the hypothesized three-dimensional model

(Positive, Negative and Depressive) were not adequate. In contrast, the exploratory factor analysis yielded a three-dimensional solution. Internal consistency values for the three dimensions of the CAPE-42 ranged between 0.78 and 0.89 in the sample of students and between 0.84 and 0.93 in patients with psychosis. The CAPE-42 scores correlated significantly with delusions and trait anxiety and state. These results show further evidence of validity of the CAPE-42 scores in samples of the Spanish population and support its use as a tool for the assessment of the psychosis phenotype.

## **(2) Assessing the Psychometrical Properties of the World Health Organization Disability Assessment Schedule II (WHO-DAS II) to Evaluate Patients with Schizophrenia**

Francisca Galindo-Garre<sup>1</sup>, Maria Dolores Hidalgo-Montesinos<sup>2</sup>,  
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The WHO-DAS II is a multidimensional instrument developed for measuring disability. It comprises six domains (getting around, self-care, getting along with others, life activities and participation in society). The main aim of this paper is the evaluation of the psychometric properties of the WHO-DAS II with parametric and non-parametric Item Response Theory models. A secondary objective is to assess whether the WHO-DAS II items within each domain form a hierarchy of invariantly ordered severity indicators of disability. A sample of 352 patients with a schizophrenia spectrum disorder was used in this study. The 36 items WHO-DAS II was administered during consultation. The Partial Credit and the Mokken scale models were used to study the psychometrics properties of the questionnaire. The psychometric properties of the WHO-DAS II scale were satisfactory for all the domains. However, we identify a few items that did not discriminate satisfactorily between different levels of disability. We also found several items that could not be invariantly ordered in the scale. The WHO-DAS II could be used to assess overall disability in patients with schizophrenia, but some items could not be invariantly ordered because their item step response functions intersect.

### **(3) Development and Validation of the Self-Stigma Questionnaire (SSQ) for People with Schizophrenia**

Susana Ochoa, Francisco Martinez, Maria Jose Escandell, Sonia Vilamala, Mar Garcia-Franco, Monica Martinez, Jose Ramon Martin, Otilia Arenas and STIGMA group  
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The aim was to develop a reliable and valid instrument to measure self-stigma in persons with schizophrenia. Four focus groups were conducted with a total of 53 users of mental health resources. Subjective experience of social stigma and experience of mental illness was collected. From the information obtained in the focus groups we developed a self-rated questionnaire of social stigma, consisting of 14 items. The questionnaire was administered in a total of 76 patients with schizophrenia visiting outpatient services. We also administered other instruments of functioning and the translated version of the questionnaire of social stigma by Link. The assessment was conducted in two phases with a difference of 7 days. Cronbach's alpha of the instrument was 0.875. The intraclass correlation coefficient between the two assessments ranged between 0.402-0.836. Self-stigma scores correlated with Link stigma scale scores ( $p < 0.033$ ), and with functioning instrument scores ( $p < 0.047-0.018$ ). Factor analysis identified three factors that accounted for a 62.66 % of total variance. The first factor could be called social participation, the second perception and the third disease concealment. The self-stigma instrument is a valid and reliable instrument to assess self-perceived social stigma in persons with schizophrenia.

#### **(4) Neurocognitive Screening Performance in Patients with Schizophrenia and Bipolar I Disorder**

Georgina Guilera<sup>1</sup>, Juana Gómez-Benito<sup>1</sup>, Oscar Pino<sup>2</sup>, J. Emilio Rojo<sup>2</sup>  
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The Screen for Cognitive Impairment in Psychiatry (SCIP) is a scale intended to quickly and easily assess cognitive impairment in patients with severe psychiatric disorders. The purpose of this study was to compare the psychometric properties of the SCIP when applied to patients diagnosed with schizophrenia and with bipolar I disorder. The SCIP scale and a complete neuropsychological battery was applied to a sample of patients with schizophrenia (n = 126) and another with bipolar I disorder (n = 76). The SCIP provides reliable and valid scores at an equivalent level in both schizophrenia and bipolar I disorder samples. Differential cognitive impairment between the two patient groups occurs only in verbal memory, although the effect size of the difference is small. The SCIP is a good screening tool for cognitive deficits in schizophrenia and bipolar and useful in clinical practice for healthcare professionals.

#### **(5) Exploring Remission in Persons with Schizophrenia**

Laia Mas-Expósito<sup>1</sup>, Juan Antonio Amador<sup>2</sup>,  
Juana Gómez-Benito<sup>2</sup> & Lluís Lalucat-Jo<sup>1</sup>  
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The aim was to analyze the discriminant validity of several instruments to classify symptom remission in schizophrenia. 221 patients with schizophrenia were assessed at baseline and at one-year follow-up with: Positive and Negative Syndrome Scale (PANSS), Global Assessment of Functioning Scale (GAF), Disability Assessment Schedule Short Form (DAS-s), Functional Social Support Questionnaire (FSSQ) and World Health Organization Quality of Life Brief Scale (WHOQOL-BREF). Two groups of patients (103 in non-remission group and 118 in remission group)



were established according to criteria of symptomatic remission by using the PANSS. The ability of instruments to identify the groups was analyzed using Receiver Operating Characteristic (ROC) and the area under the curve (AUC). GAF clinical (AUC = 0.75; 95% CI = 0.69-0.82;  $p < 0.0001$ ), GAF social (AUC = 0.76; 95% CI = 0.69-0.82;  $p < 0.0001$ ), DAS-s occupational functioning (AUC = 0.68; 95% CI = 0.61-0.45;  $p < 0.0001$ ), DAS-s social context functioning (AUC = 0.74; 95% CI = 0.67-0.80;  $p < 0.0001$ ) and DAS-total (AUC = 0.71; 95% CI = 0.64-0.78;  $p < 0.0001$ ) showed the highest sensibility and specificity values. Both instruments could be used for screening in the assessment of symptom remission in schizophrenia.

## Computer-based Assessment

Chair: Siegbert Reiß

Co-chair: Ulf-Dietrich Reips

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Computer-Based Assessment has become popular in Psychological Assessment. Unlike conventional methods Computer-Based Assessment does not have to be text-based but can also incorporate graphics and multimedia applications. Furthermore many tests and inventories can easily be administered via internet and in so doing may overcome the spatial-temporal limitations of conventional testing procedures. Therefore, it is the aim of this symposium to contribute to the further development of the scientific basis of Computer-Based Assessment by providing a stage for the presentation and discussion of research work originating from this field of assessment. The first talk by Oliver Wilhelm, Sally Olderbak, & Andrea Hildebrandt concentrates on technology-based emotion expression tasks. The authors will present the delivery architecture of such tasks with a focus on the scoring aspects and present validity evidence focusing on the measurement and structural models. The second presentation by Gary McClelland, & Ulf-Dietrich Reips illustrates how the new drawing and data detection capabilities in HTML5 enables the development of rich, engaging materials and response formats across computerized devices that have the promise of improving computerized psychological assessment. The third talk by Thomas Blumer, & Ulf-Dietrich Reips presents Testor, a Web-based platform for the development and management of psychological tests. Testor serves as a repository by providing facilities for sharing items and scales. The presentation by Philipp Sonnleitner, Martin Brunner, Ulrich Keller, & Romain Martin devotes to Genetics Lab that is a computer-based problem solving scenario. Psychometric properties, especially measurement invariance of the Genetics Lab's performance scales are discussed. The last talk by Annette Stelter, Johannes Naumann, Frank Goldhammer, & Heiko Rölke presents log file data from the computer-based large scale study 'Programme for the International Assessment of Adult Competencies' (PIAAC) and discusses the opportunity to use such data in psychological research.

## **(1) Technology-Based Measurement of Emotion Expression Ability in the Face**

Oliver Wilhelm<sup>1</sup>, Sally Olderbak<sup>1</sup>, & Andrea Hildebrandt<sup>2</sup>

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Technology-based ability measurement is expected to be: a) more convenient, flexible, or efficient than traditional testing; or b) capturing psychological constructs outside the realm of conventional testing procedures. Pragmatic and psychometric issues in evaluating the promise of convenience, flexibility and efficiency are essentially self-evident and straight forward. Attempts to capture novel psychological constructs frequently failed in the past. Based on a construct-centered approach we developed technology-based emotion expression tasks. Delivery of these tasks, including the response processing, is only feasible in a heavily technology-based measurement context. We will present the delivery architecture of such tasks with a focus on the scoring aspects and present validity evidence focusing on the measurement and structural models. We will then highlight research prospects in the area of interpersonal abilities.

## **(2) Interactive Web-Based Graphics in Computerized Assessment**

Gary McClelland<sup>1</sup>, Ulf-Dietrich Reips<sup>2,3</sup>

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Computerized psychological assessments involving more than the most basic presentation of materials and using more than minimal response formats have required the use of technologies such as Java and Flash. Recent security problems and incompatibilities with these technologies on computers and their unavailability on many mobile devices have limited the use of more interesting modern computerized assessment techniques. We illustrate how the new drawing and data detection capabilities in HTML5 enable rich, engaging materials and response formats across computerized devices that have the promise of improving computerized psychological assessment. We will present examples for challenges with outdated technologies and a variety of working examples in HTML5 and describe the construction of additional materials and response formats.

### **(3) Testor: Online Test Development for Non-Programmers and a Repository for Assessment Resources**

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Internet-based data collection has many advantages in various fields. In psychological testing, the Internet enables researchers to efficiently collect and publish royalty free items and scales, which are essential for the development of “open source” tests. To support this development, we present Testor, a Web-based platform for the development and management of psychological tests. Testor serves as a repository by providing facilities for sharing items and scales. At the same time, Testor enables researchers to develop and administer Internet-based tests without requiring programming skills, thereby allowing them to utilize advantages of online data collection like easy access to large samples in order to facilitate test validation. Furthermore, the application implements requirements based on empirical findings and recommendations from the International Test Commission in order to foster best practices for online testing and prevent users from common pitfalls. Finally, we present future plans of development. Testor is available at <http://testor.pro/>.

### **(4) The Genetics Lab: A case study on computer-based assessment within a multilingual sample of „digital natives“**

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Computer-based assessment forms a key aspect of educational curricula and international student assessment studies like PISA. Today’s students, however, place special demands on assessment instruments used within this context. Multilingual samples with often considerably varying experience in technology use tend to become more and more common in most European countries. Taking the Genetics Lab - a computer-based problem solving scenario - as example, the presented case study evaluates how these challenges can be met by the adaptation of the test construction process, the development of interactive and multimedia instructions, and the integration of game-like characteristics. Psychometric properties, especially measurement invariance of the Genetics Lab’s performance

scales are discussed on base of a multilingual and heterogeneous sample of 563 Luxembourgish students. As the Genetics Lab is freely available on the internet, an outlook is given on possible future applications to gather further experience with computer-based assessment within multilingual samples.

### **(5) Challenges and benefits of log file analysis - Deriving measures of automatized procedural knowledge**

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The use of log file data in psychological assessment leads to new opportunities for addressing psychological research questions because of highly detailed information about the task completion process of each participant provided by log files. In this study, proceduralisation as a result of automatizing knowledge is measured by means of test taker events stored in log files. Participants need to rely on proceduralized knowledge in the task completion process and they may differ in the extent to which this knowledge is proceduralized. Such individual differences may affect the probability to obtain a correct response. Data from the computer-based large scale study 'Programme for the International Assessment of Adult Competencies' (PIAAC) is used. Based on theoretical assumptions on knowledge and skill acquisition, task completion sequences that may be subject to proceduralisation are identified. In a first step potential indicators of proceduralized knowledge were determined and analyzed. Second, explanatory IRT models were used to describe the relation of these indicators and the probability of solving a task correctly. Finally we discuss the opportunity to use log file data in psychological research and show benefits of the empirical research on automatized procedural knowledge.

## New Measures of Adolescent Psychopathology

Chair: Pablo Santamaría Fernández, TEA Ediciones (Spain),  
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Adolescent psychopathology and emotional and behavioral adjustment are issues of considerable concern within the broader landscape of mental health care. In recent decades, new needs have emerged in this area due to social changes and a growing concern about prevention. For this reason, there have been an increasing demand for assessment tools specifically developed for this population, both to measure the constructs taking into account the particular needs of adolescents, and to address specific areas of interest in this age range (such as Psychosocial Maturity or Eating Disorders). This symposium aims to include new assessment measures in adolescents in order to meet those needs.

The first study reports on the use of a new tool for assessing psychosocial maturity and its relationship to suicidal ideation in adolescents. The second contribution shows the psychometric properties of a questionnaire for the early detection of schizotypal traits in adolescents. The third study analyzes the assessment of eating disorders with a new Spanish adaptation of the Eating Disorder Inventory (EDI). Finally, the results of the Spanish adaptation of PAI-A, as a broad-band personality assessment measure for adolescents, are presented.

### **(1) Correlates of Suicidal Ideation In Spanish Adolescents: the Contribution of Psychological Maturity, Depression, Life Satisfaction, and Personality**

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In recent years, suicide rates have increased in adolescents and the young population, so these age groups are considered as populations at risk. Considering that suicidal ideation is the first sign of possible future suicide behavior, the objective of this study is to determine the relative importance of psychological maturity, personality, depression and life satisfaction in predicting suicidal ideation in adolescents. Results show that depression is the variable that best predicts suicidal ideation, followed by psychological maturity, life satisfaction and emotional stability. Gender differences were found in terms of the suicidal ideation predictors: The psychological maturity subscale Self-reliance seems to play a role in suicidal ideation in males but not in females. The results of this study may have implications for the

prevention of suicide in adolescence. In fact, there have been no previous studies on the role of psychological maturity as a predictor of suicidal phenomena, but the current study suggests that it is a feature to be considered in the prediction of adolescent suicidal ideation.

Keywords: Ideation suicide, psychological maturity, depression, personality, adolescence.

## **(2) Assessment of Core Traits of Schizotypy Via ESQUIZO-Q**

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Schizotypy is a personality construct that represents latent vulnerability to psychosis. Empirical evidence indicates that participants with high scores on schizotypy self-reports are at a heightened risk for the later development of psychotic disorders. The main goal of this work was to: a) analyze the psychometric properties of the Oviedo Questionnaire for Schizotypy Assessment (ESQUIZO-Q) in nonclinical adolescents and b) study the appropriateness of developing a computerized adaptive version of the ESQUIZO-Q. The final sample consisted of 3,056 participants, 1,469 males, with a mean age of 15.9 years ( $SD = 1.2$ ). The analysis of the dimensional structure of the ESQUIZO-Q subscales revealed a three-factor solution specified in the following components: Reality Distortion, Anhedonia and Interpersonal Disorganization. The levels of internal consistency for the subscales of the ESQUIZO-Q were acceptable. The correlation between the total scores of the Computerized Adaptive Testing (CAT) and the pencil-and-paper test was .92. The average number of items presented in the CAT before the standard error  $< .30$  was 33 items. These results show further evidence of validity of the ESQUIZO-Q scores in samples of the Spanish population and support its use as a tool for the assessment of the extended psychosis phenotype.

### **(3) A Tool for Assessing Disordered Eating Behaviours and Related Psychological Constructs in Spanish, EDI-3.**

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The Eating Disorder Inventory (EDI) is a self-report questionnaire which is widely used for assessing disordered eating behaviors and related psychological constructs in females with eating disorders. The original test built in 1983 containing 64 items and eight scales, was modified in later adaptations to improve its psychometric aspects and to upgrade the substantive psychological basis underlying the eating behavioral disorders. The aim of this paper is to show the Spanish adaptation of the EDI-3. The psychometric properties of the test were analyzed in a clinical sample of females with eating disorders (N=558). The results showed high internal consistency as well as high temporal stability of the scores. The factorial structure of the test was independently analyzed for the eating disorder items and for the psychological items and scales. Three eating disorder factors and eight psychological factors were defined representing the eating disorder scale composites. The factor structure of the psychological scale composites was analyzed using confirmatory factor analysis. The results supported the existence of a second order structure beyond the psychological composites. Overall, the Spanish version of the EDI-3 showed good psychometric qualities in terms of internal consistency, temporal stability and internal structure.

### **(4) Assessing Adolescent Psychopathology: Reliability and validity of the Spanish Personality Assessment Inventory - Adolescent (PAI-A)**

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The Personality Assessment Inventory – Adolescent (PAI-A) is a self-report measure intended for adolescents in the 12-18 age range. PAI-A test items reflect clinical constructs that are considered important for diagnosis of disorders. The test contains 22 nonoverlapping scales that are organized into 4 Validity scales, 11



Clinical scales, 5 Treatment consideration scales and 2 Interpersonal scales, supplemented with a set of 31 subscales reflecting specific clinical and treatment-related content areas. The present paper describes the adaptation and validation of the Spanish PAI-A. The adaptation process included the translation of the items into Spanish, expert panel review and back translation. A sample of 1.647 individuals from 12 to 18 years old was assessed. The sample selection method took into account the data provided by the Spanish Census and other official information regarding the composition of the Spanish population. Internal consistency coefficients were obtained as indicators of the reliability of PAI-A scores. Correlations with other measures of personality were also explored. Finally, a variety of samples of adolescent with clinical disorders were assessed to determine the ability of PAI-A for assessing adolescent psychopathology. The satisfactory results show that Spanish PAI-A is a reliable and valid measure that allows assessing adolescent psychopathology in a comprehensive manner.

# Strengthening Positive Intergroup Attitudes and Prosocial Behavior through Experimental Methodology

Chair: Magdalena Bobowik,

Co-chair: Anna Włodarczyk,

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In increasingly diverse societies, it is important to promote positive interethnic relations. This symposium presents an overview of experimental methodology which may be employed to achieve this aim. The symposium includes data from The Netherlands, Spain, and Australia and examines the improvement of intergroup attitudes. The first paper (Tabernero & Cuadrado) applies experimental 2 (inclusion / exclusion) x 2 (need for belongingness / need for competence) design to analyze how two different types of inclusion and exclusion influence prosocial behavior. Using vignettes as experimental stimuli, Sierksma et al. deal in turn with the influence of accountability on children's helping intentions in a national intergroup context. Subsequently, Martinovic et al. explore how manipulation of ingroup's positioning in the sequence of migration waves affects the endorsement of autochthony beliefs and attitudes towards new immigrants. The fourth paper (Bobowik et al.) employs visual stimuli to examine whether smiling by an outgroup member has a positive effect on intergroup attitudes by decreasing perceived threat posed by immigrants. Finally, in a field experiment Włodarczyk et al. test if participating in an anti-racist demonstration affects attitudes towards immigration. Together, presented research reveals that prejudice can be actively battled and prosocial behavior enhanced.

## **(1) I Am Cooperative When I Am Popular; I Am Competitive When I Am Well Valued: An Interactive Effect on Prosocial Behavior**

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The analysis of prosocial behavior in excluded versus included individuals is relevant in promoting the development of social networks that facilitate coexistence and well-being in healthy social contexts. An experimental 2 (inclusion / exclusion) x 2 (need for belongingness / need for competence) design was applied to analyze how two different types of inclusion and exclusion influence prosocial behavior. This research was performed at a Spanish university on a sample of 120 students.

Results showed an interactive effect: when individuals were excluded, they did not differ in prosocial behavior independently of the type of exclusion. However, when individuals were included, they were more prosocial when inclusion was related to their need for belongingness than when it was related to their need for competence. Moreover, the results revealed that when inclusion and exclusion were each presented in terms of the need for belongingness, included people were more prosocial than excluded people: Unpopularity results in lower prosocial behavior than popularity. Concluding, under inclusion situations people are more competitive and less prosocial when their competence is highlighted. Furthermore, included people are more prosocial than excluded people when their popularity, but not their competence, is affected.

## **(2) From me to you: How Need and Accountability Shape Children's Helping Intention towards In- and Out-Groups**

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An experimental vignette study was conducted on the influence of accountability on children's helping intentions in a national intergroup context. A total of 729 children (aged 8 to 13) reported their intention to help children who lost their homes and toys due to a large fire. Targets of help either belonged to children's Dutch in-group or to a German out-group. Accountability was varied by adding to the story that their choice would either be made public to their classmates or that their responses would be kept a secret. Results showed that children intended to help both in-group and out-group members equally when they were not publically accountable. This indicates that the moral obligation to help in high need situations overpowered group identity concerns. In addition, accountability increased children's helping intentions towards the in-group but not towards the out-group, showing that self-presentational concerns of loyalty underlie in-group bias in children's public helping behavior. A second study is currently conducted to address how children perceive helping in a national intergroup context when the situation involves low need.

### **(3) ‘We Were Here First’ versus ‘Another Group Was Here Before Us’: How Different Accounts of Ingroup’s Primo-Occupancy of a Country Affect Ingroup Members’ Autochthony Beliefs and the Related Rejection of New Immigrants**

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The aim of this study is to examine the role of autochthony in defining intergroup relations. Autochthony is an ideology that allocates entitlements to primo-occupants of a country, an ideology that favours first-comers. By means of an experiment, we investigate if and how different accounts of ingroup’s position in the sequence of migration waves affect the ingroup members’ endorsement of autochthony beliefs, and how these beliefs in turn shape attitudes towards new immigrants. In particular, using a sample of 60 Australians of Anglo-Celtic descent, we test whether reading about Anglo-Celtics as being the *first* immigrant group to arrive in Australia (as opposed to Aborigines being the first and Anglo-Celtics the second) makes participants agree more strongly with the statement that first-comers are entitled to more than later immigrants, and whether this in turn leads to less acceptance of groups that arrived later and a stronger opposition to future immigration.

### **(4) Everyone Smiles in the Same Language: The Effect of Facial Expression on Attitudes towards Immigrants**

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Research indicates that smiling is a universal cue promoting a successful relationship between individuals. The present research examined whether smiling by an outgroup member has a positive effect on intergroup attitudes. Participants were randomly exposed to four types of emotional stimuli: a smiling, angry, sad, or neutral face of a Sub-Saharan African immigrant male. Results revealed that, compared to other conditions, smiling led to more positive emotions, less social distance, more perceived self-other overlap, and more positive stereotyping in terms of warmth and

competence in relation to the immigrant individual as well as to a more positive attitude towards immigration. The effect of smile on attitudes was mediated by the perceived threat posed by immigrants, which decreased in the smile condition. Implications and suggestions for immigration policies and research on prejudice are discussed.

## **(5) “We” Fight for your Right: Effect of an Anti-Racist Demonstration on Group Cohesion and Perception of Immigration**

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This study experimentally demonstrates that participating in an anti-racist demonstration strengthens group cohesion and reduces negative attitudes towards immigration. Rituals can affect intergroup relations because they consolidate social norms related to their moral goals. Social work students were randomly assigned to participate in a collective activity, individual activity or to a control condition. The collective activity consisted in elaborating anti-racist slogans in a group and exhibiting them during a demonstration whereas in the individual activity participants only elaborated slogans individually. Measures were taken before, during and after the event. Emotional communion, fusion of identity, as well as positive personal emotions were higher during collective activity compared to the individual one. After participating in the activity, collective self-esteem, identity fusion and perceived similarity with the group increased in the collective condition compared to the control group, whereas perceived threat of immigration and feelings of mistrust and insecurity with respect to migrants decreased. This experimental study thus supported the major points of Durkheim’s theory of rituals, showing that collective rituals elicit emotional fusion and group integration, an increased sense of confidence and a consolidation of social norms.

## Assessment of Intimate Partner Violence

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Intimate partner violence is a serious, preventable public health problem concerning millions of persons around the world. Because we can only prevent what we can accurately detect, it is crucial to have valid and reliable instruments that capture the complexity of this alarming problem. In this symposium, several aspects of the assessment of intimate partner violence will be discussed, considering both offender and victim assessment. The first work reviews the effectiveness of existing tools for the assessment of intimate partner violence and sexual violence victimization in clinical/healthcare settings. The second work examines the experiences and consequences of intimate partner violence on children using a qualitative approach. Third, a new developed scale for measuring dating violence will be presented, focusing on its development and psychometric properties. The final work analyzes the accuracy of some partner-violent men assessment tools in their Spanish versions. The attention will be drawn on to personality, attachment, empathy, and conflict tactics assessment.

### **(1) How to Improve the Screening of Intimate Partner Violence and Sexual Violence Victimization in Clinical/Healthcare Settings**

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Domestic violence against women is an important public health problem that cannot be ignored. Health professionals need to take part in the prevention, detection and treatment processes. The aim of this presentation is to review the effectiveness of existing tools for assessing intimate partner violence and sexual violence victimization in clinical/healthcare settings. To identify potential scales, we conducted a literature search of the articles published and indexed in PsycInfo and Medline during the last 10 years. We have extracted the next relevant information about each scale: instruments characteristics, administration method, populations studied, scoring procedures, psychometric properties, articles published, and limitations. We included only instruments for clinical purposes, and we have excluded instruments for IPV perpetration. This work should serve as a guide in the selection of assessment instruments for use in health care settings to identify victims requiring additional services. Whether intimate partner violence (IPV) screening reduces

violence or improves health outcomes for women is unknown. More evidence is needed to determine the effectiveness of IPV and SV screening on detection and prevention IPV victimization.

## **(2) Interviewing Mothers to Understand the Effect of Violence on Children**

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Witnessing intimate partner violence has damaging effects on the wellbeing and development of children. Exposure to such traumatic events during childhood has long been associated with deficient academic results, poor psychological health and difficulties with social abilities. This study highlights the experiences and consequences of intimate partner violence on children. This study uses a qualitative approach to examine the consequences on children. Sixteen women (aged 35-62) who had suffered intimate partner violence and whose children were exposed to it were interviewed. Mothers were asked to describe the reactions of their children when violence happened, to explain any strategies they could follow to prevent children from violence and to state if being victims has caused them difficulties. The answers were analyzed using a thematic method. Three main topics were distinguished according to the information given: how mothers talked about their children witnessing the violence, being also victims and the consequences on them. Fifteen mothers confirmed that their children had been witnesses and/or victims of the violence. Furthermore, out of thirty two daughters and sons, eleven have suffered psychological effects and ten behavioral problems. Five of the mothers have confessed experiencing child to mother violence. Findings offer several guidelines for interventions with children.

### **(3) Assessment of Dating Violence: Development of the Violence in Adolescents' Dating Relationships Scale**

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The Violence in Adolescent Dating Relationships Scale was developed, and its psychometric properties evaluated. In a first step, content and discriminatory aspects of the items were assessed through adolescents' individual interviews, focus groups, and experts' judgements, which led to a scale composed by 72 items that measures victimization experience and violent acts committed. In a second quantitative phase the instrument was administered to 466 adolescents (ages ranging between 16-20 years) from three Spanish-speaking countries. Velicer's Minimum Average Partial procedure and a principal component analysis were used to examine the dimensionality of both the victimization form and perpetration subscale. This analysis yielded a one-factor solution in all countries —presence or absence of dating violence/conflict —, accounting for 34.88% of the variance in victimization, and 38.96% in perpetration. The factors were identical across the countries. In a third stage, significant correlations between the new developed scale and the *Conflict in Adolescent Dating Relationships Inventory* subscales were confirmed. Finally, the differential item functioning across countries was explored in order to detect items biased by culture using Linear Regression analysis. The results suggest that Violence in Adolescent Dating Relationships Scale is a valid and reliable instrument that can be used in different cultural contexts.

### **(4) Partner-Violent Men in Prison: Assessment Needs and Challenges**

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In the work with partner-violent men one of the most important things is the availability of accurate and reliable assessment tools. In recent years, the greatest attention has been paid to the violent risk assessment tools and methodology (actuarial versus structured assessment guides for example). Apart from this, few efforts have been made in the improvement and research about psychometric assessment scales. The present paper analyzes a research line with partner-violent men in the Spanish prisons context. The attention will be focused on personality,



attachment, empathy, and conflict tactics assessment. The research has shown that there are many limitations (for example regarding cut-off points or factor structure), and results are often not as expected or in the most frequently argued direction when a control group is used (for example there were no statistically significant differences in empathy, self-esteem and sexual violence; less than expected in adult attachment). The accuracy and reliability related to the Spanish version of these tools will be critically analyzed, and the future challenges and needs will be discussed.

## Dating Violence Risk Factors

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Over the last 20 years, there has been an increase on intimate partner violence literature, with more research aimed to identify risk factors for this problem. We know that no single risk factor (individual, familial or cultural) may explain intimate partner violence. Most research is focused on adult couples that are married or cohabiting. However, studies carried out to the date show very high prevalence rates of violence in adolescent and young adults. The aim of this symposium is to analyze more specific information about several risks factors that are operating in the development and maintenance of intimate partner violence among adolescent/young dating relationships. Practical implications of the research on this topic will be discussed. The first paper will analyze individual, familial, and socio-cultural risk factors for dating violence, from a cross-cultural point of view, analyzing also gender differences. The second paper will be focused on masculine violent behavior in adolescent dating relationships, identifying personal and contextual risk factors for aggression and victimization. The third paper will present the development of a questionnaire to assess cognitive processing in dating conflicts among adolescents. The last paper will present a program to promote more equalitarian relationships among adolescents by diminishing sexism.

### **(1) Dating Violence among Adolescents and Young Romantic Partners: Risk Factors from a Systemic and Cross-Cultural Perspective**

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Studies conducted in the past two decades support a very high prevalence rate of physical, psychological, and sexual violence in young couples who are not married or cohabiting. Further research is still needed to unfold its nature and development in adolescent population. Therefore, the general objective of this study is to explore the different types of violent behaviors that occur in adolescents and youth romantic partners from different cultures, and detect associations between this violence and several risk factors which are located in different levels (individual, family and sociocultural). Specifically, the aims of this study are that follows: a) to

identify individual (dimensions of attachment and aggressiveness), family (perceived inter-parental conflict) and sociocultural (perceived cultural norms toward accepting dating violence and gender roles' inequality) variables that are associated with dating violence in young romantic partners from different cultures (Basque Country, Latin America and Netherlands); b) to develop a theoretical explanatory model of dating violence's risk factors; c) to analyze gender differences and cross-cultural differences in terms of violence perpetration and victimization. Results and its implications are discussed, and future research directions are proposed.

## **(2) Towards Explicative Models for Mild and Severe Physical Dating Violence: Boys' Involvement.**

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This study aimed to deepening our understanding of the masculine violent behavior in adolescent dating relationships and identifies those personal and contextual variables which may act as risk factors for aggression and victimization. 1,159 boys with current or past dating experience were selected from a total sample of 3,258 Andalusian adolescents (mean age 16.76; s.d. 1.24). Structural Equation Models were run separately for aggression and victimization. The results underlined the convenience of considering aggression and victimization as phenomena with clearly differentiated explicative factors which nevertheless tend to co-occur with a high level of correlation. At the same time, it corroborated the hypothesis regarding to considerate a multi factor approach in the explanation of dating violence, which takes into account personal, peer context and couple context variables: possible explicatory factors for masculine involvement on physical dating violence include variables from the three areas. Finally, results also pointed out that using a two factor model which differentiates between mild and severe violence offered further possibilities for explaining it. Results are discussed in terms of their contribution to the understanding of physical dating violence, and to the development of anti-violence action programs for adolescent couples.

### **(3) Cognitive Processing in Dating Conflicts: Measurement and Predictive Associations with Dating Violence**

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The social information processing theory establishes that aggressive individuals present a series of cognitive deficits and distortions when faced with ambiguous social situations. The aim of this study was to develop a questionnaire to assess cognitive processing in dating conflicts among adolescents. The Cognitive Processing in Dating Conflicts Questionnaire includes 3 ambiguous scenarios (e.g., your partner is late). Adolescents are asked to imagine each scenario and answer questions about the way they would think, feel, and behave in those situations. Responses were grouped into seven factors, according to the social information processing theory: Hostile attribution, anger, verbally aggressive response selection, physically aggressive response selection, negotiation, anticipatory positive outcomes for aggression, and lack of empathy. A sample of 1750 adolescents (aged 13-18) completed the questionnaire and measures of dating violence at the beginning of the study, and one year later. Confirmatory factor analysis supported the hypothesized structure of the questionnaire. The scales obtained good internal consistency and were cross-sectionally associated with violence. Furthermore, higher scores on anger and selection of aggressive responses, and lower scores on negotiation at time 1, predicted dating violence at the one year follow-up. Findings have several implications for interventions with adolescents.

### **(4) A Global Community Project on Sexuality, Gender and Sexist Violence Prevention aimed towards Young People in the Basque Country**

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The aim of this paper is to present a program aimed to promote more equalitarian relationships among adolescents by diminishing sexism. The community program is focused on sexual education and gender violence prevention. The program was implemented in 40 schools in 14 areas of the Basque Country. Information, assessment, needs identification and referring service regarding issues of sexuality and gender was offered both face-to-face and on-line. Over 4,000

adolescents, 600 families and 200 teachers took part in the project. We have applied a process evaluation in all intervention levels (group, individual and community), and a results evaluation for those students who directly participated in the program. For the process evaluation we applied a scale which includes information regarding different structural aspects of the intervention. For the results evaluation we included the Ambivalent Sexism Scale, the Double Sexual Standard Scale, and the Distorted Thoughts Inventory regarding Women and Violence. Results show that participants evaluated the project (both program and service) very positively. The program has been effective decreasing levels of ambivalent sexism, adherence to the sexual double standard, and the number of distorted thoughts regarding women and violence.

## New Findings on Objective Personality Tests

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Advances in computerized technologies during the last two decades have led to the development and broad application of new standardized methods of personality assessment that do not rely on self-reports. These methods stand in the tradition of so-called “Objective Personality Tests” (OPTs) or “Performance Tests of Personality”. So called Cattelian “Objective Personality Tests”, or, performance-based personality tests have a long history in psychological assessment and capture behavior in highly standardized miniature situations. They lack transparency and do not require introspection. Therefore, they cannot be distorted by two well-known weaknesses of self-reports: limited self-knowledge and impression management. Within this symposium we aim to present new developments and studies that include new concepts of OPTs and studies on their psychometric properties that help us to better understand what these OPTs measure and how they can contribute to the advancement of personality research and assessment.

### (1) Objective Assessment of Trait Affiliation (OAT)

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We introduce the objective affiliation test (OAT), an innovative way to assess the personality trait affiliation by using an objective test concept. Similar to a role-playing game which casts a 6-days holiday trip, test takers make preference choices among different activities that belong to affiliative, dominant, or self-sufficient behaviors. Two scores can be calculated: Time and Choice. The use of both scores is discussed. Convergent and discriminant validity results suggest that the OAT assesses trait affiliation. An overview of different possibilities to improve the psychometric quality and the scope of the test is given, and potential fields of practical use of the test are discussed.

## **(2) Experimental Games – Performance-Based Assessment of Fairness and Altruism**

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We investigated the stability, reliability and validity of behaviors in experimental games as indicators of individual fairness and altruism. N = 615 participants completed three independent rounds of one-shot anonymous interactions in the dictator game, ultimatum game, and one round in the mixed game, at two times of measurement 6 weeks apart. In the dictator game, they decided how much of 10 Euro to share with another anonymous and powerless Person B. In the ultimatum game, as Person B they indicated the minimum amount of money transferred by Person A that they accepted. If they rejected an offer, neither interaction partner received anything. In the mixed game, as Person C, participants indicated how much of 10 Euro they invested to decrease Person A's outcome and to increase Person B's outcome given that Person A shared 0; 1; 2; or 3 Euro, respectively, with Person B. Additional self-reported personality constructs were assessed. We fitted alternative Latent-State-Trait Models. Estimates of reliability and stability of behaviors were high. Correlations support the convergent and discriminant validity of the behaviors as indicators of fairness and altruism. In sum, we systematically tested psychometric properties of experimental games as assessment methods of fairness and altruism.

## **(3) Analyzing the Convergent and Discriminant Validity of Objective Personality Tests using a Latent State-Trait-Multimethod-CFA approach**

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Objective Personality Tests (OPTs) are increasingly investigated and applied in the field of psychological assessment. The main advantage of OPTs is that they enable researchers to assess personality traits in computerized and standardized settings without relying on self-report measures. Hence, OPTs are supposed to be

less effected by limited self-knowledge or impression management as, for instance, self-report measures. However, the validity and reliability of OPTs have not been studied sufficiently yet. Especially broad studies investigating convergent and discriminant validity with respect to other methods of personality assessment (indirect measures, self-report measures) have not been conducted so far. In this study, we examine the convergent and discriminant validity of Objective (Personality) Tests, IATs and self-report measures for the assessment of conscientiousness and intelligence. Moreover, the convergent and discriminant validity of these measures is assessed on trait (stable) and state (momentary) level by using the multimethod latent-state-trait (MM-LST) model developed by Courvoisier et al. (2006). The MM-LST model allows separating different sources of variances: stable and momentary trait influences, stable and momentary method influences and measurement error influences. In total this study incorporated data from 300 students assessed on three different measurement occasions. Results are discussed with reference to the measures' reliability.

#### **(4) Predictive Validity of Objective, Indirect and Direct Approaches Assessing Conscientiousness**

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We aimed to investigate predictive validity of several measures assessing conscientiousness: Two Objective Personality Tests, an Implicit Association Test and questionnaire data. The first OPT was based on a procedure proposed by Steffens and Schulze König (2006). Test takers were instructed to work on an extract of a common attention test requiring crossing out certain visual stimuli in a row. Opposite to the original speeded test, test takers were briefed to work "as accurate as possible". Numbers of mistakes were taken into account as indicators. As a second OPT, a modified version of Cattells T62 test "Hesistancy" was used. Test takers were instructed to select the larger one of a number of pairs of figures only slightly differing in size. Again, they were instructed to decide as accurate as possible. We employed all measures at the first appointment in our lab to predict punctuality assessed at the further visits, as well as the return and quality of a homework given out at the first appointment. Linear regression analyses and discriminant analyses revealed different criteria to be predicted by OPTs as well as questionnaire data. This study was conducted as a part of the study reported in paper 3.



## **(5) LAMBDA the Second Generation - An Objective Personality Test for Multifunctional Measuring the Learning Style, Stress Resistance and Interest Preference**

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LAMBDA (translated as: *Learning by Heart, Memory, Stress Resistance, Reasoning*) has already been widely used in personnel selection, before published in 2013 (in print) and is presented with its psychometric properties. It is of an objective personality test-type in R.B. Cattell's tradition, or, an approach towards experiment-based behavior assessment (cf. Kubinger, 2006). There is on the one side an organization chart with 20 information units the testee has to learn by heart. The kind the testee handles that problem (e.g., duration of learning; number of needed trials in order to prove that every information unit is memorized) determines one of four learning types. On the other side, after having learned the organization chart, a reasoning test is administered. The first half of the test is presented in a "neutral" condition, in the second half the item presentation is interrupted by organization chart information units. The difference of the number of solved reasoning test items of the first and the second half aims to indicate stress-resistance. Moreover, the 24 information units are chosen according to 6 fields of study, e.g. medicine, social sciences, and economy; that is, a preference score is offered which indicates a testee's interests.

## Assessment of Humor

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Humor is an individual difference variable that is relevant in a variety of life domains, such as work, school, health, or relationships. In the past a variety of concepts have been proposed to refer to these habitual differences in humor behavior, thoughts and feeling and typically labeled “sense of humor”, “humor styles”, “humor temperament”, or “wit”. Humor refers to a variety of domains of psychological functioning and hence humor was conceptualized as a temperamental trait, but also as an life view, attitude, coping mechanism, aesthetic judgment, character strength, virtue and ability. While there is no agreement on the number and nature of the components of humor that need to be distinguished the development of instruments flourished. In the 20th century about 60 humor instruments have been proposed (Ruch, 2007) by many researchers around the world including very prolific names such as R.B. Cattell and H.-J. Eysenck. The proposed symposium will present an evaluation of these attempts and discuss new and recently generated instruments measuring forms of humor (and humorlessness) in adults and children.

### **(1) The Assessment of Benevolent and Corrective Humor: A Short Scale**

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The concept of the sense of humor originated in the late 18th century and was shaped thereafter to be a philosophical view of the world or a defense mechanism. In this tradition humor is kept separate from other forms of the comic, such as fun, nonsense, wit, satire, irony, sarcasm, and cynicism (e.g., Schmidt-Hidding, 1963). Interestingly, modern humor research in psychology has given up these concepts but implemented more shallow conceptualizations of humor, such as the propensity to laugh or to appreciate verbal jokes or cartoons. Based on the descriptions of Schmidt-Hidding (1963) the two concepts of benevolent and corrective humor were derived. The former describes a humorous outlook on life that entails the realistic observations of human weaknesses (and the imperfection of the world) but also their benevolent humorous treatment. In contrast, the more satirical stance of corrective humor involves moral based ridicule; i.e., the use of mockery to fight badness and

mediocrity. The construction and initial validation of the rationally developed scale with 12 items in a 7-point Likert type answer format (1=strongly disagree, 7=strongly agree) is presented. The scale has sufficient reliability (internal consistency between .76 and .84). Benevolent humor is higher among the more educated and corrective humor is more typical for men. The validation includes correlations with other humor instrument as well as measures of personality and character.

## **(2) The Assessment of Playfulness in Adults: Theoretical Aspects and Findings with a New Instrument**

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While playfulness is considered as an important personality characteristic in children and positively associated with a broad range of developmental achievements there is comparatively little known about playfulness in adults. A brief overview about strengths and weaknesses of current instruments is given. A new study will be presented where 20 instruments are subjected to a joint analysis. This study has shown five broader factors of playfulness; i.e., Humor; Cheerfulness-Uninhibitedness; Other-directedness; and Intellectuality-Creativity. The role of this analysis for the development of a new instrument is being discussed. The presentation also introduces a short and economic five-item instrument for a global assessment of an easy onset and high intensity of playful experiences along with the frequent display of playful activities.

## **(3) The Adaptation of Assessment Instruments in Humor Research Area: Beyond the Items Translation**

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Cross-lingual and cross-cultural assessment has become one of the most important topics in humor research. In this context, the adaptation process represents a relevant role because it guarantees equivalence across versions of the instruments. However, adaptation has been considered as a static process consisted on translating “automatically” items from the original version.

The aim of the study is to show how adaptations can be carried out by following seven principal phases: study justification, conceptual and theoretical framework related to construct to be assessed, items construction and item

theoretical assessment, item analysis, internal structure study, reliability, and studies to obtain external evidences of validity. To illustrate the process, steps conducted for obtaining the Spanish Trait version of the State-Trait-Cheerfulness-Inventory will be presented. The Spanish STCI-T was developed by translating the item pool of the trait parts (international version) into Spanish, which were used to develop new items by considering the conceptualization of each facet. Data about the Spanish version properties will be presented. Advantages of our approach to the adaptation process will be discussed.

#### **(4) Examination of the Construct Validity of the Humor Styles Questionnaire**

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The Humor Styles Questionnaire (HSQ; Martin et al., 2003) is a self-report questionnaire measuring four humor styles, namely affiliative, self-enhancing, aggressive, and self-defeating. Its reliability as well as its relations to various measures of well-being and personality are well-established. Martin and colleagues (2003) also reported initial evidence for the construct validity of the HSQ, i.e., correlations of self- and peer-ratings (though these were only one-item measures) and convergent validity with other humor questionnaires. In the present study, 300 participants were invited to take part in an online study, in which the four humor styles were assessed in four different ways to further investigate the construct validity of the HSQ. In addition to the HSQ, the participants also provided self-ratings of the four styles based on the scale descriptions and two sets of accounts of the concepts given by Martin et al. (2003; pp. 51-54). These data are analyzed using a multi-trait-multi-method analysis [Multiple-Indicator CT-C(M-1) Model; Eid et al., 2003]. In this model, convergent validity of the HSQ is shown if the consistency coefficient is large, and discriminant validity is shown if the correlations between the trait factors are low. Possible explanations and implications of the findings will be discussed.

## **(5) An Overview on the Assessment of Gelotophobia, Gelotophilia, and Katagelasticism in Children, Adolescents, and Adults**

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In 2008 the first empirical study on gelotophobia (the fear of being laughed at) has been introduced. Gelotophobia is seen as an individual differences variable at a subclinical level, which ranges on a dimension from low to high expressions of the fear. Later, two new variables have been introduced; i.e., gelotophilia (the joy in being laughed at) and katagelasticism (the joy in laughing at others). Gelotophiles search and establish situation in which they can make others laugh at them. They enjoy the laughter from the others. Katagelasticians actively seek and establish situations in which they can laugh at others. They do not feel bad when laughing at others since they are convinced that those who do not like being laughed should just fight back. Ruch and Proyer (2009) developed an instrument for the subjective assessment of these three dispositions towards ridicule and being laughed at in adults. A broad range of studies supports the validity of this instrument. Recently, also questionnaires for children (six to nine-year olds) and adolescents have been developed. The presentation gives an overview on findings with these instruments and discusses fields for research and application.

## **(6) Extending the PhoPhiKat Scale to Include the Fear of Laughing at Others**

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A number of studies have been conducted using a (traditional) Chinese-language version of the PhoPhiKat scale in Taiwan to measure the fear of being laughed at (gelotophobia), the enjoyment of being laughed at (gelotophilia), and the enjoyment of laughing at others (katagelasticism) among participants in Taiwan. The purpose of the present study was to facilitate further research in this area by validating an expanded PhoPhiKat scale, which includes a fourth dimension: the fear of laughing at others. In the initial stage of the study, responses from a sample of 377 undergraduate students were used to perform item analysis and an exploratory factor analysis for the 45 items composing the PhoPhiKat-45 and an additional 36 items

constructed to measure the fear of laughing at others. From the latter 36 items, the 15 items with the highest factor loadings were used to represent the fourth dimension of the scale. In the second stage of the study, the expanded scale was evaluated using reliability analysis, confirmatory factor analysis and criterion-related validation.

## **(7) Development of a Humor Styles Questionnaire for Children and Young People**

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The adult Humor Styles Questionnaire (HSQ) assumes that humor can be both adaptive ('self-enhancing' and 'affiliative') and maladaptive ('aggressive' and 'self-defeating'). Researchers have begun to examine the links between humor and psychological well-being in children, but one serious impediment has been the lack of a psychometrically sound measure of humor during that period. In this paper we will describe how over the course of two studies we adapted the adult HSQ to provide a reliable and valid scale to assess children's humor styles (those aged 11-16 years). Over two studies, 1187 UK school children aged 9-16 years completed the 24-item adapted child HSQ. In the second study, children completed the questionnaire on two occasions; one week apart, and also measures of psychosocial adjustment (e.g. self-perceived social competence). For children aged 11 years and upwards there was a clear four factor structure to the questionnaire with all sub-scales showing acceptable levels of internal and test re-test reliability. The findings of a more recent short-term longitudinal study examining the links between children's humor styles and their peer relationships (e.g. bullying, peer victimization, friendship, peer acceptance) will also be discussed.

## **(8) An Appraisal of German Adaptations of Children's Humor Tests**

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Research on the sense of humor in childhood and adolescence is sparse. Only few questionnaires have been constructed to assess the sense of humor, or facets of the sense of humor, in childhood and adolescence, most of which represent the dimensions of humor appreciation, production, and coping. Only very few studies report psychometric properties of the instruments. There is also little work on a comprehensive framework for integrating the different facets. While researchers agree that the sense of humor is most likely not a unidimensional personality trait (like a "g-factor" of the sense of humor), there is no agreement on the nature and number of facets or dimensions for children's sense of humor. The aim of this study is threefold. First, we aim at investigating the psychometric properties of all existing humor scales for children. Second, we explore their dimensionality, and third, the location of the dimensions in the personality space. About 400 children filled in the German translations of the instruments during school. The state of the art in measuring humor among children will be appraised, and it will be examined whether a smaller number of dimensions is sufficient to describe individual differences in humor among children and adolescents.

## Advancements in the Assessment of Emotional Intelligence

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Almost a quarter of a century ago, the concept of emotional intelligence (EI) has been proposed in the scientific literature (Mayer, J. D., DiPaolo, M. T., & Salovey, P. (1990); Salovey, P., & Mayer, J. D. (1990)). Ever since, the concept has received a lot of attention and especially a lot of criticism. The trait approaches have been criticized for their limited incremental validity and the ability approaches have been criticized for their scoring systems and limited theoretical grounding. In the present symposium four advancements are proposed in assessing EI from an ability perspective. The first contribution presents extensive research on the Situational Test of Emotional Understanding (STEU) and the Situational Test of Emotional Management (MacCann & Roberts, 2008), which are grounded in the emotion theory of Roseman (2001) and which apply situational judgment methodology. In the second contribution a new assessment instrument for the recognition of emotional expressions is proposed, the Geneva Emotion Recognition Test (GERT). In the GERT participants have to recognize multimodal expression information (vocal, facial and gestural). In the third presentation the youth version of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is screened on possible undetected multidimensionality. In each of the four branches sources of multidimensionality have been found which lead to a further elaboration of the four-branch model of EI. The final contribution presents a new research project that aims at the development of a new assessment method for EI that is strongly embedded in a theoretical emotion framework, the componential emotion framework.



## **(1) Examining the Nomological Network of Emotional Intelligence with the Situational Test of Emotional Understanding (STEU) and the Situational Test of Emotion Management (STEM)**

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This paper reports on the validity evidence for emotional intelligence (EI) as an important construct, based on two situational judgment tests: (a) The Situational Test of Emotional Understanding (STEU) and (b) the Situational Test of Emotion Management (STEM). Data are drawn from a variety of studies to illustrate empirical proof of key aspects of the nomological network of EI. For example, the STEM has demonstrated large positive relationships with both eudaimonic and hedonic well-being. In addition, the STEM has demonstrated important theoretical links to different ways of coping (in particular problem-focused coping) that impact the academic success at both the primary and tertiary level of schooling. Also, structural models of item parcels demonstrate that both emotion management and emotion understanding abilities may form distinct sub-constructs based on the emotion involved (fear, anger, or sadness). Taken together, studies such as these demonstrate that the STEU and STEM are useful psychometric tools for examining the structure and meaning of EI.

## **(2) Emotion Recognition Ability as a Part of Emotional Intelligence: Measurement and Validity**

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The ability to recognize other people's emotions from the face, voice, and body is a central component in Mayer and Salovey's (1997) ability model of emotional intelligence (EI). However, most instruments to assess emotion recognition ability (ERA) are of limited ecological validity, as they include only few emotion categories and unimodal stimuli such as still pictures of facial expressions. Here, we introduce the Geneva Emotion Recognition Test (GERT), in which participants are presented short video clips with sound in which actors portray 14 emotions. After each video, participants are asked to choose which of the 14 emotions had been expressed. Results from three studies conducted in different languages (German, French, Dutch) provided evidence for the satisfactory psychometric quality of the

GERT as tested with the Rasch model. Results also supported the construct validity of the test with respect to emotional and cognitive intelligence and personality. Furthermore, GERT scores predicted performance in a face-to-face interaction (negotiation) more consistently than the widely used Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). The GERT might therefore be a promising alternative to traditional measures of ERA in the context of EI.

### **(3) Undetected Multidimensionality in the Four-Branch Model of Emotional Intelligence**

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The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is the most well-known and used assessment instrument for the four-branch ability model of emotional intelligence (EI). While the empirical research with this instrument has substantially contributed to the validity of the ability approach of EI, also recurrent problems have been reported, such as varying nomological networks across studies, a difficult to validate internal structure, and high residual item variances. A possible cause for these problems is the presence of undetected multidimensionality. This possible account is systematically investigated in the current study with the youth version of the MSCEIT. In an exploratory sample of 635 children and adolescents the four subtests that operationalize each of the four branches of EI have been screened on multidimensionality. A systematic source of multidimensionality was indeed detected pointing to a differentiation in ability to identify the appropriate emotional response and the ability to reject the inappropriate emotional response. Both abilities were characterized by a different nomological network. Based on these findings an extended four-branch model was developed. In a new study with 574 children and adolescents the extended four-branch model is being tested using a confirmatory approach. The results from the first exploratory and the new confirmatory study will be presented.

## **(4) Situational Judgment Test of Emotional Intelligence in the Workplace**

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Most scholars agree on the idea that emotional intelligence (EI) should be viewed as a set of abilities, and few authors even suggested to drop the term intelligence in favor of competence, to remark that this is a dynamic ability that can vary between individuals and over time. Despite this general acknowledgement, most instruments supposed to assess EI are exclusively self-report measures that are in many respects confounded with personality questionnaires. Adopting an ability EI model, conversely, implies that questionnaires should be designed as performance-based tests in which the actual emotional competence of the person is assessed. This approach to EI, however, did result in very few tests so far, and only one considers several branches of emotional competence, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). This test has been widely adopted by researchers in many different contexts and became the standard measure for EI. Nevertheless, several authors criticized the MSCEIT for being largely a-theoretical, using a scoring rubric based only on consensus, and in some parts being similar to a cognitive test on knowledge about emotions (MacCann & Roberts, 2008; Scherer, 2007). In this contribution we will discuss the suitability of a componential emotion theory framework to develop a performance based test that is theoretically driven and targets different facets of EI. We will then present the first steps of an ongoing project whose goal is the creation of a new performance based test of EI that makes use of a situational judgment approach in the context of work activities.

# Assessing the Meaning of Emotion Words: The GRID Instrument

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The last two decades have witnessed an affective revolution with emotions, and more broadly affective processes, being extensively studied across very different theoretical and applied domains in psychology. However, the crucial role of emotion terms in this research has often been neglected. In the present symposium a new assessment instrument is presented to assess the meaning of emotion words across languages and cultural groups: the GRID instrument. With this instrument, the decontextualized meaning of emotion terms is assessed. It consists of 24 commonly used emotion terms and 142 emotion features that represent five emotion components: appraisals, bodily reactions, action tendencies, expressions, and feelings. In a first presentation it is demonstrated that the 24 emotion terms can be represented by a four-dimensional Valence, Power, Arousal, and Novelty structure on the basis of recent data from 34 samples in 27 countries and 24 languages. Moreover, it is shown that the decontextualized meaning of translation equivalent emotion terms is highly comparable across linguistic and cultural groups. The second and the third presentation demonstrate how the instrument can be used to investigate shifts in meaning between different groups and regions within a single country. The second presentation focuses on the meaning of despair in three groups in Spain. The third presentation shows how the meaning of pride differs between Northern and Southern Italy. The last contribution shows how the GRID instrument can be helpful in the construction of new methods for assessing interindividual differences in affects and emotions.

## **(1) Using the GRID Instrument to Identify Invariances and Cultural and Linguistic Variation in the Meaning of Emotion Words**

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The GRID instrument, consisting of 24 emotion terms and 142 emotion features representing appraisals, bodily reactions, expressions, action tendencies, and feelings, has been applied in 34 samples from 27 countries in 24 languages (Fontaine, Scherer, & Soriano, in press). Cultural and linguistic stability and variation in meaning are investigated using Simultaneous Component Analyses (SCA), Clusterwise SCA, and bias and equivalence analyses. Across all samples a stable four-dimensional structure emerged, defined by valence, power, arousal, and novelty in that order of importance. A common structure across all 34 samples accounted for 67% of the total variance (compared to 77% for sample-specific structures). Further analyses revealed that the variation is entirely due individual emotion features shifting in meaning in the common structure, especially on the valence dimension. For instance, the feature “feeling submissive” varied from being highly negatively to highly positively valenced. The average distances between the 24 emotion terms in the common structure accounted for 78% up to 91% of the sample-specific positions of the emotion terms. Most meaning variation was observed on the arousal dimension, especially for the terms “contentment” and “despair”. They could refer to very low up to very high arousal. The results demonstrate how the identification of universal properties of the meaning structure of emotion terms can be used as empirical points of reference to identify, possibly large, variation in meaning.

## **(2) The Conceptualization of Despair in Basque, Spanish, and English using the GRID Instrument**

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We aimed at analyzing possible dissimilarities in the English, Basque and Spanish prototypical terms for despair. The GRID instrument was used in four geographical regions and five cultural groups: Spanish-speaking Chilean sample, Spanish-speaking sample from the South of Spain, Spanish-speaking sample from the North of Spain, Basque-speaking sample from the North of Spain, and English-speaking sample from USA. Comparison of the different versions was made based on the agreement of the overall scores and the profiles for several components (appraisal, feelings, physiological features, action tendencies, and expression components), using multidimensional scaling procedures. Non-equivalence of despair terms across languages and cultural groups, both at a general and a component level were observed. The coordinates of each cultural-linguistic group in the one-dimensional space for overall scores revealed that the despair concept in Chile and South of Spain is more similar, that the Spanish version of the North of Spain is between the two other Spanish versions and the Basque version of the North of Spain, and that the Basque concept has a higher resemblance with the English version of USA. The three words do not seem to refer to a unitary concept, but rather to two different ones, where the Spanish 'desesperación' would convey a specific arousal-active pattern. Looking into a general profile of characteristic features for each term, the English and Basque could be considered to be equivalent terms and instances of a more general sadness category, whereas the Spanish 'desesperación' differs from the other two in a consistent way across all emotion components, except for feeling.

### **(3) Assessing Regional Variations in the Meaning of Emotion Terms: The Case of Pride in Italy**

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Cross-cultural studies on emotions typically analyze the differences between very dissimilar and geographically separated cultures. However, there are few studies that focused on regional differences, that is, cultural differences that exist within a single country. Indeed, due to historical and/or geographical reasons, many countries are not as culturally homogeneous as one could assume and the various regions show clear cultural differences. Italy may be one of these countries: its North and South regions have strong historical and economical dissimilarities, and the practical linguistic unification of the country happened only recently. In the current research, we used the GRID questionnaire to assess whether Northern Italians and Southern Italians differ with respect to the meaning of emotion terms. We focused our analysis on pride (*orgoglio*, in Italian) because it is considered extremely sensitive to cultural influences ( Eid & Diener, 2001 ), and it is experienced in very different ways across societies ( Hofstede, 1984 ;Marcus & Kitayama, 1991 ). Results showed a shift in the meaning of pride in line with the hypothesis that the value of honor is more salient in the South. All in all, results show that a correct emotion assessment should consider both the language and the specific cultural environment that may vary between speakers of the same language.

## **(4) The GRID meets the Geneva Emotion Wheel: Validating an Instrument to assess Emotional Feeling via Self-Report**

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Self-report of emotions (defined as subjective feeling states) plays a central role in many areas of psychological research. Classical approaches to obtaining self-reported emotion states involve a) the use of lists of discrete emotion labels and b) the use of ratings on dimensions such as valence and arousal. The discrete labels approach allows for a precise differentiation of emotional states, but long lists of emotion words are often confusing to participants. In contrast, the dimensional approach offers a simple structure to orient participants' responses, but these responses cannot be linked to specific emotion terms. Here, we present an instrument to assess emotional states that combines the advantages of both approaches, the Geneva Emotion Wheel (GEW). In the GEW, 20 frequently used emotion terms are arranged in a circular fashion based on the two main dimensions underlying their meaning, namely valence and power/control. This structure helps respondents' intuitive and fast orientation in the semantic space of the instrument. In addition, the GEW allows for a systematic assessment of the intensity of each emotion. This presentation focuses on how the GRID approach was used to validate the structure of emotion terms for the latest version of the GEW. Specifically, the semantic profiles obtained with the GRID questionnaire and analyzed with Multidimensional Scaling allowed for a better mapping of the emotion terms on the GEW structure than previous attempts that used direct dimensional ratings. This presentation also reviews some practical applications of the GEW in different areas of research.



## **Cultural variation in emotional experience and emotional intelligence between Black and White South-Africans**

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The present symposium reports on the first results of a collaborative project between North-West University (South-Africa), Ghent University (Belgium) and the South-African Police Services (SAPS). The ultimate goal of this project is to develop a cultural-sensitive assessment instrument for emotional competence. It is characteristic for police work to be confronted on a regularly basis with intense emotional episodes. Being able to manage these emotions in others and in the self contributes to the efficacy and well-being of police officers. Because of the inherent multicultural nature of the South-African society, Western emotional competence models cannot just be translated and applied. They have to take cultural factors into account. The first contribution looks at the impact of culture on the emotion profiles that characterize daily emotional experiences. It is investigated whether Blacks report more engaged emotional experiences and Whites more disengaged emotional experiences. The second contribution investigates whether emotional competence instruments that are developed from an ability perspective can be scored with the same key for Blacks and Whites. The focus is whether the effectiveness of an emotional response is culturally equivalent. The third contribution then focuses on daily police work. The aim of that contribution is to determine how SAPS police officers actually regulate their emotional experiences. This information will be used in a later stage to develop a culturally sensitive emotion regulation instrument. In the final contribution, it is investigated to which extent a levels of emotional awareness approach can be used to assess emotional competence among Setswana adolescents.

### **(1) Do Blacks Experience More Engaged and Whites More Disengaged Emotions in South-Africa?**

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It has been hypothesized that cultural groups differ with respect to the construction of the self, and that this would relate to cultural differences in emotional experiences. With an interdependent self-construction, engaged emotions that strengthen interpersonal bounds, would be more salient. Disengaged emotions, that

distance the person from others, would be more salient with an independent construction of the self. These relationships have mainly been investigated with South-East Asian and USA samples. Here we investigate whether comparable differences between black and white groups in South-Africa can be observed. Four student samples (57 Setswana-speaking black students, 93 English-speaking black students, 47 English-speaking white students and 112 Afrikaans-speaking white students) were asked to describe the most important emotional episode of the past week they experienced at home and the most important emotional episode they experienced at university. They rated their emotional experiences on a list consisting of 55 emotion and feeling terms. Factor analyses revealed a two factorial structure that was congruent across the four ethnocultural groups. The first factor was a general valence factor opposing positive emotions (e.g., joy) to negative emotions (e.g., sadness). On the second factor positively engaged emotions (e.g., grateful) were opposed to negatively disengaged emotions (e.g., hatred). Setswana-speaking black students reported more positive emotions than the other three groups. Contrary to the hypothesis, no ethnocultural differences were observed on the second factor. Much more negative disengaged emotions, though, were reported in the university context than in the home context in all four cultural groups.

## **(2) Differences in the “Correctness” of Emotional Intelligent Responses Between Blacks and Whites in South-Africa**

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One of the most problematic aspects of the assessment of emotional intelligence from the ability perspective is the scoring of the responses. It has been claimed that the “correctness” of emotional reactions is culturally determined. From a universalistic perspective the emotion processes are assumed to be the same across cultural groups. The expression, however, can be still be culturally regulated. From a relativistic perspective, both the expression and the emotion processes themselves are culturally determined. In the current study the convergence between Blacks and Whites in South-Africa with respect to the “correct” response is investigated with the Situational Test of Emotional Understanding (STEU) and with the Situational Test of Emotional Management (STEM). As the STEU operationalizes a universal appraisal theory and the STEM assesses what is expected to be effective in concrete emotional situations, it was hypothesized that the STEU would be more culturally stable than the STEM. There were 77 Black Setswana-speaking, 93 Black English-speaking, 66 White English-speaking and 134 White Afrikaans-speaking participants.

A one-dimensional multidimensional scaling solution on the Pearson-correlations between the emotional reactions revealed a correct versus incorrect dimension in both the STEU and the STEM. For the STEU the overall dimensional representation correlated .66 with the Black Setswana, .87 with the Black English, .88 with the White English, and .94 with the White Afrikaans representation. For the STEM these correlations were .85, .90, .96, and .97 respectively. Contrary to the prediction ethnocultural groups agreed more on what has to be done, than on what characterizes emotions.

### **(3) Daily Emotional Experiences of South-African Police Officers From a Componential Emotion Perspective**

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Police work is considered to be very stressful. One of the most contributing sources is a regular confrontation with intense emotional situations. Police work implies a confrontation with civilians that are in intense emotional states (such as after traffic accidents or in domestic violence). Moreover, these situations can also arouse very intense emotions in the police officers themselves (e.g. when they are verbally aggressed). Being able to adequately regulate one's emotions can function as an important buffer against the stressfulness of police work. The aim of the project, in which the current study is embedded, is to develop an emotional regulation instrument for the South-African Police Services. Because SAPS is a highly multicultural organization and as cultural groups might differ in the emotion regulation processes they prefer to regulate their emotions, it is investigated which regulation processes police officers from different ethnocultural groups actually use in SAPS. In total 158 police officers have been asked to report the most important emotional episode of the last week in three different contexts, namely the home context, the work context with colleagues, and the work context when at work in the field with civilians. The participants have been asked to report their emotional experiences, as well as how they regulated their emotions. In total 13 different regulation mechanisms were reported by the police officers: acceptance, avoidance, helplessness, problem solving, reappraisal, religion, social withdrawal, support seeking, suppression, rumination, pleasurable activities, excessive expression, and lack of control.

#### **(4) The Complexity of Emotional Representation among Setswana Adolescents in South-Africa**

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The assessment of emotional intelligence has been plagued with the difficulty of identifying the correct answer to maximum performance items in the emotion domain, a problem that gets more acute in a cross-cultural context as “correctness” might be cultural variable. In the current study an alternative is explored based on the levels of emotional awareness approach introduced by Lane and the componential emotion approach. Lane assumes that the mental representation of emotional experiences is characterized by a developmental pathway from simple to complex. It is not the correctness, but the complexity of the emotional representation that is taken into account. This is especially promising in a cross-cultural context, because complexity of the mental representation can be evaluated independent of its content. The componential emotion approach offers, furthermore, a promising framework to score the complexity of the emotional representation. According to the CEA an emotion is a process that is triggered by the experience of goal-relevant events and that is characterized by a synchronization between appraisals, action tendencies, bodily reactions, expressions, and feelings. It can thus be investigated whether and to which extent respondents mentally represent all components of the emotion process, without having to evaluate the correctness of the representation. In the present study 120 Black Setswana-speaking and 120 Black English speaking adolescents reported what they would experience and what someone else would experience in six emotional scenario’s. The qualitative material is currently being coded in terms of the five emotion components. Results will be presented at the conference.

# The Assessment of Self-Conscious Emotions

Chairperson: Mia Silfver-Kuhalampi  
University of Helsinki (Finland)

This symposium focuses on negative self-conscious emotions, such as guilt, shame and embarrassment. First two presentations focus on a large cross-cultural study. The study aims at investigating cultural differences and similarities in negative self-conscious emotions with a newly developed instrument, which includes narrative descriptions of emotion episodes and emotion feature items concerning those episodes, including different emotion components (appraisals, bodily reactions, expressions, action tendencies and feelings). The first presentation shows how the emotion features are structured in student samples from different cultures around the world. The second presentation addresses the relations between the emotion factors and values on both individual and cultural levels. The third presentation focuses on Turkish narratives of self-conscious emotions. Finally, the last presentation concentrates on the relation between shame and aggression, using both survey and experimental methods with samples of Finnish students.

## (1) A multilevel Approach to Self-Conscious Emotions

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Self-conscious emotions, and especially guilt and shame, have been conceptualized in very different ways leading to very different and sometimes opposite predictions (e.g., according to some theories guilt is the pathological emotion, while according to others it is shame, or some theories predict that guilt is more salient in individualistic cultural groups and others claim that guilt is more important in collectivistic cultural groups). In the current study, these inconsistencies are investigated with a multilevel design. Participants are asked to report on the three last episodes in which they experienced a self-conscious emotion and to rate each episode on 99 self-conscious emotion features representing the appraisal, the bodily reaction, the expression, the action tendency, and the feeling component of the emotion process. In such a design the internal structure at episodic level is statistically independent from the internal structure at person level. In total 2754 respondents from 16 countries (Argentina, Belgium, Colombia, Estonia, Finland,

France, Hungary, India, Italy, Lebanon, Japan, Mexico, Portugal, Russia, Turkey, and USA) participated in the research. A very different internal structure emerged at episodic and at person level across cultural groups. At episodic level five emotion factors emerged: guilt, anger, embarrassment, worthlessness, and distress. The following five interindividual difference factors could be identified: negative self- and social-esteem, felt and expressed weakness, externalization, action orientation, and intensity. It will be discussed how the differences between the two levels of analysis can account for the confusion in the self-conscious emotion domain.

## (2) Values and Self-conscious Emotions across Cultures

Mia Silfver-Kuhalampi<sup>1</sup>, Johnny R.J.R. Fontaine<sup>2</sup>, Klaus Scherer<sup>3</sup>, Tima Al-Jamil<sup>4</sup>, Bai Lin<sup>5</sup>, Nevra Cem Ersoy<sup>6</sup>, Carlos Crivelli<sup>7</sup>, Heidi Dempsey<sup>8</sup>, Anja Eller<sup>9</sup>, Ana Figueiredo<sup>10</sup>, Márta Fülöp<sup>11</sup>, Keiko Ishii<sup>12</sup>, Meetu Khosla<sup>13</sup>, NG Bee Chin<sup>14</sup>, Monica Pivetti<sup>15</sup>, Ann Ojala<sup>16</sup>, Jorge Sinisterra<sup>16</sup>, Florencia Sortheix<sup>16</sup>, Tatiana Stefanenko<sup>17</sup>, Jose Alberto S. Reyes<sup>18</sup>, David Vaidis<sup>19</sup>

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This study aims at understanding how value priorities relate to self-conscious emotional tendencies on both individual and cultural levels. Our data consists of survey samples of university students from 20 countries around the world. We study self-conscious emotions with a newly developed instrument, which includes written descriptions of real-life emotion episodes, and emotion items that are assessed with respect to each episode. Individual values were measured with Schwartz's 21-item portrait value questionnaire, and cultural values with Hofstede's value dimensions. We found that at the individual level, self-focused shame and defensive aggression related negatively to self-transcendence values in a similar way in different cultures. Within anthropology and cross-cultural psychology, it has been suggested that shame would be a more salient emotion in collectivistic cultures (Benedict, 1946; Hofstede, 2001). While we did observe significant cultural differences in the prevalence of shame, these differences were not explained by individualism-collectivism dimension. Furthermore, we also tested the hypothesis by Kitayama, Markus and Matsumoto (1995), who suggest that shame relates to defensive aggression especially in individualistic cultures. We found that there were significant

cultural differences in the magnitude of shame-aggression relation, but again, the pattern was not explained by differences in individualism-collectivism.

### **(3) Self-Conscious Emotions in Turkey**

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Self-Conscious emotions such as guilt, shame, remorse and humiliation play important roles in regulating people's thoughts, feelings and behavior. Self-conscious emotions are the focus of recent research (i.e., Groenvynck & Fontaine, 2011; Fontaine et al., 2006). The aim of this study was to examine self-conscious emotions in Turkey. 106 university students were asked to report events that caused them to experience self-conscious emotions. Content analyses were conducted to these events. 3 coders independently coded the frequencies of types of emotions reported. Coders also examined the kinds of problems reported and attributions made in these problems. Results showed that remorse (48 cases) was the most frequently experienced emotion followed by anger at oneself (27 cases) and guilt (24 cases). The issues in the scenarios were mainly relationship problems with a friend (26 cases), with a family member (19 cases) and with a girl/boyfriend (17 cases). Participants explained the causes of the events by making internal attributions (65 cases) more than external attributions (21 cases).

### **(4) The Relations between Narcissism, Shame and Aggression: Evidence from Survey and Experimental Studies**

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This study provides psychological and physiological evidence of the relations between narcissism, shame-proneness and aggressive behavior in a shame inducing situation. In Study 1, participants (N=391) filled out an online survey with three instruments: Narcissistic Personality Inventory, Test of Self-Conscious Affect and Anger Response Inventory. In Study 2, 57 participants from study 1 were exposed to a typical shame inducing situation and to a neutral situation in laboratory context. Participants' indirect aggressive responses, physiological reactions and various emotional responses were measured in both (shame and neutral) situations. As predicted, shame proneness correlated negatively with NPI total scale but positively with non-adaptive subscale of NPI. Shame-proneness as well as narcissism



correlated positively with verbal and physical aggressive intentions. Experimental data showed that shame manipulation and magnitude of shame experienced in laboratory had a main effect in multilevel linear model analyses when aggressive behaviour was predicted. The results also showed that those who scored higher in shame proneness expressed more indirect aggression in the shame inducing situation. Cardiovascular and other autonomic measures (EDR, EMG) showed that shame was associated with submission-related autonomic activity. The submission related activity was followed by challenge- and approach-related activity but only in those participants who reacted most aggressively.



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**ORAL  
PRESENTATIONS  
ABSTRACTS**



**Thursday, July 18**

**9:45 – 11:15**

**Test Adaptation, Test Development, and Innovative Assessment  
Tools 1 (Room 0.1A)**

**EQI-C: Spanish Validation for the EQ-I (Short Form).**

Esther Lopez-Zafra<sup>1</sup>, Manuel Pulido Martos<sup>1</sup>, M. Pilar Berrios<sup>1</sup>, M. Carmen Aguilar<sup>2</sup>,  
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The growing interest in emotional intelligence makes necessary to assess this concept. Several instruments have been proposed as a function of the theoretical perspective addressed. To enable a widespread use of measures, short versions are proposed, as they are user-friendly tools. However, scarce short versions from the mixed model approach are available and none in Spanish. In this study, we adapt and validate the short form of the EQ-i (Baron, 2002; Parker Keefer & Wood, 2011) for the Spanish population. The scale was translated and adapted into Spanish in a three-step process and was administered to a total of 384 subjects (82.8 % women) with a mean age of 22.16 years ( $SD= 3.26$ ; range = 18-32). We analyzed the psychometric properties in terms of factor structure (exploratory and confirmatory analyses), internal consistency, and convergent validity. Finally, we propose a scale compound by 28 items with a good reliability for each scale. Differences were observed related to genderwomen scoring higher in Interpersonal EI. The conclusions of these results are discussed.

**How to Ensure the Validity and Quality of Psychometric Assessments  
(both in Clinical and in Industrial/Organisational contexts) Delivered in  
other Languages.**

Sue Orchard and John Bendel  
Comms Multilingual Ltd. (UK)

The purpose of this presentation is to outline the importance of following a defined and robust quality process for translation, localisation and adaptation of both clinical and I/O psychometric assessments. This will help to ensure accurate, reliable results in assessments, when these are produced in other languages. The successful

translation, localization and adaptation of all types of test and assessment can pose a real challenge. There are many pitfalls that can catch people out and prevent a successful outcome: a) How can international testing organisations ensure the validity, reliability and quality of localised assessments? b) What issues and situations are culturally sensitive and would require localisation steps prior to the translation of the assessments? c) What steps should testing organisations follow in order to develop high-quality translations of different assessment types? This session will consider these questions as well as the following crucial issues for global testing programmes: a) Adaptation of User Interfaces for online delivery in multilingual contexts. b) Internal preparation and planning for multinational studies. c) Validation of translations d) Timing and other practical considerations when producing multilingual assessments. The presenters will provide real examples and solutions from work carried out for both clinical and IO projects. They will also seek feedback from audience members about the issues they face, their goals for international testing and the progress they have made.

### **Storyline-guided Assessment of Interpersonal Motives**

Charleen Henn, Jonas Staudt, Anna Nitsche & Lothar Schmidt-Atzert  
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A new method is presented to assess four central interpersonal motives based on Grawe (1998): Affiliation, Approval-Seeking, Dominance, and Autonomy. Guided by a storyline, the test taker makes preference choices and time-allotments among different actions or characters that belong to the affiliative, approval-seeking, dominant or autonomous domain. The test is entirely computer-based and suitable for online assessment. Similar to, but more immersive than a Situational Judgement Test, it encompasses a wide variety of situations. The presentation focuses on the evaluation of the innovative time-allotment item type and on the introduction of an overarching storyline as framework in which the items are embedded. The test was validated with N = 181 students. Validating tests included the German versions of the Personality Research Form (Jackson, 1974) and facets of the NEO-PI-R (Costa & McCrae, 1990), as well as the German Questionnaire for the Analysis of Motivational Schemas (Grosse Holtforth & Grawe, 2000). High reliabilities and promising convergent and discriminant validity results suggest a predominantly valid assessment of the intended constructs. The extent to which these constructs can be differentiated within the framework of our storyline-guided approach will be

discussed, as well as advantages of this approach and potential fields of practical use.

## **Online Assessment of Gender Roles Profiles: the Gender Roles Test**

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The Gender Roles Test (GRT- Fernández, Quiroga, Del Olmo, Aróztegui & Martín, 2011) was elaborated as an alternative way to assess gender roles within the frame of implicit association tests. GRT provides four D scores reflecting strength of association between: (1) female domestic activities and women; (2) male domestic activities and men; (3) female work activities and women and (4) male work activities and men. With the four D scores, psychologists can obtain gender roles profiles for each participant or group. In this study, 164 participants (90 females and 74 males), with an age range from 22 to 61 ( $M = 43$ ;  $SD = 10$ ), completed the online GRT. All the participants had a paid job. Obtained results show: (1) the correlations between the 4 D scores are low (from .02 to .21), supporting the necessity of having separate estimates of gender roles as it was hypothesized; (2) males and females give similar response times for stereotyped choices but show different response times for non stereotyped choices, in two domains: work-men (males being faster  $d = .53$ ) and domestic-women (females being faster  $d = .55$ ). Discussion focuses on the utility of separating gender roles according to two different environments: domestic and work spheres.

## **Personality Assessment (Room 2.1)**

### **Adaptation of Dimensions of Identity Formation Scale (DIDS) to Georgian Population**

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Marcia's identity development model refining process resulted in the new instrument - Dimensions of Identity Development scale (DIDS). We adapted it for Georgian population whose culture and language are quite different from those of the European, where DIDS was developed. The Dimensions of Identity Development Scale was parallel translated and refined to its final version through expert group

work and pilot testing. Reliability and validity analysis were conducted on 642 Georgian students (age: 17-25). Cronbach's alphas of the 5 subscales ranged from .711 – for exploration in breadth, .701 - for exploration in depth, .802 – for commitment making, .759 – for identification with commitment and .735 – for ruminative exploration. Internal validity was measured by inter-correlations among sub-scales: we found positive correlations between commitment making and identification with commitment, exploration in breadth, exploration in depth and ruminative exploration; negative correlation between commitment making and ruminative exploration. External validity analysis was conducted using Beck's depression inventory, Spilberger's state-trait anxiety inventory, Rosenberg self-esteem scale, Diener subjective well-being scale, all yielding corresponding correlations.

## **The Assessment of Coping Behavior**

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The modern society can be characterized by an increasing social instability and rapid changes in all aspects of life. Thus, personal characteristics and competent coping are key factors for keeping balance and harmony within our environment. The aim of our research is an assessment of choice of coping strategies based on study of correlations and causal relations between personal characteristics and preferred coping strategies. The subjects were 314 teachers from different regions of Russia (average age 40-45 years). 6 personal questionnaires and 1 projective method were used to collect data. In our study personal anxiety, locus of control, life purposes and tolerance/intolerance to uncertainty were examined as determinants and (or) mediators of choice and using of coping strategies. For mediation analysis structural equation modeling was used. The results showed that using of every coping strategy depends on specific repertoire of personal characteristics. Also we got arguments for developing a classification of coping strategies and opportunities for assessment of coping behavior based on personality assessment. The examination of coping behavior characteristics within personality assessment as a background is effective in practice for example for behavior forecasting in situation of conflict or (and) emergency.



## **Factorial Structure of Personality as Measured by IPIP-100 in 33 Countries**

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The aim of the study was to test the generalizability across cultures of the factorial structure of personality traits as measured by 100-items questionnaire from Goldberg's International Personality Item Pool (IPIP-100). We tested two hypotheses. The first one posited five factors, in accordance with common used Big Five model (Digman, 1990). The second one posited two higher-order factors of personality: alpha and beta, which underlie the Big Five (Digman, 1997). The study was conducted in 33 countries from 6 continents, on a total group of N=152,059 respondents. Both hypothesis were verified via confirmatory factor analysis with items parceling performed separately in each country. The first hypothesis was tested using a first-order confirmatory factor analysis, in which parcels load on five variables: extraversion, agreeableness, conscientiousness, stability, and intellect. The second hypothesis was tested by employing a second order confirmatory factor analysis, in which agreeableness, conscientiousness and stability load on alpha, while extraversion and intellect load on beta. The results show that the five-factor structure was supported in almost all countries and the second-order structure with two higher-order factors of personality fits the data well in many countries. The results will be discussed in light of recently theoretical and empirical consideration on hierarchical structure of personality traits.

## **Effects of Social Desirability on Response Styles in Personality Items**

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Response styles such as extreme response style and acquiescence occur in many personality questionnaires with Likert-type scales. However, items in personality questionnaires also often elicit socially desirable responding. This study investigates the influence of the social desirability of personality items on the

occurrence of response styles and the relationships between response styles and traits. To this purpose the social desirability of each response option (*disagree*, *rather disagree*, *rather agree*, and *agree*) to personality items was rated by one sample. A second independent sample took the personality questionnaire. For the first sample, we analyze whether social desirability ratings show a linear or non-linear relationship to the response categories. For the second sample, we compare multidimensional item response models that model only the trait and response styles with models that additionally model the social desirability of the participants' responses. We also compare the proportion of participants that are classified as showing an extreme response style or acquiescence between the two models. Furthermore, we investigate how relationships between response styles and traits change when the influence of social desirability is partialled out. The results show that a more differentiated view of response styles which takes into account social desirability is necessary.

### **The Validation of the New Version Action Control Scale (ACS)**

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Traditional version ACS suggested by J.Kuhl are widely used in self-regulation research and allows measuring the degree of manifestation two types of action control: action versus state orientation. But, in our studies (2012, 2013) it was proved that there is also the third component of action control so called "reflective orientation". There were several comparing studies which allow to check psychometric features and to prove construct validity new version ACS. 1. Expected correlations with other scales measuring reflectivity were got. 2. Correlations with other characteristics of self-regulation, well-being, values orientations and skills of management for all three types of AC allow to differentiate all of them and to show efficacy reflective orientation. 3. Psychometrics characteristics of data which were got with ipsative (as traditional ACS) and Likert forms of questionnaire were done. It was proved that state orientation is not opposition to action orientation. 4. Method of plural identification allow to get several validating indices (including cultural norm of choosing this or those type of action control common in different cultures. Data were collected in Russia, Uzbekistan and Azerbaijan during several years. Different kinds of analysis were data based on data had got from more than 1000 subjects.

### Personality Attributes and the Outcome Questionnaire-45

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The Outcome Questionnaire-45 (OQ-45) was developed to measure common psychological symptoms for baseline screening and to assess change. Higher total scores reliably indicate more psychological problems, and scores reliably diminish over the course of effective treatment. The three-subscale structure, however, has not been well supported by criterion validity or structural analyses. The current study proposes that alternative models (dimensions of personality attributes or more specific dimensions of problems) will better explain patterns of responses. In Study 1, intended and alternative models were compared using EFA and CFA in random thirds of a community clinic, intake sample (N = 1,880). The preferred models were then assessed in samples from sessions five and 10. In Study 2, the models were compared in a student sample (N = 591) and relations between the OQ-45 and personality attributes were explored. A bi-level model of intended subscales provided adequate fit, but four-factor personality and seven-factor problems models provided closer fit. Personality attributes may drive responses on the OQ-45. About half the variance in OQ scores was accounted for by Big Six personality dimensions. Recommendations for best use of the OQ-45 in clinical settings are proposed, as are items for assessing personality attributes in OQ-45 data.

### The Italian version of the Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF): A Cross-Cultural Replication of the Factor Structure

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The MMPI-2-RF is a recently developed version of the MMPI-2; a distinctive feature of the RF is that the various clinical scales are arranged hierarchically. Three Higher Order (H-O) scales were developed to broadly represent the traditional psychopathological categories: Emotional/Internalizing Dysfunction (EID), Thought Dysfunction (THD), and Behavioral/Externalizing Dysfunction (BXD). These H-O scales correspond to the highest level, while the Restructured clinical scales (RC)

represent the middle level. The focus of our study is on the cross-cultural replication of the factor structure of the Italian version of the MMPI-2-RF. The Italian sample consisted of 617 men and 617 women (mean age respectively  $31 \pm 10$  and  $31 \pm 13$  years). The Italian version was found to be highly comparable to the English one. A principal axis extraction and varimax rotation factor analysis was used to analyze scores concerning H-O and RC Scales. Factor loadings showed a first factor (EID) marked high loadings for RCd, RC2, and RC7; a second factor (THD) characterized by high loadings for RC6, and RC8; and third one (BXD) with high loadings for RC4, and RC9. The replication of the factor analysis – conducted following the procedure utilized for the American sample – showed equivalent results when applied to the Italian sample.

## **The Relationship between the Extent of Life Changes and Psychological Problems**

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The aim was to examine the eventual relationship between the extent of life changes and psychological problems, assessed with the recently developed version of the MMPI-2: the Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF). The Life Events Form (LES; Butcher et al., 1990), was translated into Italian and administered, along with the Italian version of the MMPI-2-RF, to 267 males and 307 females (mean age respectively:  $M=31.72 \pm 12.51$  and  $M=32.64 \pm 16.57$  years). The LES is a modified version of the Recent Life Events Survey by Holmes and Rahe, covering significant changes in life during six-month period preceding completion of the MMPI-2-RF by participants. The MMPI-2-RF comprises – among others – three Higher Order (H-O) scales, and 9 Restructured clinical scales (RC). Pearson product-moment correlations were calculated between the total number of recent life changes reported, and the raw scores of the MMPI-2-RF H-O, and RC scales. The coefficients of correlation were all statistically significant and varied from .19 to .23, in the case of H-O scales, and from .09 to .24, in the case of RC scales.

**Discussion.** The associations observed were rather similar to those reported in previous studies carried out using comparable techniques, suggesting a slight, but consistent impact of recent life changes on psychological wellbeing.

## **Longitudinal Study of 51 Teens with Rare Dysgenetic Syndromes**

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Study on the psychological and functional construction of gender identity in four groups of patients with rare intersex disorders. The subjects have Turner syndrome, Klinefelter's, Morris and SAG congenital. These diseases lead to bodily and psychological changes in the construction of gender identity, which features hermaphroditic genital morphology, sudden virilization at puberty, pseudo feminization or sexual neutrality, depending on the individual hormonal abnormalities (as in SAG), chromosomal (as in Turner and Klinefelter), genetic (as in Morris). Subjects were followed with psychodiagnostic assessment and research design of longitudinal type, from the age of seven to about 19-21. The interval between test and re-test was between four and five years in the three stages of examination of the same subject, from 50 to 31 subjects (final loss of about 38% of study sample). We studied the development of sexual identity, socialization, cognitive skills, self-perception, the style of confrontation of problems, projective dynamics in response to the Rorschach and TAT. Results show larger differences depending by chromosomal factors rather than hormonal and genetical.

11:45-13:15

### **Personality Assessment in Childhood (*Room 0.1A*)**

## **Difficulties in the Assessment of Optimism in Preschoolers: A Proposal for Measurement**

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### **Abstract**

Research has shown the importance of optimism in adult life as a protector of disease and health promoter (Carver & Scheier, 2005). Moreover, in recent years attention has focused on other stages of life, as the pre-teen and pre-adulthood, obtaining health-related outcomes (eg, lower depressive symptoms) (Sanchez & Mendez, 2009); and other general studies (Conley, Haines, Hilt & Metalsky, 2001). In contrast, in the infant stage, which is still a period in which they are forming their personal expectations and where any life experience can act as social learning factor in function of the perceived impact and future data on the role of optimism, are

practically null. This is due in large part to the difficulties in the evaluation and the lack of standardized instruments adapted to this population. We present a proposal for evaluation of optimism in childhood, comprising 10 items, prepared in a form adapted to this population. In addition, we present the results concerning the creation of it.

## **Item Response Theory (IRT) for Need for Cognition and Need to Evaluate scales with French students**

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Social psychologists have identified two general dispositions of people that may be of interest to political scientists because they predict the extent of which people think about and evaluate information (Bizer, Krosnick, Petty, Rucker & Wheeler, 2000). There are the need for cognition and need to evaluate. The need for cognition, in psychology is a personality trait reflecting the extent to which people engage in and enjoy effortful cognitive activities. The Need for Cognition Scale (NFCS) is largely used for assessing this concept. However, need to evaluate is defined as the assessment of the positive and/or negative qualities of an object, which is assumed to be among the most pervasive and dominant human responses (Jarvis & Petty, 1996). Individuals constantly need to evaluate things, people, products and so forth. The Need to Evaluate Scale (NES) is developed by Jarvis and Petty (1996) for measuring this concept. In French culture, Salama-Younes, Gouinguin and Somat (2010) have developed a French version of these two scales. In this study, we aim to purify the two French versions. Methods. Data was collected from 390 French colleges' students from Rennes University, France. Respondents were aged 19–21 years ( $M= 19.99$ ,  $SD= 0.56$ ). The IRT was used to examine the items of the two scales. The two Parameter Graded Model was used to analyze the two scales and investigate items quality in terms of items' level of trait (difficulty) and discrimination. Results. 3 items of 16 (7, 8 and 14) were deleted from NES, and no items were deleted from NFC. PARSCALE version 4.1 was used in the analysis. NES was calibrated in terms of items' level of trait (difficulty) ( $-0.04\pm 0.03$ ) and discrimination ( $0.57\pm 0.27$ ), while NFCS was calibrated in terms of items' level of trait (difficulty) ( $-0.01\pm 0.01$ ) and discrimination ( $0.72\pm 0.11$ ). Conclusion. The two scales are available in French and the correlation among these different concepts is acceptable.

Key Words. IRT, NFCS, NES

## **Kindergarten children's behavioral problems, as perceived by the teachers: Effects on children's competence self-beliefs and school performance**

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The main aim of this study was to examine (a) the perceived by the teachers kindergarten children's behavioral problems, and the relationship between these problems, kindergarten children's ability self-perception and school performance in language and mathematics. The sample consisted of 50 teachers, and 194 kindergarten children, both genders, from various parental socioeconomic backgrounds. The teachers chose four children from their classes, who, according to their opinion, were more likely to have undiagnosed behavioral problems, and, then they completed the Behavior Checklist for Preschool Children (adapted into Greek by Manolitsis & Tafa, 2005) for each of the children. Next, the researchers conducted personal interview with each of the children. The results revealed that behavioral problems do exist even in this early age, while the most frequent ones were the psychosomatic problems. Also, the perceived by the teachers' children's behavioral problems were negatively correlated to children's ability self-perceptions in language and mathematics. In addition, these behavioral problems were negatively associated with school performance. The findings of this study are discussed in respect to assessment of young children's classroom behavioral problems, and in implications in the education and future research.

## **Dimensionality of Temperament in Spanish Children: The Child Behavior Questionnaire CBQ and CBQ-Very Short Versions**

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This study analyzes the structure and reliability of both the Children's Behavior Questionnaire CBQ-version and the Children's Behavior Questionnaire Very Short version (CBQ-VS). The sample was composed of 424 Spanish children from 3 to 8 years old. The CBQ is a caregiver report measure designed to provide a detailed assessment of children's temperament based on three central constructs of temperament such as emotional reactivity, arousability and self-regulation. Factor exploratory analysis of CBQ scales recovered a four-factor solution indicating three broad dimensions: Negative affectivity, Effortful control, Extraversion/activation, and

Extraversion/inhibition. According to factor confirmatory analysis, the two extraversion factors were grouped into a general second order factor of Extraversion. The final factorial solution was consistent with previous studies. These results were replicated by the CBQ-VS. Both versions scales of CBQ and CBQ-VS demonstrate adequate internal consistency. Similarities and differences between the Spanish structure of CBQ and American factorial solution are discussed.

## **Testing the Measurement Invariance of Self-, Teacher-, and Parent Evaluated Multisource Assessment of Social Competence scale (MASCS) among Finnish and Greek Children**

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Our aim was to analyze the configural, metric and scalar invariance of self-, teacher-, and parent evaluated MASC among Finnish and Greek children in order to be able to compare the possible cultural-based differences in school-aged children's social competence. The self-, teacher-, and parent evaluations concerning 318 Finnish and 545 Greek fourth-gradechildren's (mean age 10.4) social competence were collected with Multisource Assessment of Social Competence scale (Junttila, Voeten, Kaukiainen, & Vauras, 2006). The measurement invariance analyses and comparisons between countries and genders were conducted with Mplusprogram using the original 4-factor structure (i.e. co-operating skills, empathy, impulsivity, disruptiveness) as a basis for the CFA-models. After some modifications, a partial scalar invariance between Finnish and Greek self-, teacher-, and parent- evaluations was reached. The modifications needed were very minor for the data of self-evaluations; however the data of teacher-evaluations needed reasonable large set of modifications. According to all evaluators, Greek children had more co-operating skills, empathy and impulsivity than Finnish children. The difference in disruptiveness was statistically non-significant concerning the data of self and teachers, however in parent- evaluations Finnish children had more disruptive behavior than Greek children. While using the gender as a covariate for the models, the results showed quite consistently that girls were evaluated to be more co-operative and empathic whereas boys were evaluated to be more impulsive and disruptive. The issues of the measurement invarianceof the MASCS measuring culturally different country's multisource evaluated datasets as well as the possible explanations behind the discrepancies between the evaluations will be discussed.



## Neuropsychological, Cognitive and Intellectual Assessment 1

(Room 2.1)

### Assessment of the Attentional Profile through an Online Visual Search Task: DiViSA.

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This study focuses on the assessment of attentional profiles. The *Simple Visual Discrimination Test of Trees* (DiViSA; Santacreu, Shih & Quiroga, 2011) is an online test lasting 15 minutes. Child must click on the tree equal to the target one. The test consists of 8 screens. The test provides 5 different scores immediately after administration (raw, and norms by age) describing the individual attentional profile (Global Attention Index, Commission Errors, Omission Errors, Organization Index and Distraction-Hastiness Index). For this study, two big samples have been compared, matched in age and socio-demographic variables: (a) a group of school age children from second to sixth grade, N= 1432; (b) a group of clinical cases, N= 1267. Principal results are: (1) for the 5 age groups, clinical cases show a pattern of attention characterized by a low level of global attention, a high number of commission errors, a poor task organization and a high level of hastiness; (2) for the clinical cases, task organization and global attention are correlated ( $r_{xy} = .38$ ) as well as task organization and age ( $r_{xy} = .24$ ) but not for school age children; (3) in terms of distraction-hastiness, both samples are very different (size effect  $d = 1$ ). Discussion focuses on the utility of DiViSA to diagnose attention deficits in terms of sensitivity and specificity.

### The Construct Validity of the Exchange Test as a Working Memory Measure in Considering Fluid Intelligence and Complex Learning

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Working memory has been proved to be closely associated with fluid intelligence. There are also a few studies as well as theoretical accounts indicating

that working memory processes is involved in complex learning, i.e., the ability to acquire and utilize complex strategies or rules. Therefore, a measure of working memory is expected to have the potential to reflect one's ability of reasoning and learning in complex situations. In this study, we focused on the Exchange Test, a working memory measure that has been employed in some studies, and investigated the construct validity of Exchange Test in considering fluid intelligence and complex learning. A sample of 184 university students completed the Exchange Test, Horn's Reasoning Scales, and a rule learning test. The fixed-links modeling approach was applied to separate the core process underlying working memory from the auxiliary processes, and all processes were linked to fluid intelligence and complex learning. These processes accounted for 51% of the variance of fluid intelligence and 49% of complex learning. Furthermore, it is mainly the core process of working memory that contributed to the prediction. These results suggest that Exchange Test was a valid measure of working memory and can considerably predict one's performance on fluid intelligence and complex learning.

## **Self-ratings of Cognition Related Adjectives: Exploring Structure and Correlates**

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Self-report studies based on the lexical approach usually focus on identifying, interpreting, and evaluating the big five factors or related ensembles. Cognition and ability related adjectives are usually subsumed under an Intellect factor. In order to explore the area of self-rated cognition-related adjectives more exhaustively, we studied a broad collection of adjectives that arguably extends beyond a general intellect factor. In a first study (n=1283) we established a measurement model of cognition-related adjectives and established a nested measurement model distinguishing between a general factor and four nested factors (labeled Clumsiness, Precipitateness, Exactness and Sharp-Wittedness). Relations with criteria show the expected relations with self-estimates of intelligence and attention factors. Correlations with self-reported cognitive failures might show general concerns about one's cognition. In study 2 (n=182) we investigated the relation between the measurement model from study 1 and reasoning ability. In study 3 we will relate the self-rated cognition factors with established big five factors. The available results endorse the interpretation that self-ratings on cognition related adjectives are more

informative concerning subjects evaluation of their cognition than they are concerning cognitive abilities.

## **Assessment of Complex Problem Solving: The New MicroFIN Approach**

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Complex Problem Solving is assumed to be one of the most promising 21<sup>st</sup> transversal skills, empirically connected to a broad range of outcomes and recently included in educational large-scale assessments such as PISA. New assessment instruments of Complex Problem Solving, for example MicroDYN, show convincing psychometric properties and evidence of validity. Nonetheless, issues concerning the broadness of the Complex Problem Solving concept are still prevalent. Consequently, a new measurement instrument targeting these issues and, thus, including heterogeneous demands and based on the framework of finite state automata is introduced: MicroFIN. Analyses concerning psychometric properties, as well as convergent, discriminant, and criterion-related validity were performed with the help of structural equation modeling. Results demonstrate good measurement qualities and relations to other Complex Problem Solving measurements as expected. Furthermore, MicroFIN incrementally predicted variance in academic achievement beyond fluid intelligence. In conclusion, the aim to broaden the assessment of Complex Problem Solving, and thus, to improve measurement of 21<sup>st</sup> skills is advanced with the introduction of MicroFIN.

**Validation and Reliability of the Young Schema Questionnaire in a Flemish Inpatient Eating Disorder and Alcohol and Substance Use Disorder Sample**

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This study focuses on the psychometric properties of Young Schema Questionnaire-Long Form (YSQL2, Young, 1990) in a large Flemish sample of inpatients with an eating or substance use disorder. In the present study, a confirmatory factor analysis was used to investigate the latent structure of the YSQL2 in a sample of eating disorder (ED) patients (n=218) and alcohol and substance use disorder (AD) patients (n=351). Internal consistency, divergent, and convergent validity between early maladaptive schemas (EMS) and personality disorder symptoms were investigated. Results confirm the 16 factor structure of the YSQL2 as well as good internal consistency for all scales. Significant gender differences were observed for some scales within the AD sample, along with different patterns of correlations between age and select scales within the ED and AD groups. Convergent validity was supported by similar elevations on the schema scales and personality disorder symptoms in both subgroups separately. The YSQL2 appears to be a valid instrument to assess EMS among Flemish inpatients with an eating disorder or an alcohol disorder.

## **Preschoolers' Social Emotional Functioning according to Mommy and Daddy's Perspectives**

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Parents offer unique information about their kids and are recognized as good informants about children's social emotional functioning across time and situations, although mothers are usually more available to provide information about their children than fathers. The aim of this study is to analyse the interparental agreement for preschoolers' social emotional behaviors. A sample of 100 preschoolers was rated by the mother and the father with the Portuguese version of the Preschool and Kindergarten Behavior Scales – Second Edition, a rating scale designed to assess preschoolers' social skills and behavior problems. Results are analysed according to Pearson correlations and paired sample *t* tests. The ratings of mothers and fathers are also compared in respect to the items that are more often marked as “frequently” present. Results show a low to moderate interparental agreement, with correlations ranging from .35 to .59 ( $p < .001$ ). Further, despite the tendency for fathers to rate their children with more behavior problems, the Social Withdrawal score is the only one that reaches statistical significance,  $t(99) = -2.01$ ,  $p = .047$ . Discussion highlights the different amount of time spent by each parent with the child, as well as the increasing father's participation in preschoolers' life.

## **Assessing Social Skills and Problem Behaviors of Portuguese Preschoolers**

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In the field of preschoolers' psychological assessment, due to the uniqueness of this younger population, behavior rating scales have been acknowledged as useful tools to collect information about social-emotional behaviors, in diverse settings. However, in Portugal, there is lack of social-emotional assessment instruments well adapted and validated for this age group. The aim of this study is to present the standardization and validation of the Preschool and Kindergarten Behavior Scales – Second Edition (PKBS-2; Merrell, 2002) for Portuguese preschool children. The PKBS-2, a behavior rating scale developed specially according to preschool children's characteristics, allows for the assessment of children's social skills and behavior problems, with the same set of items used both by parents and teachers.

After an exploratory study, a normative sample of 1.000 children from 3 to 6 years old was collected all over the country. Several reliability indexes (e.g., internal consistency) and evidence of validity studies (e.g., internal validity) are presented. Results are discussed according to the ones obtained with the original version of the PKBS-2 and the literature about social skills and behavior problems in preschool age and emphasize the usefulness of the Portuguese version of the PKBS-2 for the social-emotional assessment of Portuguese preschoolers.

## **The Factor Structure of Repetitive Behavior Scale-Revised in Japanese Individuals with Autism Spectrum Disorder**

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The Repetitive Behavior Scale-Revised (RBS-R) assesses the presence and frequency of repetitive behaviors in autism spectrum disorder (ASD). The purpose of this study was to examine the factor structure of the RBS-R in Japanese individuals with ASD. Participants included 283 Japanese individuals (227 males, 56 females) with a mean age of 14.9 years (SD = 6.3 years), diagnosed with ASD. Caregivers of the individual patients completed the RBS-R. Confirmatory factor analysis was subsequently used. One-Factor Model to Six-Factor Model, Georgiades Model (two factors), and Lam Model (five factors) were examined on the basis of (a) fit statistics and parsimony, (b) factor loadings, and (c) clinical subscale interpretations. The results indicate that the Four-Factor Model was the best factor structure of the RBS-R. The Four-Factor Model was comprised of the following: Factor I) Stereotyped Behavior, including the RBS-R items 1–6; Factor II) Self-injurious Behavior, including items 7–14; Factor III) Compulsive Behavior, including items 15–22; and Factor IV) Ritualistic Sameness Restricted Behavior, including items 23–43. These factors also take into account conceptual factor structure in the RBS-R, and the result is expected to perform well in a clinical setting.

### **Diaries to Assess Self-regulated Learning - a Repeated Measures Approach**

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Students' efforts to self-regulate their learning are not easily measured. Accordingly, this study aims to investigate whether guided self-regulated learning training affects students' ( $n = 100$ ,  $M = 9.2$  years,  $SD = .42$ , 53% boys) perceptions regarding their planning, monitoring and self-evaluation through individual reflection using the Diary of Guided Self-regulated Learning. Other aims include analyzing students' individual reflection and validating the diary as a reflexive tool that captures change in students' perceptions. Repeated measures results show that the diary completion, the training, individual reflection about planning and the interaction of these effects, affected these students' perceptions. Similar findings subsist for monitoring and self-evaluation, except for the training alone, with no significant effect. Lastly, pre and post-test qualitative measures ( $\alpha = .80$ ) revealed these students with training as more strategic and autonomous in their intentions to learn, their anticipations and their self-reflections. The validation of the DOGS-RL also included prior exploratory ( $n = 78$ ,  $M = 9.3$  years,  $SD = .51$ , 55% boys) and confirmatory ( $n = 83$ ,  $M = 9.4$  years,  $SD = .62$ , 54% girls) factor analyses. Results confirmed a fit factor model of planning ( $\alpha = .80$ ), monitoring ( $\alpha = .90$ ) and self-evaluation ( $\alpha = .88$ ). Implications for practitioners and future studies are discussed.

### **The Influence of Demographic Characteristics on Test Results and Test Type**

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The present study investigates whether demographic characteristics have an effect on the test score and whether this effect is different depending on the type of test. The sample consists of 68280 Belgian civil servants who have taken a certified test in the period 2006-2012. This certified test measures the learning attainments participants have after a training. Results indicate that the average test score was lowest for the highest age group (54+) compared to the younger age groups ( $F(3,$

66166)=409.948;  $p < 0.001$ ). Moreover, women scored higher than men ( $F(1, 68278)=274.853$ ;  $p < .001$ ) and Dutch-speaking scored higher than French-speaking participants ( $F(1, 68278)=704.812$ ;  $p < .001$ ). When type of test was taken into account, we found an interaction effect between age group and type of test ( $F(6, 68158)=19.054$ ;  $p < .001$ ): the difference between the oldest age group and the other age groups was more pronounced for Multiple Choice (MC) tests. Also between sex and type of test, the interaction effect was significant ( $F(2, 68274)=9.751$ ;  $p < .001$ ): the difference between men and women was smaller in MC tests compared to other types of tests. For language, no interaction effect was found. Given that demographic characteristics can indeed influence test results and interact with the type of test, it is important that researchers and practitioners take these into consideration when developing an exam or test.

## **Construction and Validation of an Instrument to Measure Interests in Different Areas of Psychology**

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The lack of instruments to measure vocational interests in degrees in psychology led to the development of a scale of vocational interests. Initially we developed an exploratory study with a sample of 573 students (443 females) of various degrees in Psychology. Three dimensions were extracted through Principal Component Analysis, namely, Organizational, Educational and Clinical. The structure obtained consists of 21 items that account for a total of 62.51% of the variance. The second phase of the study included a sample of 254 Psychology students, aged 17 to 49. The purpose of this study was to test the factor structure of the instrument with Confirmatory Factor Analysis. The results suggest an independent structure ( $\chi^2/df = 2.12$ , CFI = .943, TLI = .935, RMSEA = .067) with the three factors obtained in the first phase of the study (Cronbach's alpha higher than .90). We found significant positive correlations between the clinical psychology and education factors with the social dimension of Holland's model. The dimension Enterprising appears significantly and positively correlated with Educational and Organizational Psychology. Limitations of the research and suggestions for future research are also discussed.



## **Reporting Student Performance at School Level: An Investigation Comparing Two Methods**

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In large-scale system testing where results are reported at population, school and individual levels, population statistics are often reported based on plausible values using multiple imputation methods while individual and school results are usually based on individual estimated scores. The aim of this investigation is to compare school statistics calculated using student abilities based on weighted likelihood estimates with school statistics calculated using multiple sets of plausible values. A simulation study was conducted. The simulation involved generating 100 replicate data sets for each study condition based on parameters from empirical data of 500 randomly selected schools. School size varies from 5 students up to 250 students. The student weighted likelihood estimates and plausible values were generated based on the Rasch model using ACER ConQuest software. The simulation results showed that the two sets of school means are highly correlated; the differences between the two sets of school means are related to school size. The differences reduced as school size increases; variances of the school means calculated from plausible value are much closer to the true variances than the variances calculated from student weighted likelihood estimates. The number of sets of plausible values necessary for stable estimates was also investigated.

**14:30 – 16:00**

### **Personality Assessment in Adults 1 (*Room 0.1A*)**

## **An Observational Measure of Mindfulness: Validation of the 3-Minute Mindfulness Test (3MMT)**

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Mindfulness is paying attention to the present moment in an accepting way and widely used in clinical psychology. The aim was to examine the reliability and validity of a new behavioural measure of mindfulness: the 3 Minute Mindfulness Test (3MMT). The 3MMT consists of verbally expressing one's momentary experiences and thoughts, which are recorded and scored into different mindfulness categories by

trained raters. Thirty-five experienced meditators and forty-seven control participants matched on age and sex performed the 3MMT and completed self-report instruments. Intraclass correlations between two raters were satisfactory ( $>.80$ ) for all but one category. The 3MMT variables correlated with self-reported introspective interest and awareness of one's emotions, but not with self-reported mindfulness, except Exteroceptive Mindfulness with Mindful Observing ( $r = .28, p < .05$ ). Compared to controls, meditators scored higher on all 3MMT variables, even when controlled for demographic and psychological history variables ( $p = .01$ , partial  $\eta^2 = .09$ ). The 3MMT provides a behavioural measure of mindfulness that (a) taps into aspects of mindfulness which are not captured by a well-known self-report instrument, (b) yields reliable scores, and (c) shows construct validity. Its use in clinical trials to examine changes during mindfulness-based interventions is recommended.

## **Relationship among Wisdom, Personality Traits, Cognitive Abilities and Academic Achievement**

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The aim of the study was to examine how personality traits, cognitive abilities and academic performance predict wisdom dimensions and characteristics; and also to compare cognitive abilities, personality traits and academic performance of people with high and low wisdom indicator. Data were collected frontally and the sample consists of  $N=114$  students with mean age  $M=21.3$  years ( $SD=1.97$ ), 83 of them female. Several self-reported assessment methods were used: Personal Characteristics Checklist (Ivanova & Rascevska, 2010), Three-Dimensional Wisdom Scale (Ardelt, 2003), and Big Five inventory (Benet-Martinez & John, 1998). And cognitive tests were used: Verbal analogies (Avotins & Rascevska, 1998), and Numbers reversed (Woodcock, Mather, McGrew, 2001). Results show that wisdom dimensions and characteristics do not correlate significantly with cognitive abilities. Personality traits have the most importance in predicting wisdom dimensions and characteristics. Respondents with high wisdom indicator had significantly higher levels on personality traits: Conscientiousness, Agreeableness, Extraversion and Openness, and significantly lower results on Neurotism, compared to respondents with low wisdom indicator. Results of the study give insight into correlations that have not been previously assessed and give indications for further research in the field. The results indicate that manifestation of wisdom in society could be facilitated by developing individual's inquiry, motivation to gain new experience, collaboration ability and openness towards each other.

## **Towards an Emotion-Specific Measurement of Empathy**

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Although empathy is typically conceptualized as feeling others' *emotions*, empathy has not been assessed *emotion-specifically* so far. Therefore, we developed the Emotion-Specific Empathy (ESE) questionnaire to measure individuals' differential readiness to empathize, affectively or cognitively, with another person's *happiness, sadness, anger, surprise, disgust, or fear*. The resulting questionnaire contains twelve subscales - cognitive and affective empathy for the six basic emotions - with affective empathy defined as emotionally connecting with and cognitive empathy defined as cognitively capturing another's emotional state. We present the measurement model structure of our questionnaire, establish construct validity by showing convergent validity with established empathy measures, and discriminant validity with related yet different psychological constructs including prosocial tendencies and stereotypic judgments. Exploratory Factor Analyses of our questionnaire suggest a three-factor solution with a cognitive and an affective empathy factor as well as a third factor separating happiness and sadness from the other emotions. Our questionnaire is moderately correlated with established empathy measures. Moreover, assessing empathy emotion-specifically yields differential correlations with prosocial tendencies (such as willingness to donate), or with prejudices towards specific outgroups. Our findings indicate that disentangling emotion-specific components of empathy yields incremental value for both assessing the construct of empathy and for predicting behavior.

## **The Millon Index of Personality Styles in Romanian People**

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The purpose of this study is to confirm if the Millon Index of Personality (MIPS), which is an extension of the Millon Clinical Multiaxial Inventory to "normal people (based on T. Millon's biopsychosocial taxonomic theory of personality and personality pathology) can be used as a measurement of personality in the Romanian people. After translating and adapting from the original English instrument to Romanian, the instrument has been adapted, attempting to respect all standards of the International Tests Commission (ITC). A sample of 782 people, ages between

18 and 72 years was employed. MIPS (Millon, 2001) consists of 180 true-false items. Scores on the MIPS are obtained on 3 pairs of Motivating Aims Scales, 4 pairs of Cognitive Modes Scales, and 5 pairs of Interpersonal Behaviors scales. The psychometric characteristics of the MIPS and its theoretical model make it a good instrument to measure normal personality in Romanians.

## **Cross-Cultural Assessment 1 (*Room 2.1*)**

### **Validity of Spanish version of Multi-component Ingroup Identification Scale**

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The present research examined the multi-dimensional structure of in-group identification. The Multi-component In-group Identification Scale, developed by Leach and colleagues, includes two dimensions reflecting self-definition aspects of in-group identification: individual self-stereotyping, in-group homogeneity, and three self-investment components of identification: solidarity, satisfaction, and centrality. The scale was adapted into Spanish to measure ethnic (Basque), local (city or town) or other significant in-group identification in five studies. In a longitudinal Study 1 involving participants of a local festival celebrated in San Sebastian (Tamborrada) confirmatory factor analyses confirmed existence of five components of in-group identification before and after participation in the celebration. Study 2 assessed convergent validity through examining correlations of identification with group of close friends with self-other overlap and identity fusion measures. Study 3 and 4, in samples of students and adults, examined the relationship of Basque identification with the perception of collective violence, collective victimhood, intergroup revenge, fear of victimizing others, or language identification, as well as whether Basque identification discriminates people with experience of collective violence or participating in collective protests. Study 5 revealed that some components of Basque identification are correlated with out-group attitudes. These findings provide evidence that in-group identification is a multi-dimensional construct of societal importance.

## **Communal Coping and Posttraumatic Growth in a context of natural disasters in Colombia, Chile and Spain**

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The aim of this study is to analyze the structure of communal coping and posttraumatic growth constructs in the context of natural disasters in three different cultures. Communal coping is defined as a process in which a stressor perceived as 'our' issue is substantively appraised and acted upon within a group or community. Communal coping implemented as a result of exposure to trauma can lead to posttraumatic growth and subsequently increase well-being. Three studies assessed the experience of floods in Colombia and earthquakes in Chile and Spain. Participants were 540 people affected by disasters. Exploratory and multi-sample confirmatory analyses identified four dimensions of communal coping: direct coping, distraction, emotional expression and avoidance. Furthermore, posttraumatic growth structure was composed of individual, communal and societal dimensions. Adaptive forms of communal coping were expected to lead to more posttraumatic growth especially in terms of its communal and societal aspects. Direct coping, distraction and emotional expression were significantly correlated with posttraumatic growth and well-being. The results and their implications are discussed in a context of psychosocial studies of natural disasters and positive psychology of posttraumatic experiences.

## **An Examination of the Psychometric Quality of a Civic and Political Participation Scale in England, Spain, and Korea**

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The purpose of this study is to examine the psychometric quality a civic and political participation scale administered in England, Spain, and Korea. These three countries participated in the IEA International Civic and Citizenship Education Study (ICCS, 2009). Rasch (1980) measurement theory is used to examine the student responses on the 21 items that made up Civic and Political Participation (CPP)

Scale. The model fit well for all three countries, although there was evidence of student variation in response patterns not accounted for by the model within each country. Preliminary results suggest that the items that measure the intention to participate in civic and political events are ordered similarly in England and Spain, but less similarly for Korea. Many students in the three countries responded to the items using the two middle response categories, and differences between countries were observed for the more difficult to endorse items. One implication of these findings is that response categories may have different structures at different levels of the CPP Scale across these three countries. Rasch item level analyses can be useful for informing how the construct of civic and political participation can be better measured in the future.

### **Development and Validation of the German Test to Measure Intercultural Competence (TMIC): A Combined-Method Approach.**

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We aimed to develop and validate a multidimensional Test to Measure Intercultural Competence (TMIC) that uses two methods: Self-appraisal and situational judgement. Although combined-method instruments are seen as promising, no instrument using self-appraisal and situational judgement to measure intercultural competence has been developed so far.  $n_1 = 641$  students and  $n_2 = 300$  employees were surveyed in Germany to affirm 1) the psychometric quality of the scale, 2) the criterion validity, 3) the construct validity, and 4) the generalizability of the instrument. A 17-factor structure has been confirmed and replicated in using Exploratory Structural Equation Modeling (ESEM; Asparouhov & Muthén, 2009). Moreover, results showed that the 17 factors could be assigned to the following second-order factors: Communication, Learning, Social Interaction, Self-Management, Self-Knowledge, and Building Synergies. Good psychometric properties of the instrument were found. Criterion and construct validity could be approved as TMIC was related to participation in intercultural trainings, intercultural involvement, and abroad time and associated instruments (Cultural Intelligence Scale, Intercultural Sensitivity Index, Openness to Experiences). As hypothesized the self-appraisal and situational judgement part of TMIC complement each other by correlating moderately. To conclude, TMIC is a promising instrument in occupational diagnostics. Future research should deal with cross-cultural and cross-linguistic application.

## **Posttraumatic Stress Disorder in DSM-5: Empirical Data of Diagnostic Concordance with DSM-IV**

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Possibly the next classification of DSM-5 offers the most important changes that Posttraumatic Stress Disorder (PTSD) has had since its inclusion in the diagnostic classifications. The present study aims to analyze diagnostic concordance between DSM-IV and the DSM-5 for Posttraumatic Stress Disorder (PTSD) diagnostic criteria and to establish the differential features of those participants with no concordant diagnoses. 166 people over 18 who had experienced at least one traumatic event were assessed. PTSD diagnosis was established by means of the Global Scale for Posttraumatic Stress (Escala Global de Estrés Postraumático - EGEP), a recently published self-report measure aimed to assess posttraumatic symptoms criteria for DSM-IV. It also includes other posttraumatic symptoms corresponding with newly introduced symptoms for PTSD diagnosis in DSM-5, according to its latest draft. Preliminary analyses taking as reference DSM-5 latest draft have showed high agreement for PTSD diagnosis between both classifications. As expected, differences between diagnoses were due to the new definition of C (avoidance) and D (negative alteration in cognition and mood) in DSM-5. Furthermore, the analysis of the non-concordant individuals have revealed that individuals who were diagnosed according to DSM-IV criteria but not DSM-5, were mainly indirect victims, showing few fear responses to the event and non-avoidant responses, both cognitively and behaviourally. Conversely, individuals that have become newly diagnosed with the DSM-5 criteria, were people who presented cognitive avoidance and alterations in cognition not included in DSM-IV criteria. New analyses with the DSM-5 criteria, which will be published on May, will be presented. The implications of these data in clinical and forensic decisions will also be discussed.

## **Psychometric Evaluation of the Dutch Translation of the Dresden Body Image Questionnaire**

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Body image is defined as the cognitive and affective evaluation of the body-subject as well as the behavioral consequences of this evaluation. Negative or disturbed body image is reported in a broad range of psychiatric disorders. The purpose of the present study was to evaluate the psychometric properties of the Dutch translation of the Dresden Body Image Questionnaire. Psychometric properties were established in two non-clinical samples and one clinical sample (N= 227, 760 and 260). The factor structure was investigated by exploratory and (multiple group) confirmatory factor analysis with a check for invariance across sex and age. Construct validity and temporal reliability were established. EFA revealed a structure in accordance with the original scale. CFA demonstrated partial strong invariance with specific items more influenced by age and gender. Construct validity and test-retest reliability were satisfactory. Mean scores in the non-clinical samples were significantly higher than in the clinical sample. The evaluation of the Dutch version of the DBIQ-35 supports the psychometric quality of this instrument. Attention should be paid to items that may contaminate group comparisons. Future research will have to shed more light on the specific disturbance of body image in various mental disorders.

## **Cognitive Deficits Coping and its Relation with Severity of Symptoms and Social Functioning in Schizophrenia.**

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Schizophrenia is one of the most enigmatic diseases of mankind, recognized in almost all cultures since antiquity and described throughout much of recorded time. Patients with schizophrenia have marked cognitive deficits and they face numerous cognitive demands as a consequence of their illness. The constant cognitive demand may affect the severity of patient's symptoms and his/her social functioning. Purpose of present study is to assess cognitive deficits coping in



schizophrenia and its relation with severity of symptoms and social functioning. 100 patients diagnosed with schizophrenia according to ICD-10 were taken from the Department of Psychiatry of different Post-Graduate hospitals of Kolkata, India. Positive and Negative Symptoms Scale for Schizophrenia, Schizophrenia Research Foundation, India-Social Functioning Index was administered along with specially designed Cognitive deficits coping questionnaire. The Cognitive deficits coping questionnaire found to be reliable and valid tool Cognitive deficits coping was significantly positively correlated with self concern, occupational role, family role, social role and the total score on social functioning. Further it was found to be significantly negatively correlated with severity of symptoms. Effective coping in dealing with cognitive deficits effect severity of symptoms as it tend to screen out impinging stressors which may aggravate the illness. It also improve social functioning by helping a patient to deal with difficulties in the ability to work, to engage in social relationship, to attend to self-care, and to participate in recreational and community activities.

### **Development and Psychometric properties of the Personality Diagnostic Questionnaire (PDQ-5) according to DSM-5 in the Greek population**

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The purpose of the current investigation was (1) to test whether the five-factor structure of the 220-item Personality Inventory (PID-5) for DSM-5 corresponding to the theoretical conceptualization of the maladaptive personality trait model could be recovered in a Greek translation of the scale; (2) to assess if a five-factor structure provides a good fit compared to alternative factor models; and (3) to evaluate the internal reliability of the PDQ-5 (Greek version). The English version of the PID-5 was translated into Greek (PDQ-5) following the experts' committee translation method for establishing linguistic and conceptual equivalence. The Greek version was then administered to 350 adults. Confirmatory factor analyses was then conducted, and alternative factor structure models were examined. Internal consistency and item-to-scale homogeneity of the PDQ-5 and its factor scales were also evaluated. CFA analysis confirmed that the proposed five-factor model provided a good fit to the data and proved superior to other alternative models. Additionally, it has been showed that PDQ-5 measures consistently the constructs they supposed to measure, since all sub-scales demonstrated adequate internal consistency and homogeneity. The PDQ-

5 is a valid and reliable measure of personality psychopathology and may be suitable for investigations of maladaptive personality in Greek-speaking population samples.

## **Methodological Issues 1 (Room 0.6)**

### **Teaching Statistical Inference and the Null Hypothesis Significance Controversy**

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Null hypothesis significance testing (NHST) is the predominant procedure for statistical inference in the social sciences. Quantitative methodologists, however, have debated the legitimacy of NHST for many decades. The American Psychological Association in fact convened a task force to evaluate the role of NHST in quantitative research. We describe an approach to teaching statistical inference that illustrates in detail the alleged problems of NHST, as well as reviews the recommendations of reform made by the task force and other renowned methodologists. This pedagogical approach is designed for a statistics course enrolled by graduate students in a research-based doctoral program. Accordingly, our approach also illustrates how NHST should and should not be used to evaluate substantive theories or hypotheses of interest.

### **Test use in Flanders, Belgium**

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A web-based survey was executed in 2012 among diagnosticians in Flanders, the Dutch-speaking region of Belgium, to inquire about their current test use and test-related needs. In total 428 respondents from 125 institutions in the area of clinical and school psychology participated. An alarming finding is a strong tendency amongst practitioners to use old tests without updated validity information or standardization. This finding confirms the result of a similar survey 10 years earlier, where it was observed that psychologists mainly work with old tests (over 20 years on average). An additional finding of the current study is the great diversity of tests that are being used (over 500). However, only about 25% of these tests are

acceptable? in terms of availability of adequate norms. Many test users, though, wish for better tests, especially in the area of personality assessment and also for special groups (e.g., for clients with cognitive disabilities). The results from the previous and the current survey have alarmed the Flemish government. It is developing a control mechanism on the quality of tests that are being used in the domain of clinical and school psychology. A central body of test expertise is planned for 2014.

## **A Rasch Analysis and Correlation for Some Positive Psychological Scales: Exploratory Study for French Seniors**

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Proponents of Rasch models argue it has a specific property that provides a criterion for successful measurement. Application of Rasch model provides diagnostic information regarding how well the criterion is met. Application of the model can also provide information about how well items of assessments work to measure the ability or trait. In addition, in positive psychology, it is rarely to find application at scales. This study aims to estimate the item's parameter for 4 scales and examine the correlation among these 4 constructs. Methods. Data was collected from 353 French old adult in Rennes city, France. Respondents were aged 56–74 years (M= 64.23, SD = 9.78). Rasch Model was used to examine the items of the four questionnaires and estimate the persons' trait on each questionnaire with relation to items' parameter. For this analysis, WINSTEPS 3.76 was used. Results. For MHC-SF: 3 items were deleted (items 5, 6, 13) out of 14 and items reliability is (0.99). For both of SWLS and SVS: no items were deleted. Their items reliability is (0.99). For GHQ-12: 2 items were deleted (items 4, 8) out of 12. Items reliability is (0.99). Finally, correlation among the three positive construct arranged from (.320 to .434). The correlation between these last three variables and GHQ-12 is (-.127 to -.287). For all correlation matrix, positive and negative correlations are significant at 0.01. Conclusion. The four scales are available in French and the correlation among these different concepts is acceptable.

## **A Methodological Proposal to Create Music within a Therapeutic Context**

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Although music therapy is a commonly used alternative treatment in various settings, most of the studies that cover its benefits have several methodological drawbacks regarding the description of the intervention content. To avoid repercussions related to the traditional selection of musical stimuli, the creation of musical pieces with a specific clinical purpose is a good option to improve research control, since these stimuli could be thoroughly described and its efficacy to trigger the desired effects can be assessed. The aim of this research is to show a methodological proposal for creating and evaluating music within therapeutic contexts by following Mixed Research principles. To illustrate our approach, three studies were conducted in order to generate a relaxing piece. Firstly, melodies were generated by using parameters determined during a focus group conducted with music experts. Secondly, experts assessed the relaxing quality of generated melodies and suggested modifications to improve them. Finally, the ability of melodies to induce relaxation was evaluated by a general population sample. Results showed agreement across experts and the population about the relaxation level produced by the music. Specific parameters of the most relaxing melody are presented, as well as advantages and weaknesses of the aforementioned methodological approach.

**17:00 – 18:30**

### **Neuropsychological, Cognitive and Intellectual Assessment 2** (Room 0.1A)

#### **SynToM: Synchronously Assessing Figural, Spatial and Verbal Retentivity using Automatic Item Generation**

Fabian Zehner  
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This presentation introduces the newly developed test *Synchronous Testing of Verbal, Spatial and Figural Memory (SynToM)*. Compared to existing retentivity

instruments, the test's gains range from thoroughly quantified item generation rules over free response format up to simultaneous load of working memory's components. The test construction was led by information theory. Test takers are instructed to learn the spatial positions of objects, their figural relations and sequences of letters and then reproduce those from scratch. 22 items are administered computer-based in a branched adaptive design. A first assessment in Germany provides a tentative norm sample ( $n = 142$ ) and demonstrates the measures' conformity to the dichotomous Rasch model as well as to the linear logistic test model. The latter proves the construct's validity in respect to the item generation rules. Further studies are needed to obtain a sufficient norm sample and to test the instrument's criterion validity. Such studies will also facilitate the polychotomous scoring using the partial credit model instead of dichotomizing the responses for the dichotomous Rasch model. The test concept offers a variety of further applications in the future; options such as cross-cultural assessment of verbal retentivity administering the same items will be discussed.

## **Teacher and Parent Ratings of Child Attention Problems in Relation to WISC-IV Latvian Profiles**

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A clinical validation study of the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) Latvian version has provided opportunity to examine the associations between teacher and parent ratings of child attention problems to WISC-IV subscale and scale scores. Included in the study were 258 participants: children, parents and teachers. Eighty-six primary school children with various degrees of academic and attention difficulties were administered the WISC-IV Latvian version. All of the children had Full Scale IQ scores 70 or above. Their parents completed the Child Behavior Checklist and their teachers completed the Teacher Report Form. All measures were adapted in Latvian, reliability good to excellent. In analyzing the relationships between these measures, the expected positive correlations were found between parent and teacher ratings of attention difficulties. However, teacher, but not parent, ratings of attention difficulties were associated with WISC-IV subscale scores. Higher teacher ratings of inattention were found to negatively correlate with pupil's WISC-IV subtest scores on Coding and Digit Span Backwards. Cluster analysis indicates several profile types. Results are discussed in regard to practical implications for clinical and school psychologists who

will be using these assessment instruments to identify pupils' difficulties and to provide recommendations.

## **Performance of Pakistani Children on WISC-IV Adapted Subtests**

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The current study evaluates the performance of Pakistani children on WISC-IV performance subtests. These WISC-IV performance subtests were already adapted by NCS Pearson (India) for use in South Asia. Initially, the subtests were pre-tested to assess the children's task familiarity, then the child directed instructions were translated following the forward translation design. Later subtests were finalized after going through review from expert committees and item analysis. Performance of Pakistani children on BD, DS, Picture Concept, Coding, Matrix Reasoning, LNS, SS, Picture Completion, and Cancellation subtests was evaluated and then compared with the UK data. Mean raw score of over-all sample and age based sub-samples were evaluated, then the raw scores were converted into the corresponding scaled score (based on UK norms as in Pakistan standardization study is in progress). The mean subtest scaled scores of Pakistani data were then compared with the UK data. The findings indicated that Pakistani children showed much lower performance on most of these subtests than the UK children suggesting a strong need of national/regional norms for interpreting children's scores. Probable reasons for this low performance will be identified and effect of change in language in subtests like Digit Span subtest will also be discussed.

## **All Those Are They Are but, Are All Those Who Are They Are?**

Juan Jose Rienda, Dolores Lucia Sutil, & Elisa Villena  
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Intelligence is still something which is hard to accurately define. Many authors have tried to establish factor analysis of intelligence, developing IQ TEST to measure it. However, one of the most important questions regarding intelligence is whether it is due to heredity, talented person, or over-stimulation. In this paper we try to establish a theoretical model for building a weighted intelligence quotient by differentiating which factors are important and relevant with heredity, personality, creativity and which ones with over-stimulation. A statistical model is carried out, and

we are building a Weighted Intelligence Quotient (WIQ) and an Improvement Rate (IMRA). Finally, a survey is being carried out to validate the model.

### **“Preliminary Results of the Spanish Multicenter Normative Study (NORMACOG Project): Taylor’s Complex Figure in Spanish Population”**

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The Taylor Complex Figure (TCF) was designed as a parallel test of the Rey-Osterrieth Complex Figure (ROCF). Both tests include common procedures: copying the figure and drawing it from memory (3 min. delay). The aim of this study is to provide age and education adjusted norms for the TCF in a Spanish population, as part of a normalization and standardization data study (NORMACOG). Four hundred healthy participants were recruited from seven different geographical locations in Spain (ranging in age from 18 to 86 years). The TCF is part of the battery of neuropsychological measures included in the NORMACOG project. Using a stratified sampling, the results of the population recruited were adjusted by age and education. We obtained normative data of the TCF about the performance in copy and memory (3 min. delay). Normative data obtained varied by age, education level and sex. The normative data presented, obtained by the Normacog Project, will allow the clinicians and the researchers to compare and explain their results with norms validated and standardized in Spanish population. In addition, this data will be useful to use the TCF as a test re-test of the ROCF.

## **Gender Issues 1 (*Room 2.1*)**

### **The gendered Influence on the Assessment of Emotional Intelligence**

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Emotional Intelligence (EI) refers to the abilities/competencies that an individual has about emotions. This construct has proved to be related to positive aspects in life. However, a great debate about gender differences remains open. Studies show that women are higher than men in several abilities/competencies

whereas men are higher in other aspects. But these differences are not always consistent and depend on the theoretical approach and instrument. Thus, in this study we focus on gendered perceptions about emotional intelligence gender differences. Two hundred seventy undergrads completed a set of scales comprising self-report instruments from the two main approaches (ability and mixed model). Results show that men and women are perceived as differing in their EI abilities/competencies. Also, gender bias in female participants evaluating typical women is present. Finally, our results suggest that EI is influenced by gender stereotypes.

## **Transexualism and Forensic Examination: A Review**

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This study is a review of a large number of medico-legal expertises ordered by the judge to permit a legal change of sex in registry office in cases of true or primary transsexualism. Clinical examination and psychiatric assessment aims to exclude that the disturbance of gender identity is secondary to a severe psychiatric disorder (such as delirium identity in the schizophrenic), or is dependent on hormonal and/or somatic abnormalities. The method of examination includes a clinical interview in depth, the administration of some projective tests (TAT, Rorschach test, test of the design of the human figure, the completion of test images and phrases, test of the design of the tree, the house and the family) and objective inventories (mainly test Minnesota reduced and the 16PF). The variability, within a total of over seventy expert examinations is very broad. The results are discussed in order to trace some aspects that are in common to almost all subjects. Some of these common features are central in assessment (as the recreational and vocational preferences in early childhood, or the identification development in accord with opposite sex parent) and are shared with the clinical presentation of male homosexuality of ego-dystonic type.

## **The Conformity to Feminine Norms Inventory (CFNI) in Chilean Women**

Raquel Rivas-Diez<sup>1</sup>, Andreea C. Brabete<sup>2</sup> & Irene Rodrigo-Holgado<sup>3</sup>

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The purpose of this study was to analyze the internal consistency and the external and structure validity of the CFNI in the Chilean general population. A sample of 385 women, ages between 18 and 72 years was employed. Conformity to



Femininity Norms Inventory (CFNI) (Mahalik et al., 2005) is a questionnaire of 84 items answered on a 4-point scale (0 = Strongly Disagree to 3 = Strongly Agree). The statements were designed to measure various attitudes, beliefs, and behaviors associated with feminine gender roles, both traditional and untraditional. They are grouped in eight feminine norms; 1. Nice in Relationships, 2. Thinness, 3. Modesty, 4. Domestic, 5. Care for Children, 6. Romantic Relationships, 7. Sexual Fidelity, 8. Investment in Appearance. The psychometric characteristics of the CFNI and its theoretical model make it a good instrument to measure gender. The CFNI displays adequate reliability and validity for use in the Chilean population.

### **Sexual Needs, Sexism and Dehumanization of Sexual Performers**

Marek Drogosz & Monika Rupińska  
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The presented study explores the relationships between sexual needs, sexism and dehumanization. Participants (76), students of Warsaw universities, responded to the set of questionnaires: 1) sexual needs and satisfaction (developed by authors); 2) benevolent and hostile sexism; 3) infrahumanization of striptease dancers (based on Leyens' paradigm). The study reveals that persons living in stable partnership have higher sexual satisfaction, but specifically women have also have higher sexual needs, higher level of guilt and lower level of hostile sexism. We also found that participants ascribed generally lower number of emotions (both primary, animalistic, and secondary, typically human) to striptease dancers than to their own group. It suggests that perception of striptease dancers is biased by mechanistic (Haslam, 2006) rather than animalistic dehumanization (i.e. infrahumanization; Leyens et al., 2000, 2003). An interesting relationship between sexism and perception of emotions appeared in the male group: heterosexual hostility and hostile domination strongly correlate with ascribing positive secondary emotions to striptease dancers; moreover, heterosexual hostility correlates negatively with ascribing any positive emotions (both primary and secondary) to the own group.

### **Big 5 Facets as Predictor of Job Training Performance: The Role of Specific Job Demands**

Christoph J. Kemper<sup>1</sup>, Markus Vogel<sup>2</sup>, Markus Bühner<sup>3</sup> & Matthias Ziegler<sup>4</sup>

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Personality facets, especially Big 5 facets, have been shown to predict learning outcomes in school and university. This paper investigates their potential predictive power for learning outcomes in a work environment. Based on trait activation theory by Tett and Burnett (2003) it was expected that depending on specific job demands, specific personality facets would be predictive. However, it was also tested whether invariant influences exist. Additionally, the impact of age, gender, and GMA were controlled for. The sample consisted of N = 501 apprentices. Learning outcome was operationalized by supervisor ratings in several learning domains. Findings confirm the hypotheses and show that only a few Conscientiousness and Openness facets are invariant learning predictors. All other facets only functioned within a specific occupational group. Theoretical and practical implications will be discussed.

### **Re-visiting the Canadian Military's Weighted Selection Decision Model**

Wendy Darr

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Applicants seeking entry into the Canadian military are assessed on cognitive ability, personality, and person-job fit. Currently, scores on each of these assessments are equally weighted and combined to inform selection decisions. Given the superior validity of cognitive ability measures in predicting job performance, this unit-weighted model has been called into question. The purpose of this study is to re-examine the predictive efficiency of the current decision model. Meta-analytic data is used to compile an inter-correlation matrix of cognitive ability, personality, and person-job fit, which is used to determine weights for each of these components using regression analysis. The results are currently being analyzed, and

findings will be used to determine an appropriate selection decision model. This study illustrates the use of science in informing practice decisions in personnel assessment. It also sheds light on some of the challenges encountered in conducting science-practice research of this nature.

## **Assessment of Teachers' Belief for Innovative Teaching & its relation with Personality and Innovative Work Behaviour**

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Innovation in teaching is essential so that learning becomes fun and thrill to the students rather than burden and boredom. For achieving this goal, there is a vital role in part of the teachers. Whether a teacher would be able to bring innovation in teaching or not depends largely upon individual belief, since beliefs mould thoughts and resultant behaviours. Personality acts as a major predictor of individual belief. The purpose of this study is to assess teacher's belief for bringing innovation in teaching and its relationship with personality and innovative work behaviour. The participants were 95 male and female secondary school teachers. They completed a questionnaire containing the following tools: a) Belief-Assessment Scale for Innovative teaching, b) Neo Five Factor Inventory and c) Innovative Work Behaviour Scale. The Belief-Assessment Scale for Innovative Teaching was developed for this study. Interrelationships were explored between teachers' belief for innovation, personality and innovative work behaviour. Reliability of the developed scale was found to be 0.95. Further results revealed that teachers' belief for innovation was significantly positively related to Extraversion, Openness to Experience and Conscientiousness traits of personality. Relation between two sub-domains of innovative work behaviour (i.e. Idea generation and idea realization) and teachers' belief for innovation was found to be positive and significant. Teacher's belief for innovation is an important factor for bringing new variations in teaching as it controls the innovative work behaviour. It has relation with certain personality traits and thus may vary in different individuals. Further investigation of these variables is important for exploring the determining factors of innovative teaching.

## **Validation of the Work Organisation Assessment Questionnaire (WOAQ) Among Australian Employees**

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This article reports a study of Australian participants to validate a multidimensional measure of the Work Organisation Assessment Questionnaire (WOAQ). This Questionnaire (WOAQ) was originally developed as part of a risk assessment and risk reduction methodology for stress-related hazards inherent in the design and management of work in the workplace (Griffiths, Cox, Karanika, Khan, & Toma, 2006). Data were collected from a group of Australian employees. The validity and reliability procedures were carried out on second order of one summative factor and five factors of WOAQ which together described the most common issues of work design and management at the organisations. The design of the final scale provides future researchers the flexibility to measure as part of risk assessment and management procedures.

## **Measuring Professional Competencies using Cognitive Diagnosis Models**

Pablo E. García<sup>1</sup>, Julio Olea<sup>1</sup>, & Jimmy de la Torre<sup>2</sup>

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The profiling of jobs in terms of competency requirements has increasingly been applied in a lot of companies. However, the measurement of competencies continues to be a challenging issue. Specifically, testing competency potential through Situational Judgment Tests usually leads to validity problems. Although it is generally accepted that these tests are multidimensional in nature, the usual output they provide is one unique meaningless score that is very difficult to relate to other measures. The purpose of this investigation was to evaluate whether the application of Cognitive Diagnosis Models, which are confirmatory multidimensional categorical-latent-trait models, to a Situational Judgment Test allows, as expected, to make clear which competencies are being measured and how they relate to other variables. The G-DINA model was applied to a 26-items' Situational Judgment Test to measure six professional competencies. On the one hand, the model data fit was evaluated, and on the other it was contrasted if the estimated examinees' mastery of each one of the

competencies, the main output of Cognitive Diagnosis Models, were adequately related to personality criteria measures. Positive results were obtained for both analyses. Cognitive Diagnosis Models are very useful when testing professional competencies through Situational Judgment Tests.

## **Clinical Assessment: Childhood and Adolescence 2 (Room 0.6)**

### **Evaluation of an Autistic Children Therapy Based on Imitation**

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Autism causes are still unknown, but the hypothesis that they have a lack of mirror neurons is increasingly accepted among several studies. Neuroscientific research findings conclude that imitation is a reciprocal relationship experience that gives shape and strengthens mirror neurons. Our goal is to test whether a therapy based on imitation is beneficial for autistic children. We worked with two four years old boys, for twenty weekly sessions, of forty-five minutes. The sessions were video-recorded and analyzed with observational methodology. Therapy sessions were transcribed using turn-talking as a unit of behavior. Exhaustive and mutually exclusive category systems were made in order to analyze the child and the therapist behavior. An assessment pre- and post- with Autism Diagnostic Observation Schedule also was made. The results showed improvements in “reciprocal social interaction” items in both subjects. Moreover, there is a qualitative increase in the therapeutic relationship on its closeness and the ability to share moments of pleasure as well. It was also observed a decline of stereotyped behaviors and restricted interests in one of the children. Quantitative and qualitative outcomes show that we are leading a working way that could be effective in helping children with ASD to overcome their social problems.

## **Construct validity of the Japanese Version of the Adolescent/Adult Sensory Profile Assessed on the Basis of Data from People with Autism Spectrum Disorder**

Taro Hirashima<sup>1</sup>, Hiroyuki Ito<sup>2</sup>, Iori Tani<sup>3</sup>, Kazuhiro Yasunaga<sup>1</sup>, & Masatsugu Tsujii<sup>4</sup>

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As part of a series of studies on the standardization and validation of the Japanese Version of the Adolescent/Adult Sensory Profile (AASP-J), we examined the construct validity of the AASP-J by using data from individuals with autism spectrum disorder (ASD). In total, 172 Japanese individuals with ASD (31 females, 139 males, and 2 of unknown sex) participated in this study. Their mean age was 17.4 years ( $SD = 5.8$ ). This study consisted of 2 analyses: a comparison of the AASP-J scores between normally developing individuals and those with ASD and an examination of the criterion-related validity of the AASP-J with other ASD scales. The results revealed that (1) the scale scores identified a difference between normally developing individuals and those with ASD; (2) the AASP-J self-rating scores were moderately correlated with the parent-rating version of the Sensory Profile scores; and (3) the AASP-J scores were positively correlated with the maladaptive behavior scores measured using the Vineland-II adaptive scale. These results indicated the high validity of the AASP-J. Finally, we discuss the clinical utility of the AASP-J.

## **Implementation of a Pilot-Proof Program to improve Executive Functions: Measuring Progress in Flexibility in a Child with Autism Spectrum Disorder**

Elena Escolano-Pérez, Marian Acero-Ferrero & M<sup>a</sup> Luisa Herrero-Nivela

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Executive functioning is impaired in adults and children with autism spectrum disorders and only a few intervention programs to improve these cognitive processes have a solid scientific basis, methodological rigor and tested through an appropriate evaluation. This study shows the progress in cognitive flexibility of five years and nine months' child with high level of cognitive functioning and with Autism Spectrum Disorder using a pilot program to improve executive functioning. This research is approached from a complementary methodology: a) In order to assess the child's progress in flexibility during the sessions, an *ad hoc* observation tool is developed. It

captures flexibility indicators shown by the child during program implementation. b) Another goal was to test if the program led changes in cognitive flexibility. This is done using a standardized test (ENFEN) it assesses cognitive performance in activities related to executive functioning. The achieved scores are compared in the pre-test and post-test. c) Finally, all the data obtained by different approaches are integrated and appropriate conclusions are drawn. The results show that although set-shifting behaviours increases and persistence decreases, there are still signs of stiffness in recent sessions. Test shows significant differences in flexibility pre-test to post.

**9:45 – 11:15**

**Assessment in Gerontology (Room 2.6)**

**The Pattern of Recognition of Basic Emotions from dynamic visual displays in adults: Examining structural validity of the Emotion Evaluation Test of The Awareness of Social Inference Test (TASIT: EET)**

Despina Moraitou<sup>1</sup>, Georgia Papantoniou<sup>2</sup>, Magdalini Nigritinou<sup>1</sup>, Theofilos Gkinopoulos<sup>3</sup>,  
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The study aimed at identifying the underlying dimensions based on which emotion decoding is taking place in adults. The sample comprised a total of 208 adults, aged from 18 to 86 years. Participants were examined using the Emotion Evaluation Test (TASIT: EET) which was designed to examine a person's ability to identify six emotions, when they are portrayed dynamically. To reveal the factor structure of the EET, the data were subjected to Confirmatory Factor Analyses. We firstly tested a two-factor model in which the factors reflected recognition of emotional displays of positive and negative valence, respectively. This model was not confirmed. In the next model tested, the six EET variables referring to emotion decoding were set to load on the same factor. Once again, the model was not confirmed. We then proceeded to test a slightly different single-factor model in which "happiness decoding" was not set to load on, and was not allowed to covary with the factor. The model yielded an acceptable fit, indicating that basic emotions' recognition from dynamic cues may take place on the basis of estimating uncertainty that either is related to decoding difficulties or is inherent to an emotion. The only exception is happiness recognition.



## **Life events' analysis as a qualitative method in gerontology research.**

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Living in an aging world, modern psychology faced several challenges to approach. One of them is that gerontology research has been always characterized by a high degree of data variability due to subjective factors, whose impact increases with age. Based on traditional Russian paradigm (B. Ananiev, S. Rubinshtein), among conditions and factors that form and determine older adult behavior, personal experience plays crucial role, it forms individual signature of aging. To deal with these challenges, we tried causometrix, originally designed by Golovakha & Cronic, to estimate perspectives of applying it to aging participants. Though causometrix wasn't originally designed as a gerontology method, range of data it provides (method implies determination of 15 most important life events; each event would be ranged in terms of personal and social importance; interactions between events, pointed out by participant, allowed to calculate motivation status of an event; emotional attitudes to events) inspired us to apply it to older adults. Comparative qualitative case analysis showed that causometrix provides data in many ways suppressed by participants, it reveals objective importance of career and family, shows great variety of contradictions and could be considered as a valuable source of information, impacting older adults psychological positive functioning.

## **Is Depression a Prognostic Factor of Mortality and Hospitalization in Older Patients: the Role of the Assessment of Frailty**

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To assess the significance of depression as a prognostic factor in a community-dwelling sample of older adults and its association with frailty as a general clinical phenotype. 2488 persons 65 years old or over participating in the Toledo Study on Healthy Aging. Depression was assessed with Geriatric Depression Scale-15. Regarding frailty according to the Fried's criteria (exhaustion, shrinking, weakness, slowness, and low activity), persons were classified in robust, prefrail, or

frail. Main outcomes of the study were mortality and hospitalization for a follow-up period of up to five years. In a Cox proportional hazards model, controlling for gender, age, and cognitive functioning, depression was positively associated both with mortality (HR=1.59; p=.038) and hospitalization (HR=1.42; p=.007). When the presence of frailty was included only frail had a statistically significant association with mortality (HR=5.06;p<.001) and hospitalization (HR=1.88; p=.004). The prefrail group also had significant effects compared with the robust group. The predictive ability of classical illnesses like depression decreases with aging. Thus, global assessment of functioning with a general phenotype like frailty could be more salient and predictive of health outcomes, and routines for the assessment of depression should including factors related with frailty syndrome.

## Assessing Aging Stereotypes

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An aging world requires the assessment of cultural, group and individual stereotypes assessment. Literature on stereotypes describes an extensive list of questionnaires, rating scales, and other procedures and method nevertheless there are very few research on the comparability of those instruments. As a first step, the EVE research project (*Estereotipos sobre la Vejez. Asociaciones, efectos y actuaciones*) has taken into consideration several of the most used scales and implicit method for assessing both positive and negative images about aging, age and the aged in order to tests their psychometric properties and in what extent a positive/negative structure can be identified. With this purpose several studies were conducted: a representative sample of the Spanish population was surveyed; several samples of older and younger adults were studied and, finally, several samples of professional and care givers were also assessed. Translated scales yielded similar reliability and validity coefficients than those yielded in other cultures and seem to be applicable to older and younger adults. Results are discussed from Fiske and Levy perspectives as well as from explicit versus implicit assessment paradigms.

## **Factor Structure, Reliability and Validity of the Revised Fibromyalgia Impact Questionnaire (FIQR) in Two Spanish Samples**

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The present study attempts to fill a research gap by performing the first dimensionality analysis of the Revised Fibromyalgia Impact Questionnaire (FIQR) using exploratory and confirmatory techniques. FIQR data from one sample of adult FM patients ( $n= 113$ ) was analysed using a principal component analysis (PCA). Subsequently, a set of confirmatory factor analyses (CFAs) was conducted in another sample ( $n= 179$ ) to analyze the goodness-of-fit of various factor models. FIQR reliability was assessed by computing Cronbach's alpha ( $\alpha$ ) and coefficient H. Known-groups validity was evaluated by comparing the FIQR scores of participants categorized by employment status. Although PCA and CFAs indicated that one factor accounts for the greatest proportion of common variance in the FIQR items, a confirmatory bifactor analysis indicated that the items are multidimensional due to their simultaneous significant loading on specific factors. The  $\alpha$  value of the FIQR domains was very good ( $> 0.80$ ) and the H estimate for the FIQR total score was excellent (0.93). Overall, the FIQR domains were able to distinguish between patients differing in employment status. The Spanish version of the FIQR has a complex factor structure, excellent reliability and shows good construct validity.

## **Relation between Purpose in Life and Self-reported Health in Clinical and Non-clinical Populations**

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Purpose in life (PL) has been regarded as a reliable predictor of general health (GH) within several theoretical frameworks. Still, empirical studies are very scarce and restricted to non-clinical populations. The goal of the present study was to add

more evidence on the relation between these two constructs and to examine to what extent such relation was influenced by the type of population tested (non-clinical vs clinical). A total of 145 adults (non-clinical group: N = 117, mean age = 32.17, SD = 14.04; clinical group: N = 28, mean age = 54.0, SD = 10.96) completed the Spanish versions of the Purpose In Life Test (Noblejas, 2000) and the General Health Questionnaire (Moreno & Rodríguez, 2010). Three nested models were tested by using path analyses with a WLS estimation method. Overall, results showed that the variable population did not affect the relation between PL and GH: in both populations, the former predicted the latter. This finding calls for further research on the variables that influence the emergence of meaning or purpose in life so as to promote it in different applied settings.

## **ADI-9: A NEW INSTRUMENT TO ASSESS ADAPTATION TO TYPE 1 DIABETES.**

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To validate a scale of adaptation to type 1 diabetes, to examine its psychometric properties and to use this scale to evaluate the effect of a support group in patients with a recent diagnosis of type 1 diabetes. The Scale of Adjustment to Type 1 Diabetes composes of 9 negative items (ADI-9). It was completed by 67 patients with a recent diagnosis of type 1 diabetes in each of the 10 monthly sessions of the diabetes support group. The reliability of the scale was assessed using Cronbach's alpha and the Spearman-Brown Split-half Coefficient. A factor analysis employing the Principal Components method and Varimax rotation was carried out. The cut-off score was obtained by ROC curves (Receiver-Operating Characteristic analysis). The ADI-9 shows high internal validity ( $\alpha = .872$ ,  $r_{SB} = .830$ ). Factor analysis identified 2 factors that explained 62.247% of the total variability. The cut-off score was set at 21.5 points. We found a significant decrease in the ADI-9 score ( $p = .018$ ) between the first and last sessions patients attended. The ADI-9 is a valid, brief

and useful scale for assessing adaptation to type 1 diabetes in patients with a recent diagnosis of type 1 diabetes.

## **Assessment of Chronic Fatigue States: A New Paradigm that Integrates Self-Report and Repeated Neuropsychological Review**

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The complexities of chronic fatigue syndrome (CFS) and medically-unexplained fatigue states pose a methodologic challenge for standardized assessment. Traditionally, clinical assessment has been heavily reliant on patient report to determine both diagnosis and progression of disease. The current paper details an approach to assessment that integrates clinical assessment of subjective experience with neuropsychological assessment to better understand the patient experience and to monitor treatment response and recovery. We propose a conceptual framework and suggestions for neuropsychological assessment tools. Participants were 35 patients diagnosed with CFS. Data for this cohort study was collected during treatment (non-randomized, single arm, intervention study) at a specialist fatigue clinic. Psychological assessment entailed: clinical assessment; brief neuropsychological examination; and participants completed a battery of self-report measures assessing sleep, pain, physical function and psychiatric symptoms. Patients were reviewed on these neuropsychological and self-report measures following completion of active treatment. At baseline, patients reported cognitive difficulties in terms of attention and memory. Report of compromised attention was consistent with neuropsychological performance data. However, complaints of impaired memory were not consistent with neuropsychological findings. During treatment, online cognitive performance data suggested improvements in most patients. Following the treatment protocol, patients demonstrated significant improvement in attention as reflected by working memory ( $p < .01$ ) and complex attention ( $p < .05$ ), but not memory. Again this change was consistent with self-report for attention but not memory. Neurocognitive recovery occurred in parallel with improved psychological adjustment. The addition of standardized neuropsychological assessment is a beneficial augmentation to traditional clinical assessment. The neuropsychological battery was sensitive to clinical improvement and assisted in understanding aspects of the neuropsychopathology of this complex condition. It also facilitates further research regarding cognitive reserve in CFS. Characteristics of suitable neuropsychological measures are discussed.

## Factor Structure and Reliability of the Spanish Interpersonal Support Evaluation List (ISEL-12) in a Colombian and Mexican Sample

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This study investigated the psychometric properties of the Spanish version of the Interpersonal Support Evaluation List (ISEL-12), a measure of social support. 242 participants (43.8% males and 56.2% females) from two urban cities in Colombia and Mexico completed the ISEL-12. The ISEL-12 total score had a Cronbach's alpha of 0.803, indicating sufficiently high internal consistency. An exploratory factor analysis (EFA) without a specified number of factors resulted in four factors, each with two to four items. A second EFA with a specified three-factor structure explained 53.3% of the variance, but the item grouping did not coincide with identified sub-scales (appraisal, tangible, belonging). Items 2, 5, 8 y 9 did not load meaningfully onto the factor structure (0.56 to 0.78). The Spanish version of the ISEL-12's internal consistency is adequate. The sub-scales appear to be different than the English language version, thus caution in interpreting calculated sub-scales is warranted. Additional research into the validity of the items as a sensitive measure of social support in the context of Latin America is needed.

### Personality Assessment in Adults 2 (Room 1.5)

#### ABAS-II Spanish Adaptation: Development and Results

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We aim to describe the Spanish adaptation process and psychometrical properties of ABAS-II, *Adaptive Behavior Assessment System*. A sample of 2129 individuals from 0 to 89 years old was assessed. The sample selection method took into account the data provided by the Spanish Census and other official information regarding the composition of the Spanish population in variables such as gender, geographical region or educational level in order to guarantee the representativeness of the sample. Multiple norms were developed for different age ranges and forms by using the continuous norming procedure. Internal consistency, test-retest, inter-raters and inter-forms correlations were obtained as indicators of the reliability of ABAS-II

scores. Confirmatory factor analysis was carried out to study the structure underlying the instrument. Correlations with other measures of adaptive behavior as well as intelligence and behavioral problems were also explored. Finally, a variety of samples of children and adults with intellectual disability, developmental delay, autism or neuropsychological disorders were assessed to determine the ability of ABAS-II to identify the deficits in adaptive behavior that characterize these groups. The satisfactory results show that ABAS-II Spanish version is a reliable and valid measure that allows assessing adaptive behavior in a comprehensive manner throughout lifespan.

## **Can Verbal Behaviour Be Used as a Valid Measure of Basic Personality Traits? – A Multi-Trait-Multi-Method Study**

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Recent literature reports that measures of verbal behaviour have great potential in assessing various psychologically relevant constructs (including basic personality traits). Linguistic measures were collected in semi-structured interview on a sample of 99 university students at Belgrade University. Among other tasks, subjects provided self-introduction, vision of future and wrote a short story in which five specific words had to be included. Verbal outputs from the three aforementioned tasks of the interview were aggregated and processed with LIWC2007 software. Based on the literature review and correlations with personality measures, linguistic measures assessing Big five were constructed using LIWC2007 output categories. These linguistic measures had satisfying reliability coefficients, ranging from .64 (Agreeableness) to .82 (Extraversion). To investigate convergent-discriminative validity of linguistic measures, NEO-PIR (self-reports and mean of two observers ratings) were used. All paths from linguistic measures to corresponding Big Five latent traits in SEM Correlated-Traits-Correlated-Uniqueness-MTMM-Model were significant. The model had the excellent fit:  $\chi^2(51)=66.01$ ,  $p=0.07$ ; RMSEA=0.045 (90% CI RMSEA 0.0-0.082), SRMR=0.070, and CFI=0.97. Average validity coefficients were .383, average mono-method hetero-trait coefficients .242, and average hetero-trait hetero-method coefficients .133. Results showed that valid and reliable measures of personality traits could be derived out of even thematically framed linguistic production.

# **Differential Perfectionism Inventory: Reliability, Validity and Psychometric Properties**

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Perfectionism is personality disposition characterized by striving for flawlessness. Psychologists suggested that two types of perfectionism be distinguished. Normal perfectionists set high standards for themselves yet feel free to be less precise as the situation permits. Conversely, pathological perfectionists desire high standards in every situation. Our main purpose was to understand more about an ambivalent nature of perfectionism by developing a new measure, the Differential Perfectionism Inventory (DPI). The DPI is a 24 item self-report measure of normal (NP) and pathological (PP) perfectionism. The questionnaire is answered on a seven point scale ranging from strongly disagree to strongly agree. The sample was composed of 2500 peoples (852 men and 1648 women) with an average age of 35.17 years. The DPI demonstrated good levels of test-retest reliability (.75 for the subscale NP and .72 for the subscale PP) and internal validity (the alpha values range between .61 and .69 for the subscales). Furthermore, the subscales show adequate constructive validity. Subscale NP is associated with resilience, purpose in life, personal dynamism, tolerance to ambiguity, orientation, sense of coherence, psychological well-being, self-efficacy, satisfaction with life et al. The subscale PP revealed significant correlations with psychopathological infringements. The factor analyses indicated that there are two factors that correspond to the types of perfectionism outlined previously. A new measure, the DPI, was developed to clarify an ambivalent nature of perfectionism.

## **Measuring Empathy in the Context of Media – Concept and Results for a Scale on Media-based Empathy**

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The dynamic evolvement of technology has given rise to many technically mediated forms of information and communication via mobile phones, internet applications, and video games. The emotional processes associated with these forms of communication and information have surprisingly received little attention (Nathanson, 2003). Nevertheless, empathy is highly relevant for the passive and interactive media use. Empathy, defined as the ability to understand and share



another's emotional state (Davis, 1980), seems to function differently in offline and online contexts (Leibetseder, Laireiter, Riepler & Köller, 2001). Therefore, a novel scale was developed and validated in order to analyse the role of empathy in media context. The scale was developed and pre-tested in a pilot study with university students (N=165). Results from an exploratory factor analysis leded to five subscales (four items each) for media-based empathy, including affective and cognitive aspects. The structure was confirmed in three studies with adults (Study 1: N=373) and adolescents (Study 2: N=979, Study 3: N T1=273, N T2=195). Also, first evidence for the validity of the scale was found: media-based empathy showed relationships with violent media use, cyberbullying, prosocial and aggressive behavior. Implications for future research and measurement of empathy in media contexts are discussed.

### **Convergent and Criterion Validity of the Objective Performance-Based Risk Propensity Task (PTR) Tested in the Field of Sport Psychology**

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Risk propensity has been traditionally assessed by self-report. These instruments are sensitive to response distortion. Recently, several objective performance-based instruments have been developed. In these, examinees choose one from different alternatives, each one associated with an assumed level of risk. Usually, the assessment aim is masked, and no feedback about previous performance is given. The Risk Propensity Task (PTR, Aguado, Rubio & Lucía, 2011) is one of these. The present work tests PTR's convergent- and criterion-validity in the sport psychology field. 160 team-sport athletes were followed-up during a sport season and assessed using the PTR and the Sensation Seeking Scale (SSS-V, Zuckerman et al., 1978). During the season, sport injury frequency, severity, duration and causes were collected. It is well known that risk-taking behavior is related to the probability of suffering a sport injury. Omitting (e.g., not wearing the appropriate protections such as helmet when cycling) or committing (e.g. practicing rock climbing) risk-taking behaviors might put the athlete at risk and would result in an injury if such behaviors interact with specific situational conditions. Results showed PTR significantly correlated with the Zuckerman's SSS-V and also correlated with some of the sport injury outcomes used, supporting the validity of the PTR.

## Development Assessment 1 (Room 2.6)

### **A Study on the Relationship between Perceived Self-Efficacy of Teens and Parenting Locus of Control of Parents**

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To study on potential effect factors to perceived self-efficacy and parenting locus of control, to investigate the relationship between perceived self-efficacy of teens and parenting locus of control of parents, and to study how parent-children relationship can improve perceived self-efficacy of teens. Adopting Self-Efficacy Integration Scale (SEIS), Parenting Locus of Control Scale (PLOC) and self-made questionnaire, surveyed 343 junior middle school students from three different schools. (1) In demographic factors, region and school, gender, education of parents, family structure and parents' age will affect perceived self-efficacy of teens or parenting locus of control. (2) There's significant negative correlation between general perceived self-efficacy and dimension 'parental control on behavior' and the total scores of locus of control; there's significant negative correlation between learning perceived self-efficacy and parental 'education effectiveness', 'parental responsibility'. Parent-children relationship significantly affects perceived self-efficacy and parenting locus of control. According to the cluster in this research, parent-children relationship of caring can help improve perceived self-efficacy of children. Significant difference exists among different types of parent-children relationship in perceived self-efficacy and parenting locus of control; learning perceived self-efficacy and self-regulated learning efficacy can be improved by family education, etc; there are 9 conclusions in total.

## **Preliminary Evaluation of the Effectiveness of a Psychoeducational Program for Divorced Parents**

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The aim of this study is to assess the effectiveness of a psychoeducational program for divorced parents. This program has been carried out in the University of Deusto with three different groups of parents, and its content is children-centered. The design of the study is quasi-experimental, with assessment before and after the participation on the program, both in parents and their children, and being one of the groups a wait list control-group. Multimethod assessment has been used in order to analyze if the participation on the program is related with changes in different levels of functioning both in parents and children. The results indicate that the program is promising as some changes has been observed in parents' educational and communication skills, and also in their conflict management skills. Satisfaction with the participation has been high. However, little changes have been found on children. This primary assessment will be useful in order to improve the program in the future.

## **The Relationship between Well-being, Attachment Style and Family Support among Adolescents with Various Levels of Exposure to Ongoing Security Threat**

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The purpose of the present study was to examine the sense of threat among adolescents who had been exposed to various levels of threat to their safety. The examination considered mediator variables – attachment style and family support – affecting the relationship between the exposure to threat and their well-being. Participants were 412 Israeli adolescents (ninth-, tenth, and twelfth-grade students) from three high schools in the area bordering on the Gaza Strip. The schools are located in areas of ongoing exposure to threat, moderate exposure, and no exposure. The findings revealed a relationship between a sense of threat and well-being. Adolescents who experience an ongoing security threat, coupled with media

exposure, had a lower sense of well-being. Family support and attachment style – are mediator variables in the relationship with well-being. Adolescents with high family support and secure attachment style exhibited high well-being. The lowest degree of well-being was found in twelfth-grade students, who face the draft immediately after high school. Therefore, it is important to learn more about this issue in order to find means of support and help tailored to this grade. The findings could help in developing effective support and assistance systems for adolescents whose personal safety is threatened.

## **Assessment of Parent-Infant Interaction Quality**

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Research has consistently shown that the quality of early mother-infant interaction influences child development and psychopathology. This relationship has been demonstrated in older children and more recently in infants and toddlers. Specifically, disturbances in parents-child interaction during early childhood (during the first 12 months of life) seem to predict child development and psychopathology at 18 months of age. The few studies that have addressed to the father in this association, seem to indicate that poor early father-infant interactions predict externalizing behavioral problems in infants and children. In our study we intend to examine whether the quality of early parent-infant dyadic interaction at 6 weeks and 6 months of age predicts child development and psychopathology at 18 months of age in 400 families. We expect to provide empirical support for the effect of early parent-infant interaction on child development and psychopathology and to determine whether the influence of mother-infant interaction on child development and psychopathology is moderated by the quality of father-infant interaction. The aim of this presentation is to discuss some methodological issues about the assessment of both parents' dyadic interactions with the child over time.

### **Parents' and teachers' attributions and emotions for the between them cooperation**

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This study examined parents' and teachers' attributions and emotions for the between them perceived quality of cooperation, the impact of intuitive and attributional appraisals of the cooperation on the emotions, and the effects of the appraisals of the cooperation, and the subsequent emotions, on the cooperation expectations. The sample comprised 76 parents and 70 primary school teachers, while data were collected at the middle of a school year. The results showed that (a) parents and teachers experienced intense positive and moderate negative emotions for the perceived good and non good cooperation, respectively, (b) parents attributed the estimated as satisfactory cooperation with teachers to stable, external and self-teacher controllable causes, while they mainly referred to internal and external controllable factors for the unsatisfactory cooperation, (c) teachers attributed the perceived good cooperation with the parents to internal, stable, personal controllable and self-parent external controllable factors, while they ascribed the non good cooperation to external and external controllable causes, (d) attributions had moderate and positive impact on the emotions, and (e) parents' external controllable attributions and teachers' internal attributions was the most powerful formulator of the between them cooperation expectations. Discussion focuses on the applications of the findings in education and future research.

### **Assessment of the Impact of Problem-Based Learning in Competence Development of Students of Psychopedagogy**

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The European framework of higher education is promoting the improvement of the quality of university education. One of the main challenges is to get students finish university degree with competences acquired, aim for which it is essential to

include active methodologies, but also the evaluation of its effectiveness. The study presented here is the evaluation of an educational innovation methodology based on Problem Based Learning. Specifically, we have evaluated the impact on student perceptions of their competence development and methodological variables that promote it. 222 students of Instructional Psychology of Cordoba University have participated (71.8% women), who filled out the Problem Based Learning Impact Assessment Scale ( $\alpha = .99$ ). The descriptive results show a high level of self-perception about: development of generic competences, transfer of knowledge, satisfaction and achievement, and adequacy between time and effort. The linear regression outcomes show that the potential of transfer and the adaptation and transversality of learning are the most influential factors in the development of generic competences. These results help understand what keys would support the benefit of Problem Based Learning.

### **A psychometric evaluation of the WIAT-III Mathematics subscales**

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The Wechsler Individual Achievement Test–Third Edition (WIAT-III) is an individually administered assessment designed to measure students' reading, listening, speaking, writing and mathematics skills. It consists of 16 subtests. The purpose of this paper is to provide results from the adaptation of the Mathematics subscales (Math problem solving, numerical operations, and Math fluency) on a Cypriot sample of 539 students in grades pre-K to 12. Cronbach's alpha coefficients were very high: 0.97, 0.97, and 0.95 for each subscale respectively. Intercorrelations among the three subscales were above 0.80, while medium to high correlation coefficients were found between them and the remaining WIAT-III subtest scores. Score differences on the three subscales between males and females were not significant, but there were significant differences between the non-clinical sample and a sample of participants diagnosed with mental retardation, ADHD, learning or developmental disabilities. Grade-based norms reveal a consistent increase in scores as children grow up. Finally, item-level analysis in the paper will examine the psychometric properties of the items composing the three subscales. Such empirical evidence is necessary for valid use of this recent version of the WIAT for its intended diagnostic, evaluative and placement purposes.

## **Study Related Interests, Satisfaction with the Study Program, Work Engagement and Change of Subject**

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Many studies have indicated that more than 20% of enrolled students think about dropout or changing their initially chosen subject already in their first semester at university. Furthermore, a considerable number of students actually dropout or change the subject. Due to limited resources, this situation becomes an increasingly important issue at German universities. Therefore, an analysis of the causes of subject change or dropout, as well as the development of appropriate intervention plans measures are of critical concern in the quality assurance of universities and education respectively. The focus of the present study is on the measurement and relationship of study related interests, satisfaction with the study program and work engagement. Furthermore, these interests and attitudes are related to the reflection on changing the subject of study (N = 645) from different majors at the *Goethe-Universität Frankfurt*. The results indicate that students who think about a change of their major show less specific interests, less satisfaction with the study program, and less work engagement than students who do not intend to change their major.

## **An Observation Tool to Assess Preschool's and School's Learning Strategies in Two Different Game Contexts: Manual and Computer Game**

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New technologies are in all spheres in our life; they are modifying the way we are facing the external demands. Children are approaching to this technological environment as active users at younger ages. The computer is a key part change in educational and entertainment areas. In this context, we present an assess tool that allows to pick up cognitive and metacognitive strategies developed by the child in a directed computer and manual game context. The observation instrument also values relational aspects generated by the interaction between adult and child. We intend to explore the influence of this adult mediational style on the child's strategies. This is an implementation experience with children aged between 3 and 8 years belonging from junior kindergarten to the junior primary. Proposed activities for children consisted of a memory game with two different presentation media: a manual and a

computer. We want to observe longitudinal and transverse differences in execution. The importance of the observational methodology is highlighted in this study. It allows the construction of a powerful ecological tool to assess cognitive processes indicators while reflecting the influence that the environment is having on these processes.

## **Organizational Perspective Assessment 2 (*Room 1.5*)**

### **Development and Validation of an Instrument Measuring Task and Relational Subsystems of Group Development: Leader and Member Versions**

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The majority of group development models predicts that groups develop through four stages, each having two subsystems (task and interpersonal). The goal of this study was to develop and validate a theory-driven measure to assess the eight dimensions of group development (four stages per subsystem), to be rated by leaders and/or group members. Two samples were collected: (a) 396 U.S. group members and (b) 166 Portuguese group leaders and 1345 group members. Confirmatory factor analyses supported the eight-dimensional theoretical structure of group development in both samples. SEM, regression and multilevel analyses supported the convergent and discriminant validity of group development in relation to theoretically related constructs such as group members' emotional states, collective efficacy, group performance, and members' unethical and organizational citizenship behaviors. Moderation analyses revealed that the interaction of complementary subsystems explains variance in work-related group outcomes over and above the effects of each subsystem. These findings have conceptual and practical implications: First, the 38-item measure is valid and reliable for assessing group development (in English and Portuguese; for team members and leaders). Second, we shed light on previous theoretical discussions of the dimensionality of group development. Third, the results suggest ways of enhancement important work-related outcomes via group development.



## **Linear Nonlinear Thinking Style Profile: Measurement Invariance, Construct Validity and Balance Indicators**

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Thinking styles refer to the individual differences in attending and processing information. Individuals with a linear thinking style attend more to tangible data and process that information via rational thinking. Nonlinear individuals attend more to internal feelings and process that information to generate insights. Balanced thinkers combine rational and intuitive thinking characteristics. The Linear Nonlinear Thinking Style Profile (LNTSP; Vance, Groves, Paik, & Kindler, 2007) development was based on a hierarchic structure: linear (encompassing external sources of information and linear decision making) and nonlinear (encompassing internal sources of information and nonlinear decision making) thinking styles. Although promising, this measure needs further validity evidence (Armstrong, Cools, & Sadler-Smith, 2012). The present research aims to (a) test the measurement invariance of a second-order factor model of LNTSP in U.S. and Portuguese samples using SEM, (b) further analyze its construct validity, and (c) analyze different indicators of balanced thinking styles. We collected data from 647 U.S. and 552 Portugal-based workers. Measurement invariance is supported across countries, further evidence of construct validity is presented and discussed (by assessing LNTSP relationships with work engagement, knowledge sharing, burnout and personality), and the advantages and disadvantages of different indicators of balanced thinking styles are discussed.

## **Application of Neuroscience in Social Media Manager: From the Social Media Manager to the Social Media Neuromanager**

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In this digital age which we find in ourselves is well-known the fundamental role that Social Media have (mostly digital) in our daily life at all levels: personal, professional, business, and so on. This new model of human behavior has led us to introduce the new figure of Information Manager with its own characteristics and specific responsibilities: The Social Media Manager. A Social Media Manager must meet certain professional profile characterized by multidisciplinary (psychology, sociology, anthropology, business, statistics, etc.) to be able to effectively perform

their work. Neuroscience applied to business management allows through its tools (moments of conscious concentration, conscious attention, self-directed neuroplasticity, mirror neurons) to make easier the acquisition of required skills to optimize the professional performance of the Social Media Manager, transforming him into a Social Media Neuromanager.

## **Questionnaire “The Professional Development Factors” and its potentials in professional crises assessment.**

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Recent studies of a diverse professional sample showed that the process of professional development has its specific stages and transitions in between. Those transitions could be considered as turning points at which future professional development is determined. To approach this issues we developed special questionnaire “The Professional Development Factors, which included 2 groups of parameters: (1) factors of professional development: “Contentment with professional life” and “Professional Self-realization”; (2) factors of professional activity: “Psycho-physiological recover” (the capacity to renew the potential); “Dedication” (reflects active life approach, aspiration for the professional promotion; “Behavioral Self-control”; “Interpersonal communication”. Questionnaire consists of 27 statements, each statement is scaled from 1(do not agree) to 4 (absolutely agree). During validization questionnaire was used with other methods, such as R. Cattell 16 PF test, Big-5, Self-regulation test by V. Morosanova etc. Participants were people aged 22-50 (n=279; n<sub>male</sub>=177, n<sub>female</sub>=102). Questionnaire provides data both on professional development in 6 dimensions named above and crises of career (low scores for the scales of professional development). Despite relatively recent application of the Questionnaire, it was shown that all scales were highly correlated to life satisfaction parameters. It was also revealed that though all scales correlated with self-regulation scales, self-control negatively correlated with autonomy.

## **A Serious Game to Evaluate Holland's Vocational Interests: a Validity**

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In the area of training, the use of games opens up new opportunities. Do they also offer opportunities for psychological assessment? The present study aimed at designing and building a serious game to evaluate vocational interests for purposes of vocational guidance. The hexagonal model of Holland, based on six types of vocational interests is retained as a theoretical framework. The game is located in a village. The player must complete six mini-games, each corresponding to one of Holland types (RIASEC). Five kinds of information are recorded for each subject: the number of times s(he) played the mini-game, the score obtained to the mini-game, the length of the play, a mark expressing how s(he) liked or disliked this mini-game and the order of preference for every mini-game s(he) gave at the end of each day. The use of this serious game approach raises some heuristic questions: 1) Does this game situation allow a reliable assessment of vocational interests? 2) Which information recorded during the game are the most reliable? To answer these questions, we collected data on several samples of subjects (high school pupils (n=228), university students (n=103), adults (n=41)) who have played the game and completed a classical vocational interests questionnaire. Psychometric and statistical analysis aims at estimating the validity and reliability of the game and the pertinence of the different information provided by the game to assess vocational interests.

**9:45 – 11:15**

**Test Adaptation, Test Development, and Innovative Assessment  
Tools 2 (Room 0.1A)**

**The Use of Partially Structured Measures for an Indirect Assessment of  
Attitudes: The ARPS, a New Measure for Assessing Attitudes Towards  
Risk**

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Partially structured (PS) measures for assessing attitudes rely on the inferences drawn from the individual's interpretations of PS stimuli to which she/he is asked to describe the behavior, intentions and/or attitudes of a third-person in a specific context. They are based on the notion that asking examinees to describe so will allow them to encode such scenarios in an idiosyncratic way influenced by the perceiver's own attitudes. Compared to the traditional self-report direct assessment, this indirect measurement procedure would be partially exempt from social desirability concerns due to respondents may be unaware of the assessing objectives or because using a third-person could avoid the participation of the deliberate processes that governs behavior when the self becomes the focus of attention in categorization processes. This work is aimed to present these PS measurement procedures, which has been largely overlook in attitude assessment research, applied to the assessment of attitudes towards risk. The Attitudes-toward-Risk Partially-Structured (ARPS) measure consists of seven situations different people (identified by initials and gender) face regarding three common risk-domains: health, safety, and ethics. The ARPS showed adequate internal consistency, test-retest reliability and convergent validity. Moreover, ARPS was able to predict a specific risk-taking behavior that produced real consequences.

## **A Pilot Study for Predicting Online Privacy related Attitudes and Behaviours**

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In recent years, online privacy has been studied by different disciplines, leading to promising but not conclusive results. This pilot study aims to bring together diverse variables analyzed in former investigations, and explore their ability to predict online privacy attitudes and protection behaviour. Moreover, it aims go further by exploring the effect of new factors not previously considered and widening the scope of some scales. For that purpose, some measures were developed (e.g., offline privacy concerns) and others adapted to this context (e.g., traditional measures of self-disclosure). University students and staff participated in an online survey-type research in order to identify adequate preliminary results. The measures included socio-demographic data, internet experience, new technology use, privacy (online and offline attitudes, behaviours and expectations), online and offline self-disclosure, internet self-efficacy, trust, intrusions experienced, personality traits, real-me expression, and self-esteem. Regression analyses showed the more relevant variables in predicting online privacy. Group comparisons regarding socio-demographics, technology use and experience were also carried out. This study extends our current knowledge regarding online privacy, and will guide later research by providing a comprehensive selection of variables relevant to this topic. Full-validation of new measures is needed in further studies.

## **Assessing Online Self-Disclosure: Patterns of Disclosure and Degrees of Intimacy when Communicating Online**

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Concerns about online privacy influence but do not fully correlate with demonstrated self-disclosure online. The internet provides users with different means to self-disclose and allows them to do so to different audiences. Some of these audiences may also exist offline. However, as privacy concerns might influence online communication, we wonder if people actually adapt their disclosure behaviour to this context. This study aims to compare the depth and degree of online self-disclosure on diverse topics using different means. Furthermore, it aims to explore if any pattern of offline self-disclosure is reproduced while online. Undergraduates and

university staff participated in this online survey-type research. Former instruments were adapted to assess self-disclosure in both online and offline contexts. The scale included five topics with different degrees of intimacy (e.g., tastes, self-concept, sex). For online context, participants were asked about their patterns of self-disclosure through different sites (e.g., “Social networks”, “Forums”, “Twitter”). On offline context, participants responded to their patterns of self-disclosure in different groups according to their closeness (e.g., “Parents”, “Friends”, “Acquaintances”). Results indicated connections between online and offline self-disclosure and the extent to what people disclose intimate topics when online. The implications for online privacy and media law will be discussed.

## **Normative, Ipsative, and Beyond**

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For online personality tests, two formats are established: normative and ipsative. Normative questionnaires are pleasant to answer for test takers, but often lead to undifferentiated profiles or socially desirable responding. The ipsative format yields profiles with a higher degree of differentiation, but is not as pleasant to answer. A third format that strives to combine the advantages of the two formats will be presented: adalloc (adaptive allocation of consent). Adalloc presents items in blocks and test takers have to make a choice, like the ipsative method. However, they are not required to allocate all points, and they may also allocate an equal number of points to all items, like in the normative format. Up to date, over 250,000 participants have completed adalloc based questionnaires. An adalloc-based questionnaire of job-related competencies yields internal consistencies between .72 and .85 and test-retest reliabilities between .70 and .87. As the method is closely related to the ipsative one, it takes over some of its limitations, for example the relative nature of the scores. The method allows for shortening the questionnaire and makes it pleasant for participants to complete and at the same time yields highly differentiated profiles.

## Organizational Perspective Assessment 3 (Room 2.1)

### Leadership Evaluation Using 360° Assessment : Artifact and Reality of Interrater Agreement

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Leadership questionnaires are often used in the framework of 360° approach (self-assessment associated with assessment by observers such as superior, co-worker, subordinates). Most studies are interested in the effects of various observer's characteristics on their evaluations, but few take into account the complex structure of 360° data. In our sample, 2441 top-managers were evaluated by 3 to 12 observers on the Global Executive Leadership Inventory. First we have shown the necessity of using a multilevel framework – for all dimensions studied the multilevel models yield to a significantly better fit compared to models ignoring that structure. Then, we studied the effects of various observer's characteristics (hierarchical status, gender, age) on their evaluations. Each of these characteristics was significantly related to differences in evaluations but, at the same time, they all only explained a very marginal amount of variance. The very important part of free variance left raised the question of the overall agreement within the observers group. This question was answered using traditional group consistency statistics, as well as non-correlational agreement statistics  $r_{WG}$ . These results raise heuristic issues on the concept of true score in 360° approach and how to explain the inter-observers variability.

### Assessment of Work-Related Stress: A Questionnaire Based on a Dynamic Model of Emotional States.

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This study aims at validating a new approach to assess suffering and stress in workplaces using a specifically designed questionnaire (PULSE). This approach is based on a model explaining malaise (discomfort) with ten emotional states (reactions) organized as two bipolar continuums: wellbeing/malaise and

protest/protect (Zuili, 2008). This dynamic model deals with the transition from one emotional state to another that the subject is mobilizing in a potentially stressful situation. The assessment aims to analyze these transitions through different emotional states in a given situation. The assessment of this process called for an original questionnaire format. Eighteen potentially stressful situations at work were presented. For each of these situations, six answers were offered, each of them matching one of the ten emotional states. The subject gave the answer (out of 6 possible answers) that would best fit his/her reaction (spontaneous choice) and the second best answer (out of the 5 remaining answers) that would also fit his/her reaction (constrained choice). The relevant information was given in this asymmetrical couple of answers. We performed a Correspondence Analysis followed by a Hierarchical Classification to examine these data while respecting their specific structure. It enabled us to construct a typology of the responses reflecting the behavior predicted by the dynamic model explaining stress and suffering at work. The typology was cross-validated using discriminant analysis on a new sample and a simulation study.

## **The Moderating Role of Psychological Capital in the Relationship Between Job Stress and the Outcomes of Incivility and Job Involvement among Call Centre Employees.**

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The objective of this study was to determine the relationship between psychological capital, job stress, incivility and job involvement, and to determine whether psychological capital and job stress hold any predictive value for the outcomes of incivility and job involvement. A cross-sectional research design was used. The participants were 104 call centre employees. Purposive sampling was applied. The broaden and build theory and the job stress model were used as theoretical frameworks for this study. The results indicated that psychological capital and Uncivil Workplace Behaviour were negatively related, while psychological capital and Job Involvement were positively related. The findings indicated that Job Stress held predictive value for Incivility and the Hostility subscale. This was accounted for in the fact that there was a significant degree of overlap found between job stress and psychological capital due to the strong correlation between these two constructs, therefore, only one of the constructs (psychological capital) held significant predictive value for incivility. Psychological capital did not display significant predictive value for incivility. Job stress was determined to hold significant predictive value for incivility.



and the hostility subscale. This implies that an individual reporting a high level of stress can be expected to also exhibit uncivil and counterproductive workplace behaviours that may be hostile in nature.

## **Assessing Business Knowledge of Students: Approaches to Test Validation**

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The aim of the presented study is to validate a newly developed multiple-choice situational business knowledge test for undergraduate students in Germany. The test focuses on tapping into procedural knowledge structures that go beyond declarative knowledge. Procedural knowledge is defined as knowledge of subject-specific techniques and methods as well as knowledge of criteria when and how to use appropriate procedures. To research into different aspects of validity the test was administered to (N=200) students of business and business education in Germany. It was jointly administered with an existing test of declarative business knowledge. Additionally, deep and surface learning strategies and further criteria for validation (e. g. number of previous courses, previous vocational education and gender) were assessed. A two-dimensional item-response model, with the declarative and situational test modeled as intercorrelated dimensions, shows a significant better fit than a one-dimensional model. Structural equation modeling reveals a differential predictive pattern for results of both tests. Relational learning strategies are predictive of test results in the situational test but not of the declarative test. The results support most aspects of validity for the situational test. Advantages and disadvantages of using item-response modeling, structural equation modeling and learning strategies to determine test validity will be discussed.

## **To Be or Not To Beat Work: Construction and Validation of a Scale of Presenteeism Culture**

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Presenteeism refers to employees attending work despite feeling psychologically or physiologically unhealthy. However, some underlying mechanisms regarding presenteeism still remain unclear, namely the construct of presenteeism

culture. In order to shed some light into this phenomenon, we constructed and developed a scale of presenteeism culture (PCQ). First, in Study 1, we identified a pool of items from the literature and, in Study 2 ( $N = 147$ ), we tested 26 items that were pilot-studied with Principal Component Analysis. In study 3, ( $N = 293$ ) we tested a three factor model – extra-time valuation, supervision distrust, and co-workers competitiveness – with Confirmatory Factor Analysis. Reliability estimates for the PCQ factors ranged from .81 to .88 and average variance extracted was higher than .80. Data suggested discriminant validity as the items belonging to the construct explained more variance than other items of other constructs (composite reliability scores higher than .95). Predictive validity showed that LMX has a negative correlation with presenteeism culture. Finally, we discuss our results and provide suggestions for future studies that overcome the limitations of this research.

### **Clinical Assessment: Childhood and Adolescence 3 (Room 0.1B)**

#### **Validation of a Japanese Version of the Sensory Profile: Comparison between Individuals with and without Developmental Disorders**

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Many individuals with autism spectrum disorder (ASD) or other disabilities experience sensory-related difficulties, which lower their quality of life and lead to various problem behaviors. The Sensory Profile (SP) is a standard method to measure sensory processing patterns. We developed a Japanese version of the SP (SP-J) and determined its reliability and validity by using a sample consisting of 1,441 typically developing individuals (age: 3–82 years;  $M = 24.0$ ;  $SD = 18.4$ ) and 317 individuals with only intellectual disability (ID), only ASD, or both (age: 3–40 years;  $M = 14.6$ ;  $SD = 6.6$ ). We observed large differences in 4 quadrant scores between the typically developing group and high-functioning and low-functioning ASD groups, but small or medium differences between the typically developing group and only ID group. In addition, compared to the intelligence quotient, the quantitative measures of ASD symptoms showed higher correlation with SP-J scores. These results are consistent with previous findings showing that individuals with ASD often develop sensory-related symptoms and support construct validity of the SP-J.

## **The Reliability and Validity of the Emotion Recognition Scales in Boys with Disruptive Behaviour**

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The *Emotion Recognition Scales* (ERS) were designed to assess the ability to understand the experience of other people. The ERS include three tests of verbally-loaded emotion understanding abilities and three tests of perceptually-loaded emotion recognition abilities, plus speed of response and response/accuracy indices. Originally used among children with developmental or sensory disorders, the reliability and validity of the ERS was assessed in samples of boys aged 4 to 8 years with (n=42) or without (n=47) clinically significant disruptive behaviour. Scales were found to be internally consistent in children with ( $\alpha=.74$  to  $.87$ ) and without ( $\alpha=.72$  to  $.90$ ) disruptive behaviour. Boys with disruptive behaviour obtained significantly lower ability scores than non-disruptive boys on all ERS. In correlation analyses, the ERS were significantly associated with parent and teacher-rated social skills, the quality of the boys' relationships with their mothers, and the severity of parent-rated ADHD symptoms. The results provide strong support for the reliability and validity of the ERS.

## **“Anxious to know”: Development of a Semi-structured Interview to Evaluate Parental Cognitions and Strategies to Deal With Children’s Anxiety**

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The present semi-structured interview was conceived to assess parental perceptions related to children’s anxiety disorders (AD) and their strategies to deal/cope with anxiety. This individual interview has a medium duration of 45mn and can be used as a complement of other evaluation instruments (e.g. ADIS-Anxiety Disorders Interview Schedule for DSM-IV) or adapted according to interviewers aims. 20 groups of questions intend to examine a broad range of issues, such as: perception of AD as a problem; parental attributions/beliefs about child’s anxiety and vulnerability; cognitions, emotional reactions and typical responses to anxiety induced situations of daily life; parental threat interpretations of ambiguous situations; attitudes towards their husband/wife’s responses to children’s anxiety manifestations.

35 mothers and 35 fathers of children (ages 9-11) diagnosed with AD, are participating in an on-going study. Preliminary results reveal a parental tendency to worry about children's anxiety consequences and to feel concerned or powerless and to adopt avoidance strategies to cope with children's anxiety. *Conclusion:* This qualitative measure allows the enlargement of parental evaluation related to children anxiety and reveals specific and effective clues to clinical intervention design.

### **Evaluating the effects of perceived emotional intelligence on perceived stress and depressive symptoms in adolescents**

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The Trait Meta-Mood Scale (TMMS) is a measure of perceived emotional intelligence (PEI). Various studies have supported the validity of this measure by demonstrating its relation with emotional adjustment variables, such as depression and the use of mal/adaptive coping strategies. Other studies have showed that stress is the main risk factor for depression. These findings point out the possibility that perceived stress (PS) may mediate the relation between PEI and depressive symptoms (DS). The first target of this study was to examine this mediation with the three subscales (attention, clarity and repair) that includes the PEI measure. The second target was to evaluate the average effect of the three subscales of PEI on PS and DS. A total of 703 students (350 male and 353 female) completed the questionnaires. Their mean age was 14.02 years. Participants were students of secondary education in the region of Teruel. Analysis revealed complete mediation with attention and clarity, but not with repair. Surprisingly, the average effect of the three subscales on PS, as well as on DS, was null. Results are discussed in relation to its implication on prevention and treatment of depressive symptoms in adolescents, as well as on the measurement validity of PEI.

**Clinical Assessment in Adults 3 (Room 0.1A)**

**Emotional Expressiveness Mediates the Relation between Emotion Regulation and Wellbeing in Various Ethnic Groups in the Netherlands**

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Emotional expressiveness (EE) and emotion regulation (ER) strategies are important predictors of wellbeing across the ethnic groups. In order to assess EE, we slightly adapted the Display Rule Assessment Inventory (Matsumoto et al., 1998). In this way, we could make a distinction between EE in participants when having a contact with familiar or unfamiliar people. We propose a model where EE mediates the influence of ER on wellbeing operationalized as mood disturbance, life-satisfaction, and depressive and physical symptoms. The data set was collected using the immigrant panel of Centerdata in the Netherlands. The sample consisted of 1,236 participants (427 native Dutch, 344 migrants from non-Western, and 465 Western immigrants in the Netherlands). The results supported the mediation model in all groups; higher reappraisal and lower suppression were significantly related to higher EE that in turn was significantly related to better wellbeing. Non-Western immigrants scored higher on suppression and lower on wellbeing than Western immigrants and Dutch majority group. We did not find cross-cultural differences in EE. The implications of our findings for future research are discussed.

**Mechanisms underlying the effects of self-oriented perfectionism on depression: the psychological stress model and the moderating effect of self-efficacy**

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The purpose of this study was to examine how self-oriented perfectionism affects depression. To consider this issue, we examined how self-oriented perfectionism works as an antecedent factor in the psychological stress model, and

how self-efficacy exerts a moderating effect in this model. First, 307 undergraduates (mean age = 19.7 (SD = 1.2) years) completed a questionnaire assessing dimensions of self-oriented perfectionism (personal standards, concern for mistakes, and doubting of actions), self-efficacy, cognitive appraisal (impact and controllability of stressors), coping style (active and passive), and depression. Second, we divided participants into two groups depending on whether they had self-efficacy scores below or above the sample mean (2.83). Third, we conducted multi-group analysis to explore the model. We adopted different models for the high self-efficacy group and low self-efficacy group. Further, self-oriented perfectionism was found to have positive effects on depression in the low self-efficacy group, and negative effects in the high self-efficacy group. These results suggest that self-efficacy determines how self-oriented perfectionism can affect mental health. This is because high self-efficacy makes self-oriented perfectionists set excessively high standards, and setting such standards is detrimental to their mental health.

### **Psychometric properties of the Short Health and Anxiety Inventory in Spanish clinical and non-clinical samples.**

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The Short Health Anxiety Inventory (SHAI, Salkovskis, Rimes, Warwick & Clark, 2002) is a self-rated scale that is used for measure health anxiety in people who suffers physical illness or different levels of health concerns, from normal worries to hypochondriacal thoughts. The short version of this scale is composed by 14 items and a “negative consequences” subscale, composed by 4 items. A recent review by Alberts, Hadjistavropoulos, Jones and Sharpe (2013) showed the good psychometric properties of the English version of this instrument in seventy-nine studies with non-clinical, clinical and medical samples. The aim of this work is to test the psychometric properties of the Spanish version of this this measure in a sample of University students and samples of patients with OCD, GAD or Hypochondria. The results indicated that the SHAI is a valid and reliable measure in Spanish non-clinical population, showing high internal consistency, test-retest reliability and good criterion validity. The factorial structure proposed in the original paper was successfully replicated. The potential uses in research or clinical settings of this measure in different groups of patients with psychological or somatic disorders will be discussed.

## **Factor Structure, Longitudinal Invariance and Criterion Validity of the Hospital Anxiety and Depression Scale in Cardiac and Hypertensive Patients**

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The Hospital Anxiety and Depression Scale (HADS) is a commonly used self-report measure of anxiety and depressive symptoms. However, there is a strong debate about its dimensionality. The present study aimed at assessing factor structure, longitudinal measurement invariance and criterion validity of the HADS in a sample of cardiac and hypertensive patients. Self-report measures were administered at baseline and 6 months later to 195 cardiac and 338 hypertensive patients, ranging in age from 20 to 79. Confirmatory factor analysis was performed to evaluate the best fitting structure and longitudinal invariance of the HADS. Concurrent and predictive validity were assessed considering relationships among HADS dimensions and several measures of health and well-being, such as: illness perception, self-efficacy beliefs in managing disease, satisfaction with life, quality of life, and perceived health status. Results demonstrated the superior fit of a three-factor model of depression, psychic anxiety and psychomotor agitation. Moreover, this structure appeared to be stable and partially invariant over time. Finally, HADS dimensions were correlated with concurrent and subsequent measures of health and quality of life. The HADS was confirmed to be a reliable and valid measure of psychological distress in cardiac and hypertensive patients.

## **Assessment of Cognitive Complexity and Specificity in Autobiographical Memory and their Relationship to Depression**

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This study had two aims: 1) to replicate the association found between depression and *overgenerality of memories* (i.e. experiencing difficulties retrieving specific memories) using assessment procedures that tap autobiographical memory, and 2) to examine the relationship between autobiographical memory specificity and autobiographical cognitive complexity in depressed versus non-depressed

individuals. Inpatients fitting CIE-10 criteria of depression were compared to non-depressed inpatients in a general hospital. Apart from Autobiographical Memory Test (Williams & Broadbent, 1986), participants provided an autobiographical memory about their childhood. The narratives were subjected to a content analysis of cognitive complexity, constituted by textual elements of differentiation (self-focus) and integration (other-focus) (Woike, 1997). In line with previous studies, evidence of the association between depression and overgeneral memories was observed, especially for unpleasant words. More interestingly, the number of specific responses was statistically significantly related to the differentiation category in the depressed sample as it was for the integration category in the non-depressed sample. Thus, revealing significant group differences in how cognitive complexity is employed in response to unpleasant cue words appear in our study. The results are discussed in the context of the rumination theory about the links between memory specificity and self-focus thinking in depression.

### **Educational Assessment 3** (*Room 2.1*)

#### **The Influence of the Achievement Motivation on Normal College Student' Strategic Decision on Whether Pursuing Advanced Education**

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In this research, students from Qing Dao University teachers college were selected as subjects. The initial test of College students' achievement motivation was administrated to 170 students, then the formal test of College students' achievement motivation was administrated to 220 students. The influence of achievement motivation level on strategic decision of undergraduate to join the postgraduate examination was discussed based on achievement motivation theory. In this paper questionnaire survey were used as the main method, combined with literature review method and interview. The research results were as following: 1. There are no gender differences on the achievement motivation level. 2. The differences of achievement motivation level between arts students and science students are significant. The achievement motivation of arts students is higher than science students. 3. There are grade differences on achievement motivation level. The achievement motivation of senior is higher than freshman, sophomore and junior. 4. The differences of achievement motivation level among in the student who decide to pursue advanced education, who decide not to pursue advanced education and who



haven't decided yet are significant. The achievement motivation of students who decide to pursue advanced education is higher than other students.

## **An Assessment Tool for Mathematics Education: Observing Children and Teacher Actions During the Math Class**

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The observational methodology is very useful in education; the child behaviour is quite complex, it is related to the influence of other mates and full of unforeseen events. Also, this methodology is appropriate to evaluate learning processes in the natural environment without disturbing them. We are presenting an observation tool we have constructed in order to observe children and teachers during the math class, and to detect the presence of eventual mathematics learning disorders. We included the visible behaviours that could be related to mathematical performance and those teaching actions which may be more stimulating or relevant towards learning. The children actions are divided into the criteria: individual behaviours addressed to facilitate learning, neutral (verbal and/or motor) individual actions, interactive verbal and/or motor actions. We tested our tool in three different groups of 6-year-olds in the first course of the primary education, selecting two different sequences which we have analyzed in different moments and by different observers, and through the specificity of criteria definitions and trained observers we obtained a Kappa concordance index of 82% (Kappa = 0.77). Thus, the tool we have constructed and presented here constitutes a reliable observational one.

## **Conflictive Rapid Naming Testing of Non-Readers and Pre-Readers**

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Non-phonetic Anglo-Saxon researchers created “dyslexia” (which was absent from other educational and linguistic traditions). In the second half of last century, admiration for their work lead educators of phonetic languages to teach “global revisualization” strategies (rather than syllable and letter analysis). We compare the Ferreiro-Teberoski index of phonological maturity (not valid in non-phonetic languages) to neuropsychological P.I.N. predictors such as Digit Stroop (DS) and

Oral Trails (OT). (Population) Brazilian subjects aged 4 to 7 (93 schoolchildren in four levels, in public and private schools, male and female). Ferreiro signs from word dictation separate subjects into: Analyzers (with total sign-sound equivalence); and non-analyzers (producing other responses). DS and OT are PIN rapid naming tests that include: a) two mechanical tasks of *word retrieval* and *oral-motor production*; b) two mental tasks of *decision-making* (Posner, Stroop, D-KEFS) and c) two measures of *working memory stress* under physical and mental interference (Trails). Data were correlated a second time in control groups combining ages, genders and social levels. For ages and genders (but not for social classes), comparisons were valid beyond the .05 level or higher. Neural rapid-naming measures are objective predictors of reading maturity, valid for all languages.

## **Dynamic Testing of Analogical Reasoning in Children: Is Working Memory a Piece of the Puzzle?**

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Dynamic testing is a method to measure *learning as it occurs* by incorporating feedback into the testing process. Children's performance on a dynamic test of analogical reasoning provides interesting information for educational psychologists such as profiles of "instructional-needs" and "modifiability" scores. However, the assessment of working memory has been found to be a good predictor of children's analogical reasoning ability. Therefore, it is important for dynamic testing studies to address whether the results provide unique information that cannot be obtained with working memory assessment. Aim: Ascertain whether working memory can predict children's learning and change on a dynamic test of analogical reasoning. Method: 1000 5-10 year old children were assessed in verbal and visuo-spatial working memory followed by a dynamic testing of figural analogical reasoning using a pretest-training-posttest. Results: Latent class analysis indicated that children could be divided into two groups: *analogical* and *non-analogical reasoners*. Explanatory item response models showed that in the *analogical reasoner* group verbal working memory was a weak predictor of "instructional needs" and change from pretest to posttest (modifiability). Working-memory was unrelated to *non-analogical reasoner's* learning process. Discussion: The utility of dynamic testing as a measure of learning potential will be discussed during this presentation.

### **The Sapi Project: Development and Validation of an Indigenous Personality Assessment Tool in South Africa**

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The South African Personality Inventory (SAPI) project aims to develop a personality assessment tool, derived from the implicit personality conceptions in the different cultural groups in South Africa and applicable to all 11 official languages of the country. In the qualitative stage of the project, a common personality model was developed from interviews with native speakers of all languages ( $N = 1,216$ ). The model incorporates 9 clusters (Conscientiousness, Emotional Stability, Extraversion, Facilitating, Integrity, Intellect, Openness, Relationship Harmony, and Soft-Heartedness) subsuming the Big Five but expanding it in the Agreeableness domain. In the quantitative stage, starting from the original personality descriptions and applying guidelines to maximize item comprehensibility and translatability, we devised a total pool of nearly 2,500 items, which were piloted separately per cluster ( $n$ s between 439 and 1,023). Hierarchical factor analysis was performed to examine the underlying structure; psychometric and substantive criteria were employed to select items. In consecutive steps, the item pool was reduced to a final of 262 items (including 12 social desirability items). The questionnaire was administered to 1,289 participants of all ethnic groups. The present study examines the content validity of the questionnaire as a measure of the conceptual model.

### **National Character – a business traveler’s guide**

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As organisations become increasingly global the concept of National Character has assumed great importance. This study expands a previous one started in 2008. The objective is to determine whether, using Facet5, a Big 5 measure available in multiple languages, (an etic approach) we can identify meaningful differences in personality across distinctive national and language

groups. The study is based on 155000 cases from 31 languages and 54 countries. There were three stages in the research. First, the data was analysed to identify areas of similarity and difference. Hierarchical cluster analysis identified groups with similar overall personality patterns. The second part attempts to explain the impact of these patterns by comparing them to recognised measures of psychological constructs such as Hofstede's culture measures, Rosenberg's Self Esteem index and measures of engagement. The third part of the study related the patterns to socio-economic measures including GINI, Human Development Index, Index of Press Freedom, per capita GDP and Life Expectancy. The results of this study are helpful for individuals and organisations working in multi-cultural environments. They identified consistent differences in national character in line with other published research and also offer new insights into some stereotypes.

### **The Utrecht-Management Identity Commitments Scale (U-MICS): Psychometric Properties in Various Cultural Contexts**

Elisabetta Crocetti<sup>1</sup>, Jan Cieciuch<sup>2</sup>, Cheng-Hai Gao<sup>3</sup>, Theo Klimstra<sup>4</sup>, Ching-Ling Lin<sup>5</sup>, Paula M. Matos<sup>6</sup>, Ümit Morsünbül<sup>7</sup>, Oana Negru<sup>8</sup>, Kazumi Sugimura<sup>9</sup>, Gregoire Zimmermann<sup>10</sup> & Wim Meeus<sup>1,4</sup>

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The purpose of this study was to examine the psychometric properties of the *Utrecht-Management of Identity Commitments Scale (U-MICS)* in various cultural contexts. The U-MICS is a self-report measure aimed at assessing three identity processes: commitment (5 items), in-depth exploration (5 items), and reconsideration of commitment (3 items). Participants were 6,118 (63.2% females) emerging adults aged 18 to 25 years ( $M_{age} = 20.91$  years,  $SD_{age} = 1.65$ ) from a total of ten European (i.e., Italy, the Netherlands, Poland, Portugal, Romania, Switzerland), Middle Eastern (i.e., Turkey), and Asian (i.e., China, Japan, Taiwan) nations. First, reliability scores

were found to be very good for each factor in each national sample. Second, measurement equivalence tests were conducted and both configural invariance and metric invariance were established. Furthermore, structural invariance in the form of invariance of covariances between latent factors was established. Results showed that each language version of the U-MICS had very strong psychometric properties. Therefore, the U-MICS proved to be a reliable tool for assessing identity also in non-Western countries.

## **A General Factor and Domain-Specificity of Response Styles**

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We studied the psychological meaning of response styles among three ethnic groups in the Netherlands. In Study 1, we examined to what extent acquiescence, extremity, midpoint responding, and social desirable responding can be taken to refer to a single underlying response style with both self-reports and indirect measures (i.e., response style indexes extracted from data measuring other constructs). Self-report measures of the four response styles, values, personality, and other attitude measures were administered. Conventional, indirect measures of acquiescence, extremity, and midpoint responding were also calculated. Multigroup confirmatory factor analysis showed support for a general response style factor with significant loadings for all response style measures. The response style factor had the strongest association with personality traits. In Study 2, the domain-specificity of response style was tested among response style indexes extracted from data of different life domains. We found support that response styles were more salient in norm-regulated domains compared with personal domains. We conclude that response styles have substantive meaning and can be viewed as communication filters.

## **Construct Validity and Standardised Score of the Desire for Control Scale.**

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Desire for control refers to the individual differences in the general Desire for Control (DC) for events in one's own life (Burger and Cooper, 1979). In order to assess the existing individual differences, Burger and Cooper in 1979 designed the "Desire for Control Scale". Since its creation, the scale has been used in over 200 research projects and it has been adapted to different languages and specific contexts; amongst those adaptations we can find the Spanish version of the scale (De Miguel, Martín, Sánchez y Ruiz, 2012). In this work we present evidence of the construct validity and standardised score for the Spanish version of the scale. The outcomes were similar to those obtained in the original scales. We included a representative sample of Spanish population over 18 years old. We used a stratified random sampling procedure with age groups and gender groups; with numbers in each group proportional to the Spanish population over 18 years old. The sampling design recommended a total of 1999 cases. In order to validate the construct, we studied the relationship between Desire for Control and Locus of Control (LC). Whereas DC is a source of motivation that affects the direction and intensity of an action, LC is an attributional inference that acts as a precedent in an individual's behaviour in a particular situation (Skinner, 1996).

## **Examining Factorial Structure and Measurement Invariance of the Schizotypal Personality Questionnaire (SPQ) in a Greek Non-clinical Adult Sample**

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The purpose of this study was twofold: first, to examine the factorial structure of the Greek translation of the Schizotypal Personality Questionnaire (SPQ) in a sample of 392 non-clinical adults. The SPQ is a 74-item self-report questionnaire modeled on DSM-III-R criteria for schizotypal personality disorder and containing

subscales for all nine schizotypal traits. Using confirmatory factor analysis (CFA) different proposed models of the schizotypy structure (one-, two-, three-, and four-factor models) were evaluated. The results indicated that the three-factor model (i.e., the positive, negative, and disorganization dimensions of schizotypy) provided a good fit to the data and proved superior to the alternative examined models. A second aim of this study was the examination of factorial invariance of the SPQ across gender and different age groups. The multi-group confirmatory factor analyses (MGCFA) revealed that that configural, metric, scalar and structural invariance exist across sex and age samples. Findings regarding the latent mean differences across sex and age groups are discussed with reference to recent and past findings. Based on the results from this study, we can conclude that the Greek translation of the SPQ is a useful tool in screening for schizotypal personality disorder in the general population.

### **Preliminary Results on the Psychometric Validation of the Portuguese Version of the Externalizing Inventory.**

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The Externalizing Inventory proposes to evaluate a coherent spectrum of individual differences which involves a disinhibitory tendency ranging from normative personality traits to psychopathology, and including several negative behaviors, such as aggressiveness and impulsivity, substance use or anti-social conduct. Its Portuguese version was evaluated using a sample of 477 male and female higher education students, to ascertain for reliability and construct validity. Most of the subscales of the instrument obtained good internal consistency values and adequate fit indicators for the evaluation of a single factor, using confirmatory factor analysis. They were grouped by exploratory factor analysis into five components: antisocial vulnerability, vulnerability to substance use, vulnerability to impulse control, prosocial attitudes, and depersonalizing tendency. These components are very similar in content to those found for the original and the Brazilian version of the instrument, concurring to the internal structure validity of the Portuguese version. Adequate validity in relation to measures of aggression and risk behaviors was also found. These results provide evidence on the preliminary psychometric qualities of the Portuguese version of the Externalizing Inventory, which may become a useful

measure for evaluating clinical, forensic or normative samples and better understand what may constitute a vulnerability to psychopathology.

## **User-friendly online mood assessment**

Katharina Lochner<sup>1</sup>, Michael Eid<sup>2</sup>, & Achim Preuss<sup>1</sup>

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Instruments used on the internet have to be self-explaining, quick and effortless to complete. In order to meet these requirements, an online version of the Multi-Dimensional Affectivity Questionnaire was designed. Participants can indicate their actual state on its three dimensions (good versus bad mood, alertness versus tiredness, and relaxation versus tension) using a slider that can be moved between the two poles of each dimension. In the first online study, the original questionnaire was presented to N=202 participants together with the sliders. Intercorrelations between the original questionnaire scales and the slider scales indicate that the sliders represent the three dimensions of the questionnaire satisfyingly. In the second online study with N=519 participants, two versions of the slider were compared: one with the slider initially present in the middle of the slider bar and one in which the slider appeared upon clicking onto the slider bar. Results showed that the slider that appears upon clicking onto the bar is preferable because when the slider is in the middle of the bar, it is clear that it is a response, whereas in the other version, this position could also be a missing value.

**15:30 – 17:00**

### **Personality Assessment in Adults 4 (*Room 1.1*)**

## **A New Russian-Language Operationalization of the Big Five Model**

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The study was supported by Russian Foundation for Basic Research (project #12-06-00403). The aim of the study was to develop a Russian-language adaptation of the Big Five Questionnaire-2 (Caprara, Barbaranelli, Borgogni, Vecchione, 2007). This 134-item questionnaire contains 12 scales, including 2 facets for each of the Big Five dimensions, and 2 scales measuring egoistic and moralistic response bias. Five-



point response scale is used. A translation/back-translation approach with expert review was used. Three additional items were formulated for each scale, in line with existing construct descriptions. The validation sample included 589 respondents (29% Male, mean age 32 years) from 6 regions of Russia, who completed a battery of personality measures. When items with lowest item-total correlations were removed, the scales of the resulting 134-item version demonstrated sufficient reliability (alpha coefficients ranged from .75 to .85 for facets, and from .86 to .91 for trait scales). Confirmatory factor analysis (using three 4-item parcels per facet) supported the theoretical structure both at facet (CFI=.955, RMSEA=.042) and at trait level (CFI=.934, RMSEA=.051). Weak gender and age differences were discovered. Data on convergent and discriminant validity of the resulting scales will be presented.

## **Attributional Style as a Complex Construct: The Role of Perceived Control**

Evgeny N. Osin<sup>1</sup>, Tamara O. Gordeeva<sup>2</sup>, & Oleg A. Sychev<sup>3</sup>

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The study was supported by the Russian Foundation for Humanities (project #12-06-00856). The aim was to investigate the structure and properties of a new 36-item Russian-language measure of attributional style for student populations. The questionnaire includes 5 success and 7 failure situations. The respondent is asked to provide a reason for each situation and rate its stability, globality, and controllability on 6-point Likert-type scales. The sample included 538 university students (45% Male, mean age 18.6), who completed a battery of tests during their regular study hours. Validated Russian measures of dispositional optimism, subjective well-being (satisfaction with life, subjective happiness, subjective vitality), and academic motivation were used. Confirmatory factor analysis supported a two-factor second-order structure (CFI=.957, RMSEA=.026), with factors corresponding to optimistic attributions of success and failure situations ( $\alpha$ =.84 and .88, respectively). The scales were positively associated with measures of dispositional optimism, subjective well-being, academic motivation, and grade point average. Stability and globality parameters showed stronger associations with well-being measures, but controllability moderated the associations of the other two parameters with psychological well-being. Differences in association patterns exhibited by attributional style parameters across two situation types are presented, and possible cognitive mechanisms underlying these patterns are discussed.

## **Multidimensional Inventory of Loneliness Experience (MILE)**

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Loneliness has mostly been studied as a symptom of ill-being, associated with negative affect, depression, and clinical symptoms. Nevertheless, many prominent writers, philosophers, saints, and psychologists (e.g. Jung and Maslow) valued being alone as a resource for autocommunication and personal development. We developed a multidimensional inventory in Russian language that measures both negative and positive aspects of loneliness. The full version contains 40 items and 3 scales (general loneliness, dependence on communication, and positive solitude), as well as 8 more differentiated facet subscales; the short 24-item version (SMILE) includes only the 3 main scales. Confirmatory factor analysis in a large Internet sample (N=2298) was used to establish validity of the first- and second-order structure. The resulting scales were reliable ( $\alpha$  in the .82-.90 range for both versions). Data from this and two other online samples were used to establish convergent and discriminant validity of the scales against extraversion, affiliation motivation, alienation, and subjective well-being measures. Cluster analysis allowed to single out four distinct patterns of MILE subscales interpreted as individual types of loneliness experience.

## **Comparing Descriptive Personality Models on Questionnaire data**

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The Hungarian lexical tradition, connected to the names of Szirmak and De Raad, has been some international reputation as one of the first researches conducted on non-indoeuropean language. Since then several questionnaires based on factoranalytical evidence have been adapted into Hungarian reflecting different factor solutions and interpretations. In these questionnaire studies, similarly to those of the lexical research, some atypical results have been found, especially in the case of the fifth factor. In this research project several taxonomic models, represented by different instruments, were compared. The scales from the Big Five Inventory (BFI-H; John and Szirmák, 2007), the Five-Factor Personality Inventory (FFPI-H, Szirmák and Nagy, 1996; Hendricks, et al, 2003), the ZKPQ-H (Zuckerman et al., 1993; Nagy,

1994), and the EPQ-H (S. B. G. Eysenck and Matolcsi, 1984) have been undertaken, separately and jointly, in exploratory and confirmatory factor analyses. The results, based on a sample of more than 400 persons, suggest three to six factor solutions depending mostly on the instruments applied. This study gives some empirical evidence for the argument that the main personality descriptive models must be in *complementary*, but *not* in *rival* relationship.

## Methodological Issues 2 (Room 0.6)

### How do we really determine performance?

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Assessment (measurement) theories can broadly be divided into two main categories, namely Classical Test Theory and Modern Test Theory. The latter can be divided into two main categories, namely Rasch Measurement and Item Response Theory. Classical theory has been implemented for over a century, but the work since Fred Lord (1952) and Georg Rasch (1960) have prompted measurement specialists to increasingly implement models of modern theory. In this paper the fundamental differences between the theories and consequences of their implementation are discussed and then contrasted with Option Probability Theory – a new Measurement theory developed by the autor. Reference will also be made to computerized adaptive testing and its advantages. It will be demonstrated that simply adding the scores on individual questions in a test can lead to incorrect interpretation of performance and discussion will focus on determining abilities to express a test taker's performance in a test.

### Examining Rating Quality in Writing Assessment Using Mokken Scale Analysis and Rasch Measurement Theory

Stefanie A. Wind<sup>1</sup> & George Engelhard, Jr.<sup>2</sup>  
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Research has explored rater-mediated writing assessments from a variety of perspectives. Rater-mediated writing assessments have not yet been examined within the framework of Nonparametric Item Response Theory (NIRT). NIRT provides

a method for examining ratings at an ordinal level to determine whether or not the ratings assigned in these contexts provide measures that yield desirable properties without the restrictive requirements that characterize parametric IRT (PIRT) methods. The aim of this study is to apply techniques based on NIRT and PIRT to examine the quality of ratings assigned in the context of large-scale rater-mediated writing assessments. Specifically, Mokken Scale Analysis and Rasch Measurement Theory are used to examine indices of rating quality for polytomous rating data from a large-scale rater-mediated writing assessment for middle-school students. The relationship between Mokken and Rasch model-data fit indices is explored. Major findings suggest that there is a correspondence between Mokken-based scalability coefficients and Rasch-based fit statistics. The correspondence between model-data fit indices from NIRT and PIRT suggests that scalability coefficients for raters may be useful for identifying raters who are exhibiting useful measurement properties, without the restrictive assumptions imposed by PIRT models. Implications for research, theory, policy, and practice are discussed.

## **Optimal Prior Information to the Bayesian IRT Equating in Large-Scale Assessment with Matrix-sampled Anchor Items Design**

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This study was intended to find out the optimal priors for the Bayesian IRT(Item Response Theory) equating in the 'common plus matrix-sampled anchor items design'. For the study, the 10<sup>th</sup> grade students' English test in the NAEA (National Assessment of Educational Achievement) was used. The item responses sampled by the 'non-equivalent group anchor test design' were revised to the 'common plus matrix-sampled anchor items design' with 8 blocks at most. Traditional IRT equating methods, CCT(Characteristic Curve Transformation) and FPIP(Fixed Pre-calibrated Item Parameter) in the context of MLE(Maximum Likelihood Estimation), were included to the Bayesian IRT equating as those of flat priors and point priors methods. In addition to those of completely uninformative priors and completely informative priors, immediate (just, high, and low) informative priors in the context of MCMC were introduced to this study. The traditional IRT equating methods showed their results a little bit different from those of Bayesians in the context of MCMC. The Bayesians were more robust to the increasing number of blocks in the 'common plus matrix-sampled anchor items design' than those of traditional methods. Changing the precision of prior distribution with hyper priors could be an efficient way to improve the equating result in the matrix-sampled design.

## **Impact of Different Item Location in Common-Item Test Equating**

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This study used real data and simulation data to investigate the impacts of different item location in common-item test equating. The real data set included responses of about 150 000 students to a generic skills test from a university survey in Columbia in 2011, where each student was assigned randomly to one of four linked test forms. Each form consisted of two of three Critical Reasoning clusters and two of three Quantitative Reasoning clusters (20 items in each cluster). The results of an analysis using Item Response Theory clearly showed that items became more difficult when located towards the end of the test. The changing of item parameters could be due to test domain effects or students' fatigue. Adjustment of student performance by a test form effect could be a solution if test-taker ability is distributed equally across test forms. However, when ability of test-takers is not expected to be equivalent across the linked forms, it is suggested that the common items should be located at similar early positions in the forms.

### **Organizational Perspective Assessment 4 (*Room 2.1*)**

## **Team Assessment with Big Five Tools: Different Approaches and Cases**

Nigel Evans  
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The use of questionnaires in Team applications is well established. However many of these tools have been written with a very practical application in mind around a team model, rather than referencing to an established and robust personality framework. As such the psychometric properties of team and learning tools can fall well short of that expected of personality questionnaires. Given that teams are made up of individuals, teams should be able to be profiled accurately from personality data. This paper will outline the use of a number of Big5 tools in team assessment. It will be shown that there are different approaches taken when using individual profiles for effective team analysis. Illustrations will cover profile overlays, data reshaping, concept modelling, and factor integration. Specific case studies are drawn from an international occupational data base with a norm group in excess of 18500. It will be concluded that team concepts such as team roles, conflict

resolution, group tactics, can be inferred from the Big5 framework with appropriate modelling. Whilst there is a caution of not 'going beyond the data', the data itself nonetheless holds high psychometric properties and be transparent in its relation to baseline personality traits.

## **Implementing a New Multilingual Selection Model across 27 European Countries**

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The European Personnel Selection Office (EPSO) delivers a staff selection service on behalf of the institutions of the European Union. For each selection process, candidates from the 27 member states are assessed in order to select the best candidates for possible recruitment as EU officials within the institutions. In 2008, the EPSO initiated a major overhaul of its selection processes under the EPSO Development Programme (EDP). From a psychometric point of view, the key feature was the shift from knowledge-based to competency-based assessment and the introduction of comprehensive item analyses on the basis of the Rasch model. In March 2010, the first competition for graduates under this model was launched, and over 37,000 candidates were assessed against several competencies, including verbal, numerical, and abstract reasoning. For the second and third competition for graduates in 2011 and 2012, over 32,000 candidates were assessed against the original competencies along with an additional situational judgment test. All of the competencies were measured through computer-based tests. The challenge in implementing the new selection model for these high-stakes exams was to ensure fair and equal treatment across the 27 member states and for the 23 different official languages. By equating across the different language versions, EPSO can ensure equal opportunities for all candidates.

## **Assessment of Salespeople: Personality, Competency or Attitude?**

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Research on salespeople's personal characteristics, that are related to sales performance, predominantly focus on personality traits. Research aim to differentiate the characteristics of successful sales people in comparison to unsuccessful ones

generally focuses on competencies and may disregard personality traits. Attitude toward sales profession is another variable which is rarely focused. This study aims to identify which of those characteristics explain success of sales people. To this end, the sales force of an insurance company (n=140) is assessed by means of personality traits, competencies and attitude toward sales profession. The participants are divided into two groups according to their sales performance (successful ones, n=50; and unsuccessful ones n=90). Discriminant analysis is conducted to identify the characteristics that differ between groups. Results indicate a significant function ( $p < .05$ ) providing a canonical correlation of .40, and reveal that achievement orientation, self-confidence and optimism as personality traits and communication skills and customer orientation as competencies, and attitude toward sales profession differ between groups significantly. Results indicate that assessing salespeople by not using only personality traits or competencies but using both of them and also taking attitude toward profession into consideration will provide better results and enable more accurate recruitment.

### **Proactive Behaviors at Work: The Measure of Challenge**

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Current measures of proactive work behaviors overlook its challenging nature, relying solely on the assessment of frequency of behaviors. Building up on creativity literature, I propose two measurement techniques to tap into proactive work behaviors' challenging dimension. In a cross-sectional study of a non-random sample of workers (n=55), respondents were asked to rate proactive behaviors (taking charge and voice) of a co-worker and provide information about climate for innovation and the target's standing within the group (positive regard and relative status). Aside from significant models predicting both taking charge ( $R^2 = .608$ ,  $p < .001$ ) and voice ( $R^2 = .352$ ,  $p < .001$ ), preliminary results demonstrate that the relationship between climate for innovation and positive regard with a single item measure of challenging dimension is significantly greater than its relationship with traditional measures of taking charge and voice. A similar pattern occurs when the challenging dimension is assessed as radical versus incremental proactivity, with climate for innovation and relative education having a significantly greater impact on radical proactivity. This study calls attention to the need to measure proactive work behaviors' challenging dimension, offers techniques that should facilitate future empirical endeavors and help promote theoretical advancement of the field.

## **Development of a Self-Report Measure to Assess Social Networking in Private and Vocational Contexts**

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Social networking behaviours (like keeping in touch with former colleagues) are considered important for career success (Forret & Dougherty, 2004). Networking leads to support or information networks with weak ties in contrast to friends and family networks characterized by strong ties and the exchange of emotional support (Granovetter, 1973). Existing instruments measuring networking behaviours focus to this point on vocational contexts only (Wolff & Moser, 2006). It remains unclear, to which amount typical networking behaviours can be useful in private settings and how they lead to weak-tie-personal-networks. Therefore a 30-item four-subscale self-report measure was developed assessing how people socialize, maintain contacts and exchange resources in vocational and private contexts. The internal structure of the measure was tested with CFA. Cronbach's Alphas are adequate (.74 to .86;  $N = 346$ ). The instrument was applied in different settings and along with personality and network measures (social network analysis on a complete acquaintance network) to assess construct validity. Correlations to personality traits (like extraversion or conscientiousness) as preconditions range from .25 to .49. Correlations to network measures as consequences range from .25 to .34. Results support the aim to assess networking not only in vocational contexts but in private contexts as well.

### **Clinical Assessment: Childhood and Adolescence 4 (Room 0.1B)**

## **Assessing Social Information Processing in Adolescents: A Phenomenological Approach to Item Development**

Paula Vagos<sup>1</sup>, Daniel Rijo<sup>1</sup> & Isabel M. Santos<sup>2</sup>

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The evaluation of social information processing has relied mostly on methods with undetermined psychometric characteristics. The first step in developing a psychometrically robust assessment instrument is validly defining its items, particularly when the intended population has relevant idiosyncrasies, as is the case



with adolescents. Two focus groups with adolescents were conducted (one normative and one behavioral problems group), to inform item content. The gathered information was categorized into interpretation, emotion and behavior, and was then worded into items. Expert evaluation of face validity confirmed that items represent neutral and hostile attribution, negative emotions, and overt aggressive, relational aggressive, assertive and passive behaviors. The items and their response options were then subjected to think aloud analysis. The items were considered relevant and understandable by a new group of adolescents. The final instrument includes an interpretation scale including hostile and neutral, a personal emotion scale including anger, shame and sadness, and an evaluation and decision response scale including internal congruency, response valuation, personal and relational outcomes, self-efficacy and likelihood of response for each of the behavior options. Adding psychometric evaluation to content validity guaranteed by the item development process will result in a credible assessment instrument, to ground future assessment and investigation.

## **Methylphenidate Improves Handwriting of Children with ADHD; A Systematic Review of Controlled Clinical Trials**

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While many studies compared handwriting ability of children with ADHD and those children without ADHD, contribution of medications on handwriting in children with attention deficit hyperactivity disorder (ADHD) has been sparse. No systematic review examined the role of stimulants in this regard. Literature was searched according to a planned search strategy using the electronic databases PubMed and Google scholar. Inclusion criteria were interventional studies investigating the effects of stimulants on handwriting quality in children and adolescents diagnosed with ADHD. Those articles without the intervention were excluded. Only nine out of 64 retrieved articles met inclusion criteria. The assessments used for handwriting was very heterogeneous to perform a pooled data analysis. Five articles reported double blind control clinical trials. All the controlled and non-controlled clinical trials administered methylphenidate. These trials reported that methylphenidate improved handwriting quality. Current evidence supports that the use of methylphenidate is an effective option for the treatment of handwriting in children and adolescents with ADHD. Recommendations for future studies considering current literature limitations are provided.

## **Clinical Validity and Correlation Analysis of the WISC-IV, ABAS-II, and ASEBA in Latvia**

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The first aim of this study was to provide evidence for clinical validity for the WISC-IV, the Adaptive Behavior Assessment System (ABAS-II), and the Achenbach System of Empirically Based Assessment (ASEBA) in four clinical groups: mental retardation (n=36), learning disabilities (n=24), ADHD (n=25), and language disorders (n=39), aged 8-13 (mean age = 10,32, SD =1,69, male 68%), and a matched control group (n=163) from the Latvian standardization sample of the WISC-IV, ABAS-II (Parent and Teacher forms), and ASEBA (CBCL and TRF). The second aim of test validation was to clarify correlations among WISC-IV, ABAS-II and ASEBA scales. Results indicated that for all clinical samples the most of the WISC-IV and ABAS-II composite scores were significantly lower than the corresponding means of the matched control group. The almost all clinical groups scored significantly higher than matched control group on TRF and CBCL Externalizing, Internalizing, Total behavior problems. In the matched normative group, all WISC-IV indices correlated significantly with all domain composite scores of the ABAS-II. In general, the results confirmed clinical validity of the WISC-IV, the ABAS, and some of the ASEBA scales related to attention problems. The correlation pattern of WISC-IV, ABAS-II and ASEBA scales in Latvia sample replicated a similar pattern in the USA normative samples.

### **Mutism: a Way to Maintain Control. “Mr. Chicken blows at space”**

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This study is based on the process of evaluation and treatment of a six-year-old girl, diagnosed with selective mutism, who was allegedly victim of a recurrent sexual abuse. The treatment was divided in three phases each of them pursuing different therapeutic goals. The first one was aimed at achieving a certain level of safeness with her psychotherapist, since the patient had associated her previous psychologists with the stalker (she addressed the psychotherapists with the name of the alleged victimizer); in this step, the participation of her brother was crucial. Through the second phase, the sessions were centered on self-strengthening by using therapeutic game as a fundamental way for her to communicate, until she

started to speak to others. By the time this happened, she was able to communicate and elaborate the sexual abuse experience. The third therapeutic goal focused on making her understand the importance of her speaking to stop the harassment. This article will also criticize the institutional abuse and re-victimization of sexual-abused victims as a consequence of disrespecting their psychic timing.

17:30 – 19:00

### **Neuropsychological, Cognitive and Intellectual Assessment 3** (Room 0.1A)

#### **Development of the Japanese Version of the Vineland Adaptive Behavior Scales, Second Edition: Item Analysis and Developmental Changes of the Adaptive Behavior Scales.**

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As part of a series of studies about standardization and validation of the Japanese version of Vineland Adaptive Behavior Scales, Second Edition (VABS-II-J), we examined the reliability of items and developmental changes of adaptive behavior scales. A total of 1367 Japanese individuals participated in this study. Item analysis revealed sufficient item-total correlations for all items. Item analysis of IRT showed the adequate order of items for both subscales. High correlation between original score and applied score indicates the validity of basal and ceiling rule. Smooth transition of the scores with age indicate the validity of the adaptive behavior scales. These results indicated the high reliability and validity of the VABS-II-J. Finally, we discuss the clinical utility of the VABS-II-J.

## **Relationships between Convergent/Divergent Thinking and Hemispheric Local/Global Information Processing**

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Efficiency of convergent and divergent thinking was measured in university students using intelligence and creativity testing, and hemispheric selective processing were examined by means of global-local judgments of hierarchical letters in identification and comparison tasks. Intelligence is found to related mostly with accurate selection of information on the global level whereas creativity – with time increase on the local level while the identification performing. In comparison task the relationships between intelligence and accurate selection on the local level as well between creativity and faster right-hemispheric global-level processing but slower interhemispheric processing are obtained. Hierarchical regression analyses revealed specific left- or right-hemispheric selective processing predictors differenced both intelligence and creativity while verbal or figurative task testing. Intelligence and creativity also are associated with different hemispheric information interference effects. Intelligence positive correlated mainly with the right-hemispheric interference between local and global level of congruent stimuli selection in the identification whereas creativity was associated with various interference effects in the comparison performing. Both interference effects between local-global and noncongruent-congruent stimuli during interhemispheric interaction were predictors of figural originality, and right-hemispheric interference between local-global and between noncongruent-congruent local stimuli correlated positively whereas interhemispheric local-global interference correlated negatively with verbal originality.

## **Pattern of Cognitive Impairment in Patients with Gliomas**

Ana Sanz Cortés <sup>1</sup>, M<sup>a</sup> Eugenia Olivares Crespo <sup>2</sup> y Juan A. Barcia <sup>2</sup>

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1) It clarifies the pattern of cognitive performance in patients with primary brain tumors between the time of diagnosis and the application of chemotherapy. 2) It identifies neuropsychological assessment instruments more sensitive to changes in cognitive functions in these patients and it provides more information on the clinical situation. We selected 20 patients with suspected glioma from imaging study (MRI), hospitalized in the Neurosurgery Department of the Hospital Clinico San Carlos in

Madrid. We were applied a neuropsychological battery to collect information from the following cognitive functions (orientation, attention, memory, language, gnosis and executive functions), before surgery, three and six months thereafter. It will be a descriptive analysis of the characteristics of the population. Analysis of repeated measures comparing scores on neuropsychological tests, by testing Wilcoxon signed ranks. Also, it applies a correlation analysis between medical variables and cognitive functions. From the neuropsychological assessment of this population obtains information that facilitates the description of the consequences of it and associated treatments, helps defining clinical profiles, facilitates low-grade tumors planning program objectives rehabilitation, as well as the identification of prognostic factors in disease progression.

### **Brief Repeatable Battery of Neuropsychological Tests validation: a comparison between Classical Test Theory and Item Response Theory in Selective Reminding Test and Word List Generation adaptation to the Portuguese population**

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The *Brief Repeatable Battery of Neuropsychological Tests* (BRBN-T) (Rao, et al., 1991) is a reliable battery on the detection and monitoring of cognitive impairment in Multiple Sclerosis. The aim of this study is to present the adaptation of Selective Reminding Test (SRT) and Word List Generation (WLG) – BRBN-T tests - to the Portuguese population. Therefore, we reviewed standards from psychometric theory concerning validation processes' of neuropsychological tests. We tested the items according to the Classical Tests Theory and the Item Response Theory, establishing the criteria for analyzes. In this study we pretend to show the main results and psychometrics features of SRT and WLG in the Portuguese population, based on these approach. We discuss study limitations and further studies. It's also our goal to propose some guidelines to the implementation of these procedures in other countries.

## **An Interdisciplinary Assessment Model for the Comprehensive Diagnosis of Autism Spectrum Disorders**

Irina Zamora, Carolina Peña-Ricardo, Amanda Tyree, Kimberly Rice Falcioni, Barbara Antonsson & Marcia Higareda

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Considering the pervasive nature of Autism Spectrum Disorders, an interdisciplinary assessment of the child's strengths and deficits in communication, social reciprocity, sensory processing, psychological functioning, and physical health is key. Furthermore, gathering a thorough history of a child's medical, psychosocial and developmental history is essential (Beatson & Prelock, 2002). This presentation will describe an interdisciplinary assessment model focusing on helping the families understand the autism diagnosis and treatment recommendations using a family-centered and culturally and linguistically sensitive framework. Research has shown that there is a relationship between health literacy, illness awareness, and management of illness (Kirsch, as cited in Williams et al., 1998). The inability of families to comprehend health information is likely to negatively impact patient self-care, influence adherence to treatment and illness prognosis (Points, 2012; Goody, 2000; Sum, 1999; Thomas, 1992). Therefore, in this model, the information presented to the families incorporates key elements from the health literacy research. The effectiveness of this model is currently being evaluated through pre/post surveys. Preliminary data suggests strong evidence that families benefit from interdisciplinary assessments, including effective parent-clinician communication, a new or refined understanding of their child's diagnosis and functioning, and a positive impact on follow-up recommendations, illness perception, and prognosis.

## **Psychopathology, Cognitive and Social Functioning in a sample of Chronic Schizophrenic Outpatients.**

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In this paper we present a description of psychopathology, cognitive and social functioning of a sample of 55 outpatients with chronic schizophrenia. These patients are attended in the Outpatient Mental Health Services of Guipuzcoa. These patients present a long term illness, and we considered them as in chronic phase of the disease because of the debut of the disorders occurred form more than five years. For the assessment of these areas it was used a protocol that includes the following instruments: the Frankfurt Psychopathology Inventory and the Brief Psychiatric Rating Scale for psychopathology assessment; the Wisconsin Card Sorting Test that assesses executive functions, a short and adapted for schizophrenic patients form of the Weschler Adult Intelligence Scale III for cognitive functioning; and a short form of the Social Functioning Scale for assessing the patients social functioning. In this paper we present the main results of the evaluation, describes the characteristics of the sample and the implications for treatment.

## **Assessing Treatments: Presentation of Complutense Reference Guide of Empirically Supported Psychological Treatments**

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The aim is to present the Complutense Reference Guide of Empirically Supported Psychological Treatments, which is framed on Evidence-Based Practice in Clinical Psychology. The Guide offers easy tool for searching the recommendations that the main psychological treatment guides with empirical support make for each disorder. Hence it allows comparison between them. This tool is freely-available online through the following link: <http://www.ucm.es/info/psclinic/guiareftrat/index.php> It includes guidelines for the different psychopathological disorders in adults (13 to date, all of them for adults), based on the recommendations of the Society of Clinical Psychology (American Psychological Association, Division 12), the National Institute for Health and Clinical Excellence (NICE), the Clinical Practice Guides of the Spanish National Health System, and the National Registry of Evidence-Based Programs and

Practices (NREPP) of the United States. Along the presentation, the bases of the Guide and its creation process will be described, and its contents and possibilities will be shown in an interactive way. Furthermore, data of its dissemination to date will be shown. Detailed information for the Guide use and application will be provided.

## **Detection of Feigned ADHD on Self-Report Questionnaires**

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Attention-Deficit/Hyperactivity Disorder (ADHD) is a psychological condition commonly diagnosed in childhood characterized by impulsive, restless behavior and marked difficulty sustaining attention. The secondary gains associated with receiving this diagnosis are considerable, involving possible treatment with stimulant medication as well as academic accommodations (e.g., extended time to complete exams, ability to take tests in distraction-free environments). Therefore, it is reasonable to conclude that during diagnostic evaluations, college-age students in particular may exaggerate or report experiencing ADHD symptomatology that they actually do not experience to receive these benefits. Little information is known about the response style patterns of those attempting to malingering ADHD on the Personality Assessment Inventory (PAI; Morey, 1993), a self-report instrument used in psychological evaluations, or the Conners Adult ADHD Rating Scales (CAARS; Conners, Erhardt, & Sparrow, 2004), an ADHD screening questionnaire. This study will present results regarding the PAI and CAARS profiles of approximately 100 U.S. undergraduate students instructed to feign ADHD in comparison to individuals identified (approximate  $N=35$ ) as exhibiting legitimate symptoms consistent with ADHD who respond to the questionnaires honestly. Information gleaned from this study may help researchers and clinicians better differentiate between feigned and clinical ADHD symptomatology as assessed by the PAI and CAARS.



### Perceptions and Practices in Transition from Preschool to Primary First Grade in Mexico

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Transition from preschool to first grade has been an interesting topic for many researchers concerned about the promotion of an adequate adaptation process for children entering primary school. This topic has been widely investigated by worldwide researchers highlighting the importance of this process not only for children, but for their families and teachers. Further, research have stated both, the negative and positive outcomes of this process in preschool and first grade children`s development. This research aims to explore this process by investigating communityperceptions (teachers, families and head teachers)and practices in transition to first grade in both, preschool and first grade Mexican Schools. Particularly, this paper shows the preliminary results for preschool teacher`s cohort in regard to transition practices use and reported children`s problems.The scale comprises 8 open-ended questions and 30 five point Likert-type items. The scale was administered to a sample of 15 preschool teachers from public schools in southwest area of Mexico City. The quantitative data obtainedat the present stage of the research is presented. Central tendency and dispersion measures were obtained in order to explore the prevalence and frequency of the variables. The potential associations between socio-demographic data, transition practices and children`s problems were obtained by using Pearson Correlation. Overall, the results revealed that teachers moderately use practices whilst other important practices are not considered. They hardly carry out activities with families and first grade teacher. Teachers´ reported problems focused on behaviour and following directions. Working in the same school for a number of years, predicted more family involvement in school matters. Teacher`s whit more preschool-related courses attended tended to report more children`s problems. These findings are aligned with most transitions studies; however they open a window for further research in Mexican educational settings focused on current educational policy reforms.

# **Towards a Non-Cognitive Monitoring Tool for the Brazilian Educational System**

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Recent evidence on the relation between formal education and future individual outcomes has shown that attending school affects students' success through different mechanisms, far beyond the common belief that only cognitive skills - acquired knowledge and reasoning - matters. In particular, research in economics of education has pointed out that at least half of the benefits of attending school comes through non-cognitive skills, such as the improvement of self-esteem and of locus of control (Heckman, 2008). Hence, policymakers have been increasingly interested in incorporating socio-emotional measurements tools in their monitoring scheme of educational systems that usually comprises only language, math and perhaps science. This paper describes an attempt of developing a large scale socio-emotional monitoring system in Brazil. We elected four sets of characteristics that ideal psychological instruments should have to be included in this new system to be designed and, then we arrived at a small set of eligible tools. A large scale application of three eligible instruments (BFI, SSRS and the Milgrom & Milgrom locus of control), together with IRT-corrected math and language tests, took place in all schools of a small countryside city of Sao Paulo State in 2012 (N= 4500 children aged 9 to 12). We have prepared an analysis on the psychometric properties of those tested instruments and the validity evidence referred to the utility of those instruments that could testify the adequacy of our strategy to this referred policy purpose.

## **Factorial Structure of the Brazilian battery for giftedness assessment**

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This research aims to investigate the validity evidence of the Brazilian Battery for Giftedness assessment, composed by six subtests. Factor analysis was performed for a better understand the three constructs assessed by the instrument: intelligence (verbal reasoning, abstract reasoning, numerical reasoning and logical reasoning), verbal creativity (quality and flexibility on metaphor creation) and figural creativity (elaboration, cognitive and emotional factors). The instrument was

administered to students from 2nd to 9th grades of elementary school (n=590, 309 females and 281 males). The students were divided into two groups: norm group consisting of 473 students of regular education and criterion group consisting of 117 students who participate in a Gifted Program Service. Factor analysis with categorical, count indicators performed in MPLUS indicated a structure consisting of three factors explaining 70.72% of total variance. The first factor represented measures of verbal creativity. Factor 2 represents the intelligence subtests and the factor 3 the figural creativity. Analysis of Variance indicated criterion validity in distinguishing norm criterion from norm group. Correlations were found between the factors, more moderate between verbal creativity and intelligence ( $r=.35$ ). The model has adopted as a model for interpretation of the instrument, considering its consistency with scientific literature.

## **Hierarchical Rasch Models for Rater-Mediated Assessment**

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The purpose of this study is to investigate the feasibility of applying hierarchical generalized linear models (Cheong & Luppesc, 2008; Muckle & Karabatsos, 2009; Williams & Beretvas, 2006) to examine the quality of large-scale rater-mediated assessments in English Language Arts with the likelihood-based (e.g., Bauer & Sterba, 2011) and the Bayesian (e.g., Curtis, 2010) approaches. The Rasch measurement theory (Lord, 1980; Rasch, 1980) is the general theoretical framework for this study. Specifically, a random effects Many-Facet Rasch Model (reMFRM) (Muckle & Karabatsos, 2009) is used to guide our analysis and interpretation. The study analyzes reader reliability data from the 2008 administration of the Advanced Placement (AP) English Language and Composition Examination (297 students, 74 raters, and 3 essays). Preliminary analyses have been conducted. Results based on the approximate maximum likelihood approach suggest that rater severities varied, there was significant essay-level variation, but there was no evidence that the raters showed a differential severity effect related to student gender. The results will be compared to those obtained using the fully Bayesian approach. Implications of the study for the feasibility of applying the methods to AP examination data, possible adjustments of severity differences when computing student grades, and future data collection design will be discussed.



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**POSTER  
PRESENTATIONS  
ABSTRACTS**

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**Thursday, July 18, 10:45 – 11:45**

**Poster Session 1 (0.6 and Ground Floor Hall)**

### **The Spanish Adaptation of the Adolescent Resilience Questionnaire**

Judit Abad, Georgina Guilera, Ana Paños, & Noemí Pereda  
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The assessment of resilience has become an important area of Psychology research, although few specific tools for their evaluation have been designed to date, especially for children and youth. One of the instruments available is the Adolescent Resilience Questionnaire (ARQ; Gartland, Bond, Olsson, Buzwell, & Sawyer, 2011), a comprehensive multidimensional measure of resilience assessing protective variables from the individual, family, peers, school and community. The aim of this study is to adapt the ARQ to a Spanish-speaking sample. We analyzed data from a sample of 800 (52.6% male and 47.4% female) secondary school students aged between 12 and 17 years ( $M = 14.43$ ;  $SD = 1.63$ ). The psychometric properties of the proposed adaptation of the ARQ to a Spanish population were analyzed in terms of item-total correlations, internal consistency and internal structure. No differences were found in the ARQ domains scores between girls and boys, with the exception of the individual domain where girls scored higher than boys. Our results show that the ARQ should be revised and modified for assessing resilience in the Spanish-speaking context.

### **Sensitivity of Goodness of Fit Indexes in Testing the Factorial Invariance with Ipsative Data: A simulation study**

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The main assumption in comparing different populations in cross cultural research is that the measurements are equivalent across groups. One strategy for testing the measurement equivalence is factorial invariance analysis. Despite the advantages of this strategy, researchers often face the problem of finding response bias, which may distort the results of the analysis of the underlying structure of the data. One way to prevent this problem is through the *ipsatization* of the dataset and

further analysis through a Confirmatory Factor Analysis (CFA) with *ipsative* data (Chan & Bentler, 1993). Simulation studies have shown that this method satisfactorily recovers the factorial structure with correctly specified models, but has difficulties to detect misspecified models. This poster presents a simulation study that assesses the sensitivity of goodness of fit indexes in the study of factorial invariance by using the CFA method with *ipsative* data. The most interesting results show that when the groups are invariant, the performance of the CFA method with *ipsative* data is similar to the conventional CFA method with normative data. However, when the groups are not invariant, the CFA method with *ipsative* data has difficulties to detect the no invariance across groups.

### **High Negative Affect Modulates Cortisol Response in Caregivers of Patients with Schizophrenia**

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Negative affect (NA) and chronic stress have been separately associated with health imbalances, but the interaction between both factors and the underlying mechanisms remain unclear. The care of relatives with long-term pathologies could provide a model of chronic stress to cope with this issue. To examine whether NA is associated with a worsening in health, and the psychological and endocrine responses to acute stress in caregivers of offspring with schizophrenia. Forty-one caregivers were distributed into two groups accordingly to their scores in NA and exposed to a psychosocial stress while mood, anxiety, and eight salivary cortisol samples were collected before, during, and after stress. Perceived general health was also assessed. High-NA caregivers reported greater perceived health complaints, that aresomatic symptoms, anxiety, insomnia, gastrointestinal, muscular-skeletal, genitor-urinary, and total symptoms. During stress, high-NA caregivers showed consistently more fatigue, greater decreases in cortisol, and lower cortisol responses than low-NA caregivers. Conclusions: results suggest that negative emotionality reduces the capability to develop adaptive physiological responses to repeated acute stress. From a preventive view, the evaluation and treatment of NA should provide a useful tool for detecting and assisting high risk individuals in potentially chronically stressed populations.



## **Endocrine Stress Response in ASD Caregivers**

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Caring for a relative with autism spectrum disorder (ASD) during a prolonged period is described as one of the most stressful life experiences, and is frequently associated with disturbances in the hypothalamic-pituitary-adrenal axis (HPA). However, few studies have focused on the HPA response to acute stress in this population. Examine the psychological and endocrinal responses to acute psychosocial stress in caregivers of ASD offspring compared with a control group. 41 parents of offspring with ASD and 37 parents of healthy offspring were exposed to an acute psychosocial stressor. Ten salivary samples of cortisol were measured before, during, and after the stressor; while mood and state anxiety were evaluated before and after the stress. Caregivers showed a buffered cortisol response and greater increases in fatigue to acute stress than the controls. Results strongly suggest a dysregulation in the hormonal stress-induced responses in middle-aged caregivers, emphasizing the need to undertake further research to understand the link between acute-chronic stress interactions and health in caregivers. As a clinical implication, the consideration of family-based approaches when planning protocols for assisting ASD patients is recommended.

## **Gender Differences of Eye Movements Used to Solve Text-and-Diagram-Problems for Science**

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Gender differences in science achievement are an issue of concern in education. However, whether there are real gender differences is still unknown. Many researchers have proposed that it might be the cognitive process that causes gender differences in science. The main purpose of this study is to understand whether there are gender differences in junior high school students in Taiwan. How does the cognitive process affect boys' and girls' performance? The "Working Memory Hypothesis" and the "Focus of Attention Hypothesis" was proposed to explain the gender differences in the problem-solving process in science, and used an eye-

tracking technique to verify them. Participants consisted of 27 male and 24 female junior high school students in Taiwan who were paid \$200 NT dollars each for participation. The materials of the eye-tracking experiment were two Text-with-Diagram-Problems, in which the texts or diagrams included all the information that solvers needed. This meant that students could solve the problem by viewing texts or diagrams only. The spatial working memory of all participants was also measured. Overall, the study showed that; (1) There were no gender differences in science achievements; (2) There were gender differences in the eye movement data: boys spent less time, and displayed less counts for fixation in solving the problem, than girls; (3) Additionally, the items were divided into four regions of interest (ROI): Text, Diagram, Question and Option. Results showed that girls returned more ROI Texts or ROI Diagrams than boys from the ROI Question. (4) There were no gender differences in the spatial working memory span. The "Focus of Attention Hypothesis" was supported by the study. Implications for psychological theory and educational practice are discussed.

## **Types of Analysis of Violations of Mental Processes of Children in Terms of Modern Neuropsychological Approach**

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The traditional approach to neuropsychological diagnosis involves the allocation of neuropsychological factors as the principle and the reasons for the observed disorders with the subsequent registration of them in a specific neuropsychological syndrome. In general, there are three main methodological procedures used in neuropsychological studies of children. a) The factor analysis to evaluate the content of the mental processes, are located in different parts of the brain at different levels of maturity or damaged. b) Syndromic analysis as a description of neuropsychological syndromes, symptom-directed to assess the relationship of various mental functions on a given factor. c) A description of the topical analysis of localization of a defect. However, some authors say that it is impossible to put the topical diagnosis, as there are laws governing the development of the brain, for example: gradual development in time of mental function («heterochrony»). In this case, there are two variants of such a diagnosis: deficits functional system (with primary morphological defects) and the underdevelopment of the functional system (if damaged brain structures).

## **Neuropsychological Assessment of Speech Characteristics in Children under School Age**

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The study involved children under school age (6 to 7 years) without any clinical pathology - 87 and 73 - delayed speech development. The neuropsychological tests was used in study. It should be noted that children in both groups observed the same structure neuropsychological "symptoms", in children with speech defects are more common disorders. Results of the qualitative and quantitative analysis suggest the reduction mediated regulation of mental activity and behavior. At the same time in children with speech disorders are more marked dysregulation of the speech, nominative and perceptual aspects of speech and grammatical processing, indicating a nature of the observed defects of speech. Analysis of expression of the structural components of speech disorders showed the predominance of the expressive aspects of speech disorders that are manifested primarily impaired category and grammatical processing of speech with «paraphasias», non-deployed and the slowness of the pace of voice activity, speech impulsivity, the inertia of associative processes. Violations of the perceptual speech less pronounced and manifest violation of the understanding of a subject-classified words and logical-grammatical speech perceptual disorders in the general, and the increase of the latent period of reverse speech and understanding of these disorders caused by the play of words and phrases.

## **Multilevel Generalized Mantel-Haenszel for Differential Item Functioning Detection**

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A validity argument to support the inferences of test scores can be enhanced through evidence of measurement invariance. Differential item functioning (DIF) assessment examines whether there is a lack of measurement invariance. DIF studies are encouraged by the *Standards for Educational and Psychological Tests*. Though many DIF procedures exist, this study focuses on an empirically supported and effective method, the Generalized Mantel-Haenszel (GMH) for ploytomous items. Specifically, it examines a new extension of GMH for multilevel data. This simulation

study compares the performance of standard GMH with the newly developed Multilevel Generalized Mantel-Haenszel procedure (MGMH) for uniform DIF detection in the presence of multilevel data, which often underlies educational assessments. Data were simulated in a multilevel framework, corresponding to examinees nested in classrooms, and standard GMH and MGMH were used to test for DIF. Results highlight differences in DIF detection when the analysis matches the data structure. Specifically, the uncorrected GMH had an inflated Type I error rate across conditions and corresponding artificially high power. Alternatively, the new method designed for multilevel data (MGMH) had good power rates while maintaining control of Type I error.

### **Construct Validation of the Connor-Davidson Resilience Scale (CD-RISC) Using a Sample of French-Canadian Students**

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Resilience refers to the ability to overcome significant adversity, and its field of research is rather new. Instruments to assess resilience are few and the validation of french-canadian versions has not been documented. The *Connor-Davidson Resilience Scale* (CD-RISC; Connor-Davidson, 2003) is a self-report scale that consists of 25 (or 10) items assessing various aspects of resilience including self-efficacy, tolerance of negative affect, positive acceptance of change and perceived social support. The scale's factorial structure has been widely explored among a variety of populations, but the results differ. Therefore, this study aims at exploring the factorial structure of the french-canadian version of the CD-RISC. The scale was administered to 555 female undergraduate students, from two Quebec universities. The 12 factorial structures yet proposed in the literature were compared to the collected data and both the original 25-item version and the 10-item brief version were considered. Results show good internal consistency for both versions, but only the brief version obtained a good model fit. This suggests a need for further investigation in replicating previous works' factorial structures in a french-canadian population.

## **Is the Kutcher Adolescent Depression Scale Useful as a Screening Tool to Evaluate Severity of Depression in Young People and Suicidal Thoughts?**

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Depression may affect up to 9.8% of adolescents and young adults and is associated with significant life – long consequences. The aim of our study was to assess the association between symptoms of depression and demographic factors such as gender, having brothers or sisters, background (rural/small town or urban permanent place of residence), perceived financial status, current living arrangements, year and major area of study. 1183 students of medical or similar faculties, 71 percent of whom were females, anonymously answered The Kutcher Adolescent Depression Scale (KADS) and filled up a demographics survey. KADS is a self-report scale and a screening tool designed to evaluate severity of depression in young people, consists of six statements on sadness, hopelessness, tiredness, difficulties of life, worry and suicidal thoughts. Students instruction to select the best answer on the 0 – 3 scale [0- hardly ever, 1 – much of the time, 2 – most of the time, 3 – all of the time]. This test assumes anyone who scores six points and above can have or is at risk of depression We found 6.5% of all participants (n=77) had depression according to Kutcher's criteria whereas 1.5% of them (n=18) reported suicidal thoughts. We also observed the influence of such factors as gender, year, major area of study and financial status on depression scores. Moreover, depressive symptomatology was most frequent in subjects who were the only children, in freshmen and in students of psychology (11.5%, 13.2% and 16.7% respectively). However, we could not indicate the impact of such agents as students' permanent place of residence or current living arrangements on depressive symptoms.

## **Psychometric Properties of the Acceptance and Action Questionnaire-II in a Cypriot Sample**

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The Acceptance and Action Questionnaire-II (AAQ-II) is a 7-item measure of experiential avoidance or psychological inflexibility, which is a core target of Acceptance and Commitment Therapy. It has been recently validated in English and data have been collected in other languages and countries. The purpose of this study is to present evidence of validity and reliability of the AAQ-II based on data collected from Greek-speaking participants in Cyprus (N=261). An alpha coefficient of 0.89 suggested high internal consistency among the items, and confirmatory factor analysis revealed acceptable fit of a model where all the items load on a single factor (chi-square=102.879, df=12,  $p < 0.001$ , CFI=0.985, RMSEA=0.059, SRMR=0.026). Correlations between the AAQ-II with scales of depression, anxiety, and mindfulness were in the expected direction. In the final paper, results will be presented for various demographic categories in the sample, and a clinical versus a non-clinical group; item properties will be further investigated with the fit of a rating scale model to the data. Overall, the analyses will provide evidence related to the validity and reliability of the Greek adaptation of AAQ-II.

## **Smoking Behavior in Young Adults: Measures of Dependence and Motives Behind Tobacco Use**

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The present study aimed to explore the dimensionality of the Wisconsin Inventory of Smoking Dependence Motives (WISDM), to investigate the influence of the smoking motives on smoking behavior, and to verify if the scores at the Fagerstrom Test for Nicotine Dependence (FTND) and at the Cigarette Dependence Scale (CDS) are predicted by the daily number of smoked cigarettes or by the daily nicotine consumption. A self-reported questionnaire was administered to 166 young adults cigarettes' smokers (mean age = 23.05) and data were analyzed with SPSS and Mplus. Explorative and confirmative factorial analysis on the WISDM have partially replicated the original study's structure. Nine factors were found instead of eleven: eight factors were identical to the theoretical dimensions, a first big factor

named “primary dependence motives” combines two of the original dimensions (“craving to smoke” and “loss of control”) while “cue exposure” was not found. Multiple linear regressions showed that smoking behavior was significantly explained only by two dimensions: primary dependence motives and tolerance. The scores of FTND and CDS are predicted by the number of cigarettes smoked. Findings suggest the importance of non-physiological (e.g. social and psychological) dependence.

## **Assessing Narratives of Traumatic Events: State of the Art**

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One key to understanding Posttraumatic Stress Disorder (PTSD) is to know how traumatic event is represented on memory. Analysis of the narrative that the person elaborates on what happened provides access to his/her autobiographical memory. So, several studies apply linguistic procedures to assess different aspects of traumatic narratives. This paper reports the main findings of narrative research on PTSD, outlining future lines of study. *What is know:* evidence suggest that traumatic narratives of PTSD are fragmented; contain a lot of sensorial and emotional aspects; show a lack of self-referential processing; are in present tense; and reflect the impact of event on individual beliefs. Outcomes support cognitive models of PTSD, which propose that traumatic narratives appear in form of dissociated sensorial or emotional elements that represent non-integrated aspects of situation. *What still needs to know:* studies must clarify: (a) the role of some narrative aspects (e.g. length, coherence) that have offered contradictories outcomes; (b) the causal link between fragmentation and PTSD; and (c) the role of metacognitive beliefs, rumiation and other factors that could moderate this link. *Implications:* Since language is essential to memory organization, narrative approaches allow exploring the cognitive alterations that contribute to etiology and maintenance of PTSD.

## **Use of Item Response Theory in Psychological Assessment. A Bibliometric Approach**

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In the present work we studied the scientific production of articles using Item Response Theory methods for psychological evaluation in order to know the incidence of these methods in the area. Articles using Item Response Theory methods were identified using the Thomson Reuters Web of Science. Documents included in the study were articles or reviews. After the search, all documents were reviewed in order to eliminate any that were unrelated to the subject. A total of 2,880 papers were found. The number of citations for every article since the year of publication until 2012 was also obtained. Standard bibliometric indicators (e.g. area of research, productivity by country, pattern of collaboration, number of authors by article, etc.) and the principal bibliometric laws (Lotka's, Price's and Bradford's laws) were calculated. The data showed a clear upward trend in the percentage of publications since 1981. Specifically, more than 50% of the articles were published in the last 5 years (2008 - 2012). Preliminary results showed that Applied psychological measurement was the journal with a higher number of articles published ( $n = 349$ , 12.11%) followed by Psychometrika ( $n = 159$ , 5.52%), and Educational and Psychological Measurement ( $n = 136$ , 4.72%). The study of the different bibliometric indicators and bibliometric laws showed that Item Response Theory methods have a clear presence in psychological assessment nowadays.

## **Development and Validation of the Working Memory Self-Assessment Scale**

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Because working memory is involved in many daily life activities, its ecological evaluation is a key dimension of the neuropsychological assessment of people with cognitive impairments. The aim of this study was to develop and validate a 30-items self-assessment scale of working memory, the WMSS (Working Memory Self-Assessment Scale). The WMSS and a comprehensive assessment battery of working memory and executive functions were administered to sixty French-speaking individuals (20 young, 20 old, 20 old-old). The internal validity of the scale was strong



as estimated by the Cronbach's alpha coefficient ( $\alpha = .93$ ). Concerning the external validity, several correlations were obtained between the WMSS and the cognitive composite scores. Unlike old subjects, the lower cognitive results young and old-old subjects had, the more working memory complaints they expressed. The WMSS shows a satisfactory internal as well as external validity since young and old-old subjects who reported more difficulties (WMSS) are those who obtained lower cognitive results. The somewhat surprising relationship between the WMSS and the cognitive tasks in the old group can be explained by an increased perception of cognitive changes and a more complex life style in old subjects with better cognitive abilities.

### **Psychometric Properties of the Polish Version of the Kutcher's Adolescents Depression Scale**

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Kutcher Adolescent Depression Scale (KADS) is a short, six-item scale developed to measure intensity of depressive symptoms. It was designed to be used as a screening tool to identify young people aged 12-22 at risk for depression. Original data validation determined overall good validity and reliability of this scale. This diagnostic tool consists of six statements on sadness, hopelessness, tiredness, difficulties of life, worry and suicidal thoughts. The aim of the study is to characterize KADS and present the process of validation of its Polish version. According to theoretical assumptions, items of the test should remain a a single factor structure. Confirmatory factor analysis showed good fit of single-factor analysis to empirical data:  $\chi^2 = 25,63$ ,  $df = 9$ ,  $p = 0,002$ ;  $\chi^2/df = 2,848$ , GFI = 0,978, AGFI = 0,949, RMSEA = 0,068, RMSEA 90% CI [0,038; 0,10], CFI = 0,982. Factor loadings range from 0,55 to 0,81. The obtained parameters are similar to goodness-of-fit indices of the English version:  $\chi^2 = XXX$ ,  $df = XXX$ , GFI = XXXX, AGFI = 0,883, RMSEA = 0,064, RMSEA 90% CI [0,47; 0,81]).

## **The New Theory of Basic Individual Values: Validation of Schwartz's PVQR into Basque Language**

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The goal of this paper is to show the preliminary validation of a new Personal Values Portrait Scale into Basque language. A refined theory of basic individual values has been proposed by Schwartz et al. (2012). The new theory defines and orders 19 values on the continuum based on their compatible and conflicting motivations, expression of self-protection versus growth, and personal versus social focus. A new instrument with 57 items and 19 values has been recently validated. The values and their motivational goal are Self-direction–thought, Self-direction–action, Stimulation, Hedonism Achievement, Power–dominance Power–resources Face, Security–personal Security–societal Tradition Conformity–rules Conformity–interpersonal, Humility Benevolence–dependability, Benevolence, Universalism–concern, Universalism–nature, and Universalism–tolerance. A procedure of translation and retro-translation will be described, which will draw upon 4 blind translators, two blind judges to sort out disagreements, and agreement indexes will be calculated. Finally, two independent judges will contrast the original version in English with the final output of the retro-translation process. The resulting PVQR version will be applied on a students' and relatives' sample in the Basque country. The discriminant and predictive validity of the questionnaire will be analyzed with well-being and life-satisfaction measures (Diener et al., 1985) and MPQ30-Questionnaire (van der Zee et al., 2013).

## **The Moderating Role of Psychological Capital in the Relationship between Job Stress and the Outcomes of Incivility and Job Involvement among Call Centre Employees**

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The objective of this study was to determine the relationship between psychological capital, job stress, incivility and job involvement, and to determine

whether psychological capital and job stress hold any predictive value for the outcomes of incivility and job involvement. A cross-sectional research design was used. The participants were 104 call centre employees. Purposive sampling was applied. The broaden and build theory and the job stress model were used as theoretical frameworks for this study. The results indicated that psychological capital and Uncivil Workplace Behaviour were negatively related, while psychological capital and Job Involvement were positively related. The findings indicated that Job Stress held predictive value for Incivility and the Hostility subscale. This was accounted for in the fact that there was a significant degree of overlap found between job stress and psychological capital due to the strong correlation between these two constructs, therefore, only one of the constructs (psychological capital) held significant predictive value for incivility. Psychological capital did not display significant predictive value for incivility. Job stress was determined to hold significant predictive value for incivility and the hostility subscale. This implies that an individual reporting a high level of stress can be expected to also exhibit uncivil and counterproductive workplace behaviours that may be hostile in nature.

### **Child Victimization and Posttraumatic Stress Symptoms: Mediator Role of Self-Esteem and Perception of Social Support**

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Many recent studies have focused on the factors that might help to buffer the negative impact of victimization on mental health. However, most of these studies have merely focused on one type of victimization, disregarding the whole range of victimization children are actually exposed to. The present study aims at studying the mediational effects of self-esteem and perception of social support between the total kinds of victimization experienced (TKV) and the number of posttraumatic stress symptoms (PTSS) reported. A total of 777 adolescents were recruited from eight different schools in Catalonia. The Juvenile Victimization Questionnaire, the Rosenberg Self-Esteem Scale, the Social Support Scale from the LISRES-A questionnaire, and the Youth Self Report were employed to assess victimization, self-esteem, perception of social support and post-traumatic stress symptoms. Results indicated that self-liking (SL) partially mediates between TKV and PTSS in the boys' case, while both SL and self-competence (SC) were found to be partial mediators in girls. Perceived social support was not even correlated with TKV or PTSS. These results are in line with prior research and suggest that victimization experiences negatively influence adolescents' sense of being a valuable person (SL) which, in

turn, helps to explain the number of posttraumatic stress symptoms they report. In girls, the same happens with their sense of being self-efficacious (SC).

## **Designing a Semi-Structured Interview for Assessing Psychological Variables Concerning the Transition to Ending Sport Career**

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This work is aimed to identify and to list variables potentially concerning to forced transition from professionalized sport career. The objective consists of recognize such variables that would act as protective variables which facilitate sportsperson adaptation to the process. According to Wylleman and Lavallee (2003) developmental transition model, sport and non-sport contexts are both analyzed in order to an empirical approach to samples of behavioral evidences which would illustrate individual's learning history and competencies. For these purposes, each life sports or non-sports change was considered as a transition and was functionally equaled to sports retirement. Each one of the variables selected was included as a information unit and served to plan the semi-structured interview. The interview was applied to a sample of ten retired high-performance sportspersons. Results showed that sport injury and lack of sport context support were the variables more likely related to retirement though variables such as conflict between sport practicing and personal and/or professional targets, and the lack of sports goal attainment played also a role. Suggestions for gathering information about sport transitions are made.

## **The Influence of Contextual Factors and Personality Traits on the Variability of Estimates**

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The purpose of the article is to identify the specificity of estimate variability under the influence of contextual factors and depending on the personal traits. The variability as essential property of evaluation is necessary for keeping the adequacy of worldly evaluations and the accuracy of professional evaluations. It is theoretically described the psychological content of estimate variability. Variability of estimates – is the common property of all types of estimates to modify the degree of the

evaluated properties due to changes in the object of evaluation, evaluation basis, in comparison and in the form of estimate expression. Researches reveal that evaluations are changing under the influence of many factors. The attempt of work classification of these factors is also presented in the article. It was conducted the experimental procedure for studying how estimates changes. It was developed the procedure of defining the variability index for studying the dependence of variability from personality traits. It was defined that presentation of additional information about individual characteristics of assessed person leads to changes in estimates. Also it was defined that the sign valance and format of information have the great influence on estimates. Moreover variability of estimates depends on a complex of personality traits. This complex determine the high and low levels of estimates variability.

### **The Influence of Mood on the Implicit Self-Appraisal**

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The aim of this study is the influence of mood on the implicit self-appraisal. This research is one of the first in the Russian psychological science on this subject. Sample consisted of Russian students (N = 90). Measurement methods: the implicit association test, questionnaire "mood", an experimental procedure based on the Raven`s Progressive Matrices. The experiment consisted of three phases. Implicit self-appraisal and mood were measured at the first stage. In the second stage people took part in experimental procedure based on the Raven's Progressive Matrices. Results were deliberately understated. In the third stage implicit self-appraisal and mood were measured at the second time. We divided the people into two groups, depending on their results on the questionnaire "mood". Experimental group consisted of people who have a difference in values between the first and the second measurements of the questionnaire. The second time results measurement of IAT in the control and experimental group were also compared between ourselves. Level of implicit self-esteem in the experimental group significantly different from the level of implicit self-esteem in the control group (U = 330, p <.01). The study results suggest that implicit self-esteem varies depending on whether there is a change in the mood.

## **A Test-Retest Reliability Generalization across Measures of the Big Five**

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Test-retest reliabilities quantify transient error in test scores due to occasion-specific variations in, for example, current mood or feelings. The generalization study summarizes 649 test-retest reliabilities collected within an interval of up to two months from 59 studies (total  $N = 14585$ ) across different measures of the Big Five. Mean weighted reliability estimates indicate little measurement error for the five traits, mean  $\rho_{tt} = .819$ . Extraversion scales result in the most reliable scores, whereas agreeableness exhibits a slightly larger measurement error. Minor differences between instruments were identified, with scores from the NEO-PI-R generally being the most reliable and the TIPI scores being the least reliable. Meta-regression analyses indicate small moderation effects of the chosen retest interval for four traits, with shorter intervals resulting in higher retest reliabilities.

## **The Influence of Safe Driving Public Service Commercials on Drivers' Behavior Depending on their Sensation Seeking Level**

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Nowadays much effort is being done to create innovative and convincing public service announcements to lessen the proportion of risky behavior. It has been proved, that those at risk are individuals with high sensation seeking level – a personality trait defined by M. Zuckerman. It has been proposed that high sensation seekers prefer and stronger react to public service announcements of high message sensation value. Those are e.g creative, dramatic, with strong audiovisual effects. Concerning adult population investigating traffic behavior the results are not obvious – some arousing announcements can actually cause an opposite effect. Thus, it is worth to investigate, how the highly arousing announcements actually affect drivers, according to their sensation seeking level. Hypothesis: young adult drivers will be less willing to take risk in traffic situations after watching highly arousing safety driving public service announcements. One hundred car drivers aged 18 – 30 took part in the experiment. Sixty two participants were male and 31 – female. Participants completed the „Brief sensation seeking scale”. After, participants in the first experimental group watched a video with 3 low sensation value safety driving public

service announcements, participants in the second experimental group – with 3 highly arousing announcements, controls – video with no announcements. Participants then performed “Vienna Risk-Taking Test Traffic” and “Domain Specific Risk-Taking” scale. To test the hypothesis simple regression analysis was done. A statistically significant model was achieved  $F(2; 97) = 13,71, p < 0,00$ . Both sensation seeking  $\beta = 0,45^{***}$  and public service announcements  $\beta = -0,28^{**}$  have a statistically significant impact on the willingness to take risk in traffic,  $p < 0,01$ . The results are consistent with the sensation seeking theory. Although the interaction between sensation seeking and the level of message sensation value does not appear to be significant, the results show that highly arousing safety driving public service announcements reduce the willingness to take risk in traffic.

### **Effectiveness and Costs of Solution-Focused Brief Therapy Group Treatment Compared to Treatment as Usual for Common Mental Disorders in Spain: Assessing Routine Clinical Practice**

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This study aims to evaluate the effectiveness and costs of Solution-Focused Brief Therapy group treatment (SFBT) compared to treatment as usual (TAU) for common mental disorders at two Public Mental Health Centers in Spain. A quasi experimental design involving 264 patients (132 in each group matched by diagnostic and sex) was conducted. Experimental group received 8 structured sessions of SFBT, whilst controls received TAU defined as psychotropic drugs use and/or individual psychotherapy. Data on effectiveness and both direct and indirect costs of treatments were analyzed at 6, 12 and 24 months after initiating interventions. SFBT showed significantly higher percentage of discharges and lesser of returns than TAU. Mean direct costs of psychotropic use were significantly lower for experimental condition in short, medium and long-term. Mean direct costs referred to consultation were significantly higher for SFBT than TAU in short, but not in medium and long-term. Indirect costs of productivity losses were higher in TAU during all follow-up periods. In patients with common mental disorders, SFBT included as routinely clinical assistance in Mental Health Services, is more effective and less costly than

usual care. The importance of economic evaluation studies on the most prevalent mental disorders in real settings is discussed.

### **Risky Eating Behaviors and Beliefs Among Adolescent Girls**

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The aim of this study was to analyze the prevalence of weight control and binge eating behaviors in a sample of 767 adolescent girls aged between 16 and 20, as well as to explore the differences between adolescents with and without altered eating behaviors as regards anthropometric variables, dissatisfaction with body image and beliefs associated with eating disorders. Adolescents who engaged in binge eating and unhealthy weight control strategies were found to be at a higher risk of Eating Disorders, since these behaviors are accompanied by higher levels of drive for thinness and body dissatisfaction, as well as beliefs which attach importance to weight and body shape as a means of personal and social acceptance. Adolescents who engaged in unhealthy weight control methods were found to have beliefs about eating that are similar to those held by adolescents with eating disorders. The results support the need to carry out psycho-educational programs to inform adolescents of the negative effects of these behaviors for their physical and psychological health, and to teach them healthy strategies related to body image, eating, physical exercise and self-acceptance

### **Risk of Eating Disorders, Consumption of Addictive Substances and Emotional Difficulties in Adolescent Girls**

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The aim of this study was to estimate the prevalence of risk of developing eating disorders in a sample of 767 adolescent girls aged between 16 and 20, and to study the differences between adolescent girls at high risk and low risk of developing eating disorders in relation to different variables (sociodemographic, anthropometric, body image perception, overvaluation of thinness, substance consumption, alexithymia and anxiety). The prevalence of adolescent girls at high risk was found to



be 15%. The results revealed that weight, BMI, body image perception and overvaluation of thinness were key factors in adolescent girls at high risk of developing eating disorders. Also, a higher percentage of at high risk adolescent girls smoked, had tried synthetic drugs and started drinking alcohol at a younger age. Higher levels of alexithymia and anxiety were also found in at-risk adolescents. These results suggest that, in addition to nutritional education and information about the effects of internalizing the thin ideal on adolescent personalities, eating disorders prevention programs should also include techniques for expressing and regulating emotions, in order to prevent young girls from turning to inappropriate weight and body image control behaviors.

### **Factorial Structure and Measurement Invariance of the Mindful Attention Awareness Scale (MAAS) in a Spanish Non-clinical Adult Sample**

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Dispositional Mindfulness is an *open and receptive attention to and awareness of ongoing events and experience* (Brown and Ryan, 2003, p. 245) whose relevance is increasing in psychological literature. The *Mindful Attention Awareness Scale (MAAS, Brown & Ryan, op.cit)* is a 15 item self-reported questionnaire that evaluates daily mindfulness. The main purpose of the present study was to analyze the factor structure and factorial invariance of a MAAS Spanish version in a sample of 1366 non-clinical adults (323 males and 1043 females). A multi-group confirmatory factor analyses (MGCFAs) was carried out to examine the invariance of the measurement and structural model across sex groups. An unidimensional structure was found in both gender as suggested by Brown and Ryan (2003). Finally, the measurement and structural model were equivalent across gender, as showed by the powerful strategy that we used to analyze invariance (Jöreskog, 1971). We can, then, conclude that this Spanish version of the MAAS seems to be a robust instrument to assess Mindfulness in Spanish population.

## **Factorial Structure of the “Affect Balance Scale” in Spanish University Students**

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Subjective well-being has been one of the dimensions most studied in relation to pleasant emotions like happiness. This construct comprises two relatively independent dimensions: life satisfaction (as a cognitive component) and the affective balance (as an emotional component). The affective balance refers to the subjective perception about the affective state. This construct is operationalized in response to positive and negative emotions experienced in a specific period of time. The most common instrument used to measure the affective balance is the Affect Balance Scale (ABS) of Warr, Barter, & Brownbridge (1983). This scale was applied to a Spanish population by Godoy-Izquierdo, Martínez, & Godoy (2008). The aim of this research was to study the conceptual and structural framework of the ABS in the Spanish population. The sample size was comprised by 245 Spanish students from high education who affronted the Spanish version of the ABS and a new proposed version. This last included some specific modifications suggested by Godoy-Izquierdo et al. (2008). Specifically two items were replaced -item 5 for positive affect and item 11 for negative affect-. The data analysis included correlational studies and Confirmatory Factorial Analyses (CFA) of the two versions of the ABS (original and proposed). In addition Exploratory Factorial Analyses of the proposal scale were developed. And finally, two second order CFA of the proposal scale was analyzed. In this last step two alternative models of second order –formed by three (model 3) or two (model 4) factors of first order- were compared. The results suggest a better fit of the proposed scale. In addition, the second order CFA suggest a possible new dimension of the affective balance related to a “superpositive balance”.

**Thursday, July 18, 16:00 – 17:00**

**Poster Session 2 (0.6 and Ground Floor Hall)**

### **Chronic Stress in Immigrants and Relatives of People with Mental Illness: A Comparative Study**

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Situations such as immigration or living with a person who suffers from a mental disorder produce high levels of emotional trouble in people who cope with these situations. The aim of this study is to compare chronic stress in immigrants and relatives of mentally ill people. The sample comprised 108 adults (58 immigrants and 50 relatives of people who have mental disorders) who are looking for help due to their emotional trouble. In both groups we have an overrepresentation of women. The immigrants are younger; they have a lower level of education and higher unemployment rates than the relatives of people who are mentally ill. Both groups show a high symptomatology and low self-esteem. On a comparative level, the alterations are more severe in immigrants in relation to the interpersonal relationships and the anxious-depressive symptomatology. And finally, comments are made on the implications of this study for future research.

### **Hemispheric specificity of Information Selection in relation to Rational-Irrational Jung's Cognitive Functions**

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According to the Jungian cognitive paradigm an intuitive person is meaning-oriented while a sensory person is detail-oriented; a thinking person tends to be analytical while a feeling person tends to judge based on values. So, the aim of the study is to determine the relationships between Jung's personality types and hemispheric characteristics of verbal and figurative stimuli selection on local or global level. Keirsey's Personality Type Indicator was used to assess rational-irrational functions in 42 university students. Hierarchical structured stimuli (letters or

geometrical figures) based on modified version of the Navon's paradigm were generated to determine individual hemisphere dominance in local/global information processing. Faster reaction time during verbal vs. figurative noncongruent stimuli comparison on local level was found in intuitive persons. Intuitive persons also characterized by shorter time of noncongruent figurative stimuli selection on global vs, local level while interhemispheric processing. The left-hemispheric specificity in sensory persons was presented by shorter analysis of figurative than verbal information. Rational function-associated significant differences in hemispheric processing were obtained in lateralized identification task. The left hemisphere dominance while global figurative information processing was presented in feeling persons whereas in thinking persons hemispheric specificity of information selection was varied according to stimuli types.

### **Meta Analysis of the Effective Leader's Characteristics in Thailand: Researched during 1996 – 2011**

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The results of the effective leader's characteristics according to GLOBE's research method of 4,094 executives from 16 business of 4 types of organization in Thailand (government organization, public enterprise, public health service organization, and private organization), which researched during 1996 – 2011, are studied by Meta analysis method. Results show that individuality is the least effective leader's characteristic, except in government group which power distant is the least effective character being leader. Beside, future orientation is the most effective leader's characteristic, except in the group of public health service and private organization which masculinity is the most effective leader characteristic. Different results are found according to the type of the organization. Further study in the results of the effective leader's characteristics between pre-1996 and post-2011 crisis events in Thailand, found the consensus results in every characteristics.

## **Psychometric Properties of the Greek Version of the Action Control Scale for Primary School Children**

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The aim of the present study was the examination of the factor structure and the internal consistency of the Greek version of Kuhl's self-report measure of action control, the Action Control Scale for Primary School Children (ACS-PSC). The total sample consisted of 425 students, 194 boys and 231 girls (mean age = 11.13 years). The two-factor structure of the scale was not verified by confirmatory factor analysis. Consequently, a second confirmatory factor analysis was performed, using a revised item set of the two ACS-PSC subscales. In the revised item set, according to suggested modifications, indicated by Lagrange Multiplier and Wald tests, two items that did not fit to come up with a two-factor solution corresponding to the Failure-related (AOF) and Decision-related (AOD) Action Orientation subscales, were dropped. Furthermore, two items, which were loaded on the Decision-related (AOD) Action Orientation factor, were moved to the Failure-related (AOF) Action Orientation factor. The model using the revised item set yielded a noticeably better fit to the data than did the first analysis, resulting in support for a two-factor model with negative interrelation between the factors. Cronbach's  $\alpha$  values were .65 for the AOF subscale, and .67 for the AOD subscale.

## **Basic Emotions' Recognition in Aging: Examining Positivity Bias and Age-Related Differences in Interpreting Dynamic Emotional Displays**

Despina Moraitou<sup>1</sup>, Georgia Papantoniou<sup>2</sup>, Theofilos Gkinopoulos<sup>3</sup>, Magdalini Nigritinou<sup>1</sup>, Pantelis Ginos<sup>1</sup> & Daphni Kotselidou<sup>1</sup>

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The study aimed at investigating age differences in emotion recognition. The first sample comprised a total of 208 adults, aged from 18 to 86 years. Participants were administered an emotion evaluation test designed to examine a person's ability

to identify six emotions, when they are expressed as subtle, day-to-day expressions. The structural model of emotion evaluation confirmed indicated that emotion recognition from dynamic cues is taking place along the broader affective dimension of estimating uncertainty related to an emotion. Nonetheless, happiness recognition does not follow the same pattern. The addition of age into the model as a covariate showed that age affects negatively the general ability to decode basic emotions. However, happiness recognition is almost excellently preserved even in older-old. To examine whether this is due to socioemotional preferences related to aging, the EET was administered to an additional sample of thirty older adults diagnosed as demented and thirty healthy controls. Patients were significantly impaired in happiness decoding. Hence, worse emotion recognition performance with age could be interpreted as a result of specific brain regions decline. However, happiness recognition seems to be associated with an enhanced positivity bias of older adults that is not preserved when cognitive resources are diminished.

### **Preliminary Results from the Multisite Study for the Normalization and Standardization of Neuropsychological Instruments in Spain**

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Neuropsychological assessment in Spanish population is conditioned by the limited standardization processes. The available instruments are restrictive in terms of age ranges and demographics. These characteristics determine the interpretation of results and the subsequent clinical decisions. This study seeks to validate and normalize four neuropsychological tests considering sociodemographic characteristics of the Spanish speaking population in Spain. Two hundred and fifty healthy participants (ages ranges 18–95) were recruited from 3 different geographical locations in Spain. A battery of neuropsychological measures, lasting roughly sixty minutes, were administered in one single session to each subject. This battery included an extensive number of cognitive domains such as attention, perceptual speed and executive function. Using a stratified sampling, the results of the population recruited were standardized by 8 ranges of age, 3 ranges of educational level and sex. Means, standard deviation and percentiles for each sociodemographic range are presented. As expected, there are significant differences in the performance obtained in the same age range depending on educational level and sometimes sex. Normative data obtained varied by different

ranges of age, education level and sex. These results emphasize the need to consider age, education and sex in the correction and interpretation of neuropsychological test performance.

## **Effectiveness of a Psychological Support Program for Relatives of People with Mental Illness and Addicts: Pilot Study**

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Living with a person who experiences mental health problems can lead to high levels of emotional problems in individuals who cope with these situations. In this study, the effectiveness of a psychological treatment designed for relatives of people with mental illness and addicts was evaluated. The sample was composed of 20 individuals who were evaluated, 16 of them, received treatment. Results showed the usefulness of the program with statistically significant differences in the succeed rates between Pre-treatment and Post-treatment. Therefore, the tested program it shown to be effective in the treatment of the relatives of people with mental illness and addicts.

## **Translation and Validation of the Ten-Item-Personality Inventory into Spanish and Catalan**

Vanessa Renau Ruiz<sup>1</sup>, Ursula Oberst<sup>1</sup> & Sam Gosling<sup>2</sup>  
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In response to an increasing need for ever-shorter personality instruments, Gosling, Rentfrow, and Swann (2003) developed the Ten-Item-Personality Inventory (TIPI), which measures the dimensions of the Five Factor Model using 10 items (two for each dimension) and can be administered in about one minute. In two studies and using a multi-judge (self and observer) and multi-instrument design, we develop Spanish (Castilian) and Catalan versions of the TIPI and evaluate them in terms of internal consistency, test-retest reliability, convergent, discriminant, and content validity, as well as self-observer correlations. Test-retest correlations were strong, and convergence with the NEO-PI-R factors was significant. There were also strong correlations between observer-ratings and the participants' self-ratings. Despite

some inconsistencies with respect to the Agreeableness scale, the Catalan translation and both translations into Spanish of the original TIPI demonstrated sufficient psychometric properties to warrant use as a Five Factor personality measure when the use of longer instruments is not convenient or possible. Furthermore, as the first translation of a brief standard Big Five Instrument into Catalan, this work should facilitate future research on personality in the Catalan-speaking population.

## **Recruitment and Selection in Portugal**

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The selection methods are not very well known in Portugal. It is very important and urgent to investigate the commonly used evaluation techniques in personnel selection. This is to ensure that the implementation of selection methods can be adapted to jobs and to organizations in the future. With the aim of providing data on personnel selection in Portugal we carried out a study in 2012 with 12 private consultancy agencies. Grouping selection techniques by descending percentage of use we found that the most frequently used are the analysis of application forms (100%), unstructured interview (83%), structured interview (50%) and references (50%). The less used methods are aptitudes tests (33%), simulations (33%), personality tests (25%), assessment centres (17%) and group discussions (16%). The unstructured interview (67%), the analysis applications forms (50%) and the structured interview (50%) were the techniques considered by organizations to have the highest validity, which contradicts the literature that states that discussion groups, simulations and assessment centres are the techniques that give the most accurate predictions. In addition to this, we found that 75% of agencies surveyed would like have methods to evaluate motivation (28%) and emotional intelligence (20%). The most frequently cited criteria for choice of methods are price (50%) and ease of use for non psychologists (30%). Currently only 32% of recruiters have psychological education. In conclusion personnel selection in Portugal is being carried out independently of the research undertaken in this domain.



## **Cognitive Training in Drug-naïve Children with Attention Deficit/ Hyperactivity Disorder (ADHD)**

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Many patients with ADHD continue to have difficulties with cognitive functions despite medical treatment. Additionally, 20-30 % of patients do not respond to medical treatment and compliance and long-term results are not convincing. It is necessary to explore non-pharmacological treatments for ADHD. There is emerging evidence that cognitive computer programs can reduce severity of symptoms and enhance cognitive functions. Abstract is presenting study methodology. This randomized clinical trial aims to determine the effect of computer program C8 compared to treatment as usual. A secondary objective is to compare clinical cognitive testing with online self-administered cognitive testing at home. In a single blind design 92 drug naïve children with ADHD aged 6-12 years will be randomized and training will be conducted at home 40 minutes a day, 6 days a week for 8 weeks. Participants' cognitive functions are assessed with the Cambridge Neuropsychological Automated Test Battery (CANTAB), online self-administered cognitive tests, symptom and behavioral measures before and after training and in a 12 and 24 weeks follow up. Cognitive training has the potential to reduce cognitive dysfunctions and to become a new treatment option, which can promote a more normal neural development in young children with ADHD and thus reduce cognitive dysfunctions and symptoms.

## **Validity Evidence for the Academic Intrinsic Motivation Scale**

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Motivation is an important construct to assess in the examination of student academic success. Motivation is positively related with persistence, academic achievement, and competence and negatively related with academic anxiety. A 27-item self-report instrument was constructed to measure intrinsic motivation for academic work in the high school population. The instrument, a downward extension of the Academic Intrinsic Motivation Scale developed for the college population is based on a taxonomy of intrinsic motivators. Specifically, four types of intrinsic

motivators were assessed including challenge, control, curiosity, and career outlook. The aim of this study was to provide reliability and validity evidence for the instrument's scores. High school students ( $N = 366$ ) completed the instrument along with other instruments measuring student's connection to their peers and teachers and academic achievement. Reliability analyses, confirmatory factor analyses (CFA), and associations with other variables (e.g., criterion) validity evidence were conducted. Internal consistency reliability was 0.91 for the total score. Correlations between motivation and connections to peers and teachers ( $r = 0.77$ ) and self-reported grade point average ( $r = 0.38$ ), as well as CFA results suggest that the instrument is a promising tool for the assessment of intrinsic motivation for academic work with the high school population.

### **Validity of the Latvian Version of Test for Creative Thinking – Drawing Production: Correlation with Teachers' Ratings in Preschool Sample**

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Aim of the study was to explore the criterion validity of the Test of Creative Thinking – Drawing Production (TCT-DP; Urban, Jellen, 1995) in Latvian sample of preschool children. TCT-DP is the measure of creative potential consisting of 13 indicators of creative thinking and a total score. The criterion for the assessment of TCT-DP validity was teacher's ratings on children's creativity. It was measured with a 5-item Likert scale questionnaire Child's Creativity Scale for Teachers (CCST) developed by authors, involving questions about child's perseverance in carrying out ideas, productivity in ideas generation, curiosity, preference for complexity and overall creativity. The sample of research was 300 children in the age of 5-6 years, and 20 teachers. The results reveal high internal consistency high inter-rater reliability of TCT-DP. Correlations between TCT-DP total score, 13 creativity indicators and teachers' ratings of children's creativity mostly were significant thus supporting the criterion validity of TCT-DP. The validated Latvian version of TCT-DP is applicable to further research in Latvia as a valuable tool for recognizing children's creative potential.

## **Regulatory Focus and Risk-Taking Behavior: Spanish Adaptation of the Regulatory Focus Questionnaire**

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Regulatory focus(RF) refers to a person's orientation towards future self-states and goal attainment (Higgins, 1998). It distinguishes between two uncorrelated types of orientation towards achievement: promotion and prevention focus. Promotion focus refers to the attainment of aspirations and accomplishments and is associated with the willingness of the achievement of gains. Prevention focus regards to the attainment of responsibilities and safety making people motivated to avoid potential losses and to use vigilant strategies for doing so. RF has important implications in decision-making under risk (i.e., promotion focus produces an exploratory risk-seeking bias whereas prevention focus produces a conservative risk avoidance bias). Either RF derives from subjective history of past success in goal attainment. In order to measure this, Higgins and colleagues (Higgins et al., 2001) developed the Regulatory Focus Questionnaire (RFQ), consisting of two subscales: Promotion and Prevention. Higher scores show individual's subjective perception of promotion or prevention success in their goal attainment history. This paper presents the adaptation of the RFQ to Spanish population. The items of the questionnaire were translated and back-translated. Using data from university students, an adequate item discrimination and internal consistency were found. Factor analysis showed the factorial structure of the Spanish RFQ.

## **Personal Goals, Self-Realization and Positive Affect as Psychological Resources for People Living with HIV/AIDS: An Integrative Model**

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Research on psychosocial factors as determinants of health status and infection evolution of People Living with HIV (PLHIV) is becoming more and more important in the field. Positive affect is known to be a moderator of HIV infection, but it has been proposed with healthy participants that when self-realization is taken into

account, the contribution of positive affect disappears. In this study we wanted to know if this is true also for PLHIV. 114 HIV+ participants were recruited from several HIV/AIDS service organizations. Subjects completed a questionnaire with questions about their health status and personal goals, and questionnaires on self-realization (Personal Well-being, PWB-29), positive affect (PANAS-20) and physical symptoms (SSC-HIVrev). The proposed model was cross-sectional path model where personal goal features –progression and autonomy- were associated positively to positive affect and self-realization, and in turn, self-realization was associated to physical symptoms whereas positive affect wasn't associated to it. Results of the path analysis revealed satisfactory fit of the model to the data. Results provided strong support for the proposed model, also in the case of PLHIV. Although more research is needed, results of this study suggest that self-realization based interventions with PLHIV would result in an improved health status for them.

### **Intelligence and Second-Language Skills: Causes and Consequences of their Interrelation**

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Intelligence tests commonly comprise subtests of numerical, spatial and verbal abilities. Without sufficient language proficiency of the test-taker, however, the verbal subtests do not measure the intended construct. But which level of language proficiency is sufficient for persons who learned the test language as second language (L2 learner)? In a study of the Psychological Service of the German Employment Agency approx. N=1500 L2 learners completed typical nonverbal tests of numerical and spatial cognitive abilities and a German test of verbal cognitive abilities as well as two German language tests. The established levels A, B, C of the Common European Framework of Reference for Languages were used to evaluate the German language skills. Results show that even at the most advanced level C the difference between the T-values of verbal and nonverbal intelligence tests was too large to justify routine use of the verbal test. Additionally, persons with better German language skills showed better nonverbal cognitive abilities. Regression analyses indicate that German language skills are even closer connected to nonverbal cognitive abilities than to language learning opportunities (e.g. hours of language lessons). The mixture of linguistic competences and cognitive abilities in the definition of the skill levels might partly explain this.

## **Factor Structure and Reliability of the Spanish Patient Health Questionnaire (PHQ-9) in a Colombian and Mexican Sample**

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To investigate the psychometric properties of a Spanish version of the Patient Health Questionnaire (PHQ-9), a common measure of depression and depressive symptoms. 449 healthy individuals (46.8% men and 53.2% women) from two urban cities in Colombia and Mexico completed the Spanish version of the PHQ-9. The PHQ-9 total score had a Cronbach's alpha of 0.81, indicating sufficiently high internal consistency. An exploratory factor analysis (EFA) without a specified number of factors resulted in a two factor structure. One factor encompassed emotional and cognitive symptoms and the other factor included physical symptoms and suicidal thoughts. The two-factor EFA explained 50% of the variance. Item 9 (suicidal thoughts) and item 8 (slowness) did not load meaningfully onto the factor structure (0.691). The Spanish version of the PHQ-9's internal consistency is adequate, as found by others using other Spanish language versions. These results do not replicate a factor analysis of the Chilean Spanish version. Future research on the Spanish version PHQ-9's psychometric properties is warranted, especially sensitive and specificity analyses.

## **The Academic Self-Regulation Questionnaire for Adolescent Students: Validation of a German Short Version**

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The present study aimed to develop and validate a verbally simplified short version of the academic self-regulation scales basing on self-determination theory. This questionnaire measures students' learning motivation in mathematics, science and first language from grades 4 to 8. The use of a short and simply worded questionnaire is advantageous particularly for young students and inexperienced readers. Psychometric properties and the validity of the scales were assessed with a sample of  $N = 3,179$  students with a mean age of 13.24 ( $SD = 1.70$ , 52.1% girls) from grades 4 to 8. Psychometric properties of the five subscales were satisfactory. Confirmatory

factor analyses showed that the factor structure was well defined and multigroup CFA supported measurement invariance for subjects, sex, and grades. Associations to subject-specific self-concept and grades support the convergent validity of the scales. Overall, results suggest that the KLM is appropriate to assess various types of motivation of adolescents in learning situations.

## **Psychometric Validation in Advanced Music Students of a Brief Scale Assessing Emotional Intelligence Associated with Music**

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To analyze the psychometric properties of a brief scale of emotional intelligence modified to consider its application to emotions associated with music performance. 92 HE music students (mean age=21.5 (SD=4.3); 52.2% of women) of advanced instrumental courses completed the questionnaire. Questionnaire was developed modifying the Brief Emotional Intelligence Scale to change contents of items towards music performance. It is composed of 10 items assessing five dimensions: appraisal of own emotions, appraisal of others' emotions, regulation of own emotions, regulation of others' emotions, and utilization of emotion. Confirmatory Factor Analysis for categorical outcomes results yielded good fit indices for the 10-item and 5 factors solution (CFI=0.971; RMSEA=0.08). Additionally, no source of misspecification was identified supporting the factorial validity of the scale. The internal consistency was adequate for the total scale and for the subscales, except for appraisal of other's emotions. This work provides support for the use of this scale with music students. Given the quick increasingly research activity on emotions and expressivity in music, and the lack of measures tested with musicians, it is proposed as a brief and valid tool to be used both in teaching and research fields.

## **Impact of Information and Communication Technologies (ICT) in Psychology**

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Psychologist must face the difficult questions posited by the way information and communication technologies are changing not only health care by itself but also

human life experiences, whether psychologist embrace or resist this. They should acknowledge these changes and they should have to recognize how advanced ICT are changing the way subjects communicate and process information, thus to prepare to overcome prospects challenges to professional psychologist. The aim of this poster is to show the change of the incorporation and development of new technologies to society in general, and in psychology and therapy in particular. In this sense, we can identify two categories in tele mental health: Tele psychology and cyber therapy. A review of the literature of tele mental health and data from June 2012 CIS. The results suggest that ICT are used in Cognitive models, behavioral models and cognitive behavioral models. The application of ICT is mostly used in individual therapy. Future generations of psychologists and professionals must be trained to take advantage in the use of ICT as a tool in the development of their field. The exponential growth of technology is creating new mental health services, expanding existing ones and increasing the options available to individuals for self-monitoring and decision making, with or without professional involvement. Professionals can find in ICT a tool to incorporate into their work, either as support or as a work environment.

## **Assessing Goodness of Fit in Item Response Theory Models**

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Item response theory (IRT) is a model based approach to psychological and educational measurement which is being widely used due to its potential advantages over classical test theory (CTT) in solving some applied problems: test construction, test equating, differential item functioning detection, or item banks. However the usefulness of IRT models depends on the fit between model and data and so, model data fit issues are a major concern when applying item response theory models to real test data. Different approaches have been described to assess this problem a) checking statistical indexes based on residuals b) examining model assumptions, c) evaluating consequences. The aim of this work was to compare those approaches by using MonteCarlo Simulation. Unidimensional and dichotomous data were generated and different factors were manipulated: sample size (100,300,500), percentage of misfit (15, 30, 40) and test sample (20,30,40). The item fit indexes examined in this study were Infit and Q1. The results show the importance of the analysis of the consequences on assessing model fit.

## **Shared Flow and Emotional Communion in collective activities**

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This study examined the constructs of shared flow and emotional communion applied to collective activities. Classic dimensions of Flow State Scale from studies about individual flow were adapted to measure the experience of flow shared by a group in collective situations. Furthermore, emotional communion perspective was applied to supports that collective ritual events operate and influence actors' emotional states and commitment to a group. A pilot study ( $N= 110$ ) provided evidence for good internal consistencies of both scales. The revised version of the shares flow scale was applied in a series of studies ( $N=600$ ) on the effects of participation in a collective activities (local festivals and celebrations, collective sports). The scale had 27 Likert-type items intended to measure nine theoretical dimensions (three items per dimension). Confirmatory factor analyses indicated a good fit between the data and the hypothesized dimensions of shared flow: balance between ability level/challenge, clear goals, clear direct feedback, concentration on task, sense of control, loss of self-consciousness, action-awareness merging, distorted sense of time and autothelic experience. Emotional communion structure was unidimensional. The construct, discriminate and predictive validity were also analyzed. Relationships between shared flow experiences, emotional communion and group identity are discussed.

## **Separating Content and Context in Questionnaire Items: How Much Substance, How Much Noise?**

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Questionnaire items are constructed and selected in order to measure certain contents and constructs. Additional context words and phrases are sometimes necessary, and it is assumed that they only capture irrelevant or unsystematic variance in relation to the respective key variable(s). However this assumption is rarely examined. For example, what does it mean when participants answer the statement "I don't often say funny things to put myself down" (item 16 from the Humor Styles Questionnaire [HSQ]; Martin et al., 2003) with "totally agree"? Does it



mean that they rarely say funny things (i.e., are low in humor production), or that they rarely put themselves down (i.e., are low in self-depreciation), or a blend of both? To investigate this relative importance of content and context in questionnaire items, 300 participants were invited to take part in an online study. The original HSQ was presented along with two versions derived from it, which captured its content (i.e., humor) or context (i.e., non-humorous words and phrases) respectively. Two methods (focus and elimination) were employed to separate content and context. The rationale, procedure, and results of both methods will be presented. Possible explanations and implications of the findings will be discussed.

### **Comparison between Performance on the Rey-Osterrieth Complex Figure & Tailor Figure in Spanish Population**

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The Tailor Figure (TF) was designed as an alternative to the Rey-Osterrieth Complex Figure (ROCF), to be used in test-retest situations. Both tests share similarities in the stimuli characteristics and include common procedures: copying the figure and drawing it from memory (3 min. delay). The aim of this study is to assess the comparability of the TF and ROCF in a Spanish population. We administered the TF to a sample of 44 normal controls and the ROCF to a sample of 51 (ages ranges 20-70). We used t-student and correlations to compare performances and assess their relations with socio-demographic characteristics. There were no socio-demographic differences between the two samples. Both groups had equivalent performances on the copy condition, but participants evaluated with FT obtained overall higher scores on the memory condition ( $t=2.64; p=.009$ ). In both samples age and education, correlated significantly with the 3`delay memory performance (in FT:  $r=-.45; p=.002$ ;  $r=.42; p=.005$  and in ROCF:  $r=-.28; p=.048$ ;  $r=.53; p=.000$ ). In this study, we found differences in the 3 min. delay memory performance between FT and ROCF. As expected, in both figures performance was influenced by socio-demographic characteristics. Younger and more educated persons showed better performance in the delay memory in both tests.

## **Factorial and Convergent Validity of a Questionnaire on Intolerance of Ambiguity in Adolescents**

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This study provides evidence of factorial and convergent validity of the IA-ADOL Questionnaire (González-Leandro & Pelechano, 2009) to assess the intolerance of ambiguity in adolescence. Intolerance of ambiguity is considered as a multidimensional construct, and as one of the criteria for defining knowledge related to wisdom as advocated by the Berlin Group (Staudinger, Smith & Baltes, 1994). First, we present the results of a second-order factor analysis of the IA-ADOL questionnaire in a sample of 513 adolescents. 3 factors were obtained: (I) "Tolerance to doubt, with a tendency to seek solutions to complex problems", (II) "Intolerance of ambiguous situations and / or to situations that cause doubt", and (III) "Need to simplify and objectify the problems before making decisions". Secondly, in order to study the convergent validity of IA-ADOL Questionnaire, 162 adolescents (51% female), aged between 13 and 17 years, completed the questionnaire IA-ADOL along with other two questionnaires: (i) the AT-20 Questionnaire, tolerance of ambiguity (MacDonald, 1970) and (ii) the MACH-IV Questionnaire, of Machiavellianism (Christie, 1970). We carried out a correlational analysis and the results were in the expected direction, that is, that factors of the IA-ADOL Questionnaire showed an acceptable convergent validity. In addition, we analyzed the moderating role of gender.

## **The Dissociative Effects of Executive Functions for Bilingual children with/without Reading Difficulties**

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The purpose of this study was to investigate the executive functions involved in attention/inhibitory control and problem solving of Persian-Swedish bilingual with/without reading difficulties (30 in each group) in comparison with Swedish monolingual children with/without reading difficulties (30 in each group). We've used Stroop and Tower of Hanoi cognitive tasks to measure attention/inhibitory control and problem solving. We were interested to study if these cognitive tasks taxing executive

functions would produce a dissociative effect on bilingual children's performance comparing monolinguals'. The results showed that the performance of bilingual children with reading difficulties on Stroop and Tower of Hanoi tasks resembled those of their monolingual peers with reading difficulties. However, bilingual children without reading difficulties outperformed monolinguals in these tasks. We've concluded that in terms of reading difficulties, bilingualism might present an advantage for bilingual children helping out them to compensate their reading difficulties; thus they performed equally as monolinguals. On the other hand, in line with literature, bilingualism had a positive effect on cognitive performance for children without reading difficulties. This study could have some practical implications on education and research highlighting the positive role of bilingualism once again.

### **Personality Values Becoming: Measurement Invariance of the PVQ in the Cross-Cultural Comparison**

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The study assesses the fit of a 40-item instrument measuring values to the theory of 10 basic values on which it was based (Schwartz 1992). In particular, the measurement invariance of this instrument for studying value priorities across nations was investigated. CFA showed evidence for eight factors instead of ten, conformity merged with tradition and hedonism with stimulation. Participants in Poland and Ukraine filled out the PVQ. Exploratory factor analysis was used to explore the structure. It appeared that a two-factor solution did not show measurement invariance. Nevertheless, Cronbach's alpha per country indicated that the internal consistency two factors is satisfactory. The reliability for the first factor is .88 in both Poland and Ukraine. The reliability for the second factor is .86 for Poland and .80 for Ukraine. This indicates that the questionnaire can be used for study the personal values becoming in the cross-time comparison, which is our perspective. In the second stage we addressed the invariance of openness to change and self-enhancement. We confirmed configural and metric invariance, , opening the way for us to compare the values' becoming in university students in both countries.

# **Factorial Structure and Measurement Invariance of the Cognitive Emotion Regulation Questionnaire (CERQ-S) in Spanish Non-clinical Adult Sample**

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The complex concept of emotional regulation refers to the set of competencies that permit people to supervise, appraise and modify the processes involved in the genesis of emotion and modulate its manifestations (Gross, 1999; Thompson, 1994, p. 27). Emotional regulation is related to the modulation of symptoms associated with certain psychological disorders and as indicative of risk in people faced with difficult or traumatic life situations. The Cognitive Emotion Regulation Questionnaire (CERQ; Garnefski, Kraaij & Spinhoven, 2001) is an instrument that permits a conceptually pure quantification of the cognitive strategies of emotional regulation. The questionnaire evaluates nine strategies of cognitive emotional regulation: Self-blame, Acceptance, Rumination, Positive refocusing, Refocus on planning, Positive reappraisal, Putting into perspective, Catastrophizing, and Other-blame. These nine dimensions can be grouped into two second order factors. The main purpose of the present study was to analyze the factor structure and factorial invariance of a CERQ-S (Spanish version [Domínguez-Sánchez, Lasa-Aristu, Amor, & Holgado-Tello, 2013]) in a sample of 615 participants (25% men; 75% women) with an age range of 16 to 58 years. Results: Confirmatory factor analyses showed that, as in the original version, a nine-factor model also explained the data collected with the Spanish version. Besides, an alternative model that integrates the nine dimensions in two second-order factors shows appropriate global fit indices and has interesting implications. However, a multi-group confirmatory factor analyses (MGCFA) not found structural invariance across male and female samples.

## **Child Psychological Maltreatment in the Family: Improvement of the Accuracy and Consistency of Severity Assessment in Spanish Child Protection Services**

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The definition, investigation and substantiation of child psychological maltreatment in the family constitute one of the most important challenges for Child Protection Services (CPS). A new instrument or set of criteria aimed to reduce errors and increase consistency in the assessment of maltreatment severity for substantiation decision in Spanish CPS was developed. Several studies were conducted with case vignettes. Findings showed very low and insufficient percentages (< 50%) of accurate ratings and inter-rater agreement of psychological maltreatment case vignettes severity when different samples of 746 and 311 CPS caseworkers applied the criteria they used in their daily work. When caseworkers applied the new instrument after a 5-hour training session, percentages increased but the differences were not significant. Additional studies suggested an association between the degree of knowledge and training with the instrument, and the accuracy of child psychological maltreatment severity assessment. A sample of 39 CPS caseworkers with a deep knowledge of the instrument and one-year of intensive experience using it, reached percentages of accurate ratings and inter-rater agreement close to 80%. No significant relationships were found between accuracy of maltreatment severity assessment and caseworkers' professional discipline and years of experience.

**Friday, July 19, 10:45 – 11:45**

**Poster Session 3 (0.1A and Ground Floor Hall)**

## **Meta-Analysis of the Factor Structures of the Beck Depression Inventory II**

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The purpose of this meta-analysis was to examine the factor structure of the Beck Depression Inventory II. Analyses were based on 48 studies consisting of 53 independent samples involving 16,333 participants. Factor extraction method was not available for three samples of included studies. For the remaining 50 samples, principal components and principal axis analyses each used 22 samples, 5 used maximum likelihood, and 1 used equal prior instant communalities extraction. Thirty-six samples retained 2 factors, 12 samples retained 3 factors, 2 samples retained 1 factor, and 1 sample each reported the 4-, 5-, and 6-factor solution. As two samples retained one factor, factor rotation was possible for 51 samples. One study did not report the rotation method. For the remaining 50 samples, 28 samples used the Promax rotation, 10 samples used the Oblimin rotation, 8 samples used Varimax rotation, 3 samples used the Oblique rotation, and 1 used the Quatrimax Rotation. The mean variance explained was 48.13%. As the invariance of factor structure was not achieved among subgroups of studies, comparisons of mean BDI II scores can be erroneous.

## **Spanish Adaptation of Benefit Finding Scale: Study of its Psychometric Properties and Relationships with Well-being**

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Benefit finding is defined as the perception of positive changes after facing an adverse life event. These changes may be related to self, relationship with others, or philosophy about life. The aim of the current study was to analyze the psychometric properties of the Spanish adaptation of the Benefit Finding Scale (BFS; Antoni et al., 2001) and its relationships with measures of well-being. 101 people (48 men, 17-73

years, mean age=36.93) participated in the study. The four factors obtained by exploratory factor analysis accounting for 67.60% of the variance and the subscales derived of these factors reached alpha coefficients adequate or good (from .7 to .85). These factors included items that reflect: the true meaning of life, personal growth and importance of friendships (F1), an improvement in the way of dealing with stressful situations (F2), the importance of people in general and family in particular (F3 and F4). These factors positively correlated with well-being measures such as life satisfaction, positive affect, self-acceptance and purpose in life. We discuss the need to replicate our results in different samples, but homogeneous in relation to the traumatic event occurred and taking into account the time elapsed since the occurrence of said event.

## **Social Representations about the Holocaust in Different Ethnic Groups of Latvia**

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The present study describes social representations about the Holocaust in the Latvian, Russian and Jewish ethnic groups of Latvia. The Holocaust was chosen as an important and relevant latter-day event for each group of Latvian inhabitants and one of the key events for creating common space of historical memory. No research was conducted on the topic in Latvia. 300 representatives of each ethnic group (equal number of males and females, aged 19-25 and 50-60) participated in the study. Specially constructed questionnaire containing semantic differentials and free associations was used for the research. The hypothesis about the facilitating effect of ethnic affiliation to the emotional components of the representations of was not approved, but significant distinctions in the contents and behavioral component were observed. Also, low level of knowledge and connections of the genocide to Latvia was found. Such positive components of the event as Resistance movement and saviors of Jews and negative ones as collaborators were not included into the social representations. Differences of the representations in both age groups were also observed and described.

## **Design, Implementation and Evaluation of a Program to Foster Personal Initiative in Education**

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The aim of this study was to design, implement and evaluate a program to foster personal initiative in the educational field. The program consisted of eleven activities that are called: 1) Awareness, 2) Common goals, 3) Evaluation of personal initiative, 4) My project, 5) Employment, 6) My interests, 7) Entrepreneurship, 8) My personality, 9) Error and learning, 10) Somebody like me, and 11) Moral dilemmas. The sample group was made up of 160 students (26 women and 134 men, mean age: 20.61 years) undergoing Formal Vocational Training at six schools in the Basque Country. Of the total sample, 119 participants were assigned to the experimental group and 41 to the control group. A quasi-experimental design with non-equivalent control group was used for implementation and evaluation of the program. The results showed that the program has a positive influence on self-starting dimension of personal initiative, entrepreneurial attitude, academic performance and emotional clarity of students.

## **Clinical and Demographical Correlations of Errors Committed by Psychotic Patients in Neuropsychological Bender\_Gestalt Test**

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The purpose of this study was to investigation of the clinical and demographical correlations of errors committed by psychotic patients in neuropsychological bender\_gestalt test. The clinical symptoms using the Positive and Negative Symptoms Scale (PANSS) and demographic data for the 126 psychotic patients (55 schizophrenics, 36 bipolar and 35 psychotics due to substance) and their performance in Bender\_ Gestalt test was evaluated. One-way ANOVA between the three diagnostic groups in terms of errors committed by psychotic patients showed no significant differences. The findings revealed evidence that the pattern of errors committed by patients was correlated differently with demographic and clinical



variables in all three diagnostic groups. According to these findings assessment, treatment and rehabilitation of psychotic patients can be more precise.

## **Exploring Outcome and Validity of the GAF in Psychiatric Inpatient Care**

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This study aimed to explore the influence of some clinical and socio-demographic factors on treatment outcome measured by the GAF. Another objective was to investigate the validity of the GAF as an outcome measure in psychiatric inpatient care. The studied psychiatric inpatient sample consisted of 816 episodes of care with GAF ratings made at both admission and discharge for 648 patients. Multiple linear regressions were performed to analyse what variables predicted GAF scores at admission and at discharge. Logistic regression was applied to investigate predictors in relation to two subsample outcome groups. Significant predictors of GAF scores at admission were age, schizophrenia, other psychotic disorders, and no registered diagnosis. GAF scores at admission, most diagnoses, and some wards were able to significantly predict GAF at discharge. The results were inconclusive regarding whether there is extensive overlap between Axis I and Axis V in the DSM-IV. The results indicate the importance of ward affiliation regarding improvement in global functioning. Unrelated to the diagnostic specialisation of the ward, some wards achieved greater improvements than others for some specific diagnoses. Additional support was provided concerning the construct validity of the GAF.

## **Investigation of Quality of Life - the Evaluation or Measurement?**

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Research of Quality of Life (QOL) has obviously metrological character. Used in psychology for this purpose tools are based on the procedures for the "assessment", "measurement", "diagnosis", which is synonymous, but obviously different in metric character. In Russian psychology is that the estimates are a special case of measurement, or the expression of results of the "standardized analytical observation" expert or not (psycho) metric from the use of any method of the study, presented in terms of quality scales. Non-quantitative nature of the term "quality of life" limits the literal use of "measurement" in the study of QOL, because all

measurements refer to the rigorous methods. The "score" is regarded as a process (evaluation), and as a result of this process, and how to quantify its value (score). The study of QOL is the most appropriate use of the term "evaluation" in the first two contexts ("psychological evaluation of QOL»), instead of the terms "diagnosis" and "measurement." Indeed, the foreign psycho diagnostics term «psychological assessment» not entirely synonymous with the term "testing" is used in the study of personality. QOL research is a psychological evaluation of the quality of life gained through clinical (expert) methods.

### **The Role Of The Self-esteem And Over Claiming In Social Desirability in Mexican population**

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Social desirability has been considered as a measurement error when we talk about personality assessment and also as a part of personality that reflects the need of social approval of people. The aim of this study was to evaluate the relationship between social desirability, self-esteem and over-claiming, also to compare them among three towns of México. Method: Cross-sectional study, with a no probabilistic sample of 1235 participants: Coahuila (31.7%), Michoacán (33.2%) and Mexico City (35.1%) between 14 and 69 years old ( $M=28.41$ ,  $SD =12.01$ ), 56.9% of females completed self-reports measurements of social desirability, self-esteem and over-claiming. Social desirability was positively correlated with self-esteem,  $r(1097) = .394$ ,  $p < .01$ , but not with over-claiming, neither with self-esteem, as other studies has shown. Through One-way ANOVA we found association between all the variables studied by the town of residence. Social desirability,  $F(2, 1166) = 29.405$   $p < .01$ ; self-esteem:  $F(2, 1151) = 10.488$   $p < .01$ ; Over-claiming:  $F(2, 1148) = 8.411$   $p < .01$ . We found, as previous research has shown, lower scores in self-esteem associate with higher scores in over-claiming. Also we found differences between México city, which is the biggest town in México, and the other two towns.

## **Improving Measurement Precision for Computerized Adaptive Testing with General Test Overlap Control**

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Most test overlap control procedures are designed to control test overlap between pairs of examinees. However, examinees may obtain test information from more than one previous test taker in practice. This larger scope of information sharing needs to be considered in conducting test overlap control. Chen (2010) proposed a test overlap control method (GT) such that the proportion of overlapping items encountered by an examinee with a group of previous examinees (denoted as general test overlap rate) can be controlled. Nevertheless, measurement precision observed from the GT procedure may not be adequate. The purpose of this study is to modify the GT procedure such that the measurement precision can be improved. Instead of selecting items with maximum information through the test as suggested by the GT procedure, the modified procedure is designed to select the items with large item contribution at the early stages of a test, and administer items with maximum information at the later stages. A simulation study was conducted to investigate the effects of the modified procedure on measurement precision. Results indicated that the modified procedure performed better than the GT procedures in measurement precision and had the general test overlap rates remain well controlled. Given the capability of the proposed algorithm in improving measurement precision, it would be a better alternative for controlling general test overlap in CATs.

## **The Assessment of the Mediating Role of Coping Styles in the Relationship between Anxiety and Health Behaviors in a Group of Patients with Rheumatoid Arthritis**

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Anxiety remains one of the consequences of chronic diseases such as rheumatoid arthritis. High anxiety levels not only decrease the patient's QoL, but also trigger anti-health behaviours and may adversely influence the course of the disease. The connection between neuroticism and anxiety has been well-documented so far. Neuroticism remains a temperamental trait so it is hardly modifiable. Reduction of psychological costs connected with high neuroticism entails the need to learn factors, which may limit the impact of neuroticism on anxiety levels (factors moderating the relation between anxiety and neuroticism). The aim of the study was to determine moderator variables of the relation between anxiety and neuroticism. The study involved 100 participants (78 women and 22 men), all of whom were RA patients. They were given a set of questionnaires to evaluate their anxiety levels, coping styles and personality dimensions. Pearson –  $r$  correlation analysis and moderator analysis of the relation between neuroticism and anxiety as a state mediated by coping styles were performed. The interaction testing was performed by way of the least-squares analysis and logistic regression. A directly proportional correlation was found between neuroticism and anxiety as a state ( $r = 0.63$ ;  $p < 0.01$ ) (Table I). This correlation was not observed in highly neurotic subjects using avoidant coping style ( $R^2 = 0.19$ ;  $F = 7.00$ ;  $p < 0.001$ ) (Fig. 1) and in avoidant social coping style subjects ( $R^2 = 0.22$ ;  $F = 8.70$ ;  $p < 0.001$ ) (Fig. 2, Table II). The results show that strong neuroticism increases probability of the patient's anxiety reaction to symptoms and risks which are consequences of the disease. The observed correlation proves the hypothesis that temperament is a risk factor in behavioural disorders. They also suggest that neurotic RA patients should be persuaded to distance themselves from the illness and encouraged to activate their social life.

## **IDS and FIDS Adaptation: An Identity Crisis and the Development of Feminist Identities Among University Females**

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This study was conducted in the cultural environment of Latvia, which has been influenced by the fact that for a very long time, the country was a part of the Soviet Union. Feminism and a feministic identity are comparatively new and still fairly unpopular concepts in Latvian society. The research focuses on whether there are links between elements of female identity and their ties to the elements of feministic identity which exist among first-year female university students (N=326). The aim is to develop a debate about the links that have been discovered – the identity crisis and feministic identity, as well as analysis of the relevant socio-demographic background. Author found the correlation in- between *IDS* and *revelation* ( $r=.127.$ ,  $p<0.05$ ), and *active commitment* ( $r=.164.$ ,  $p<0.01$ ) The instruments for research were surveys which the author of the study adapted (in Latvia) in 2012 for the purpose of studying the identity crisis (Identity Distress Survey (IDS), Berman, Montgomery & Kurtines, 2004) and the development of a feministic identity (Feministic Identity Development Scale (FIDS), Bargad & Hyde, 1991). The links were studied in the context of socio-demographic data so as to discover a broader set of links and to activate the concept of a feministic identity in Latvia.

## **SWFL Adaptation in Latvia: Satisfaction With Family Life and Development of Feministic Identity in Young Women**

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The author has studied links between the satisfaction which young women feel in relation to their family environment on the one hand, and the elements of feministic identity among these young women on the other hand. The purpose was to find whether there are links between these two indicators and, if they do exist, to examine what types of links they are. The research also speaks to the professions which female students hope to pursue, also looking at how this relates to their satisfaction with family life and to the elements of their feministic identity. The research cohort consisted of 307 first-year students (N=326) from universities in various regions of Latvia. The author has emphasised feministic identity, because this concept remains

unpopular in Latvia, and an understanding of feminism from the psychological perspective is only just emerging. Research instruments included methods adapted in Latvia in relation to satisfaction with the family environment (Satisfaction With Family Life Scale (SWFL), Agate, Zabriskie, et.al., 2009), and a scale of development for feministic identity (Feministic Identity Development Scale (FIDS), Bargad, A. and S.J. Hyde, 1991). The author found correlation in-between *Satisfaction With Family Life Scale* and *Embeddedness-Emanation* ( $r=.123.$ ,  $p<0.05$ ).

## **Target Characteristics Moderate Links of Men's Hostile Sexism and Mating Orientation to Specific Forms of Sexual Harassment: Evidence from the Computer Chat Paradigm**

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We studied effects of target characteristics and perpetrator attitudes (hostile sexism = HS, and short-term mating orientation = STM) on different types of sexually harassing behavior (unwanted sexual attention = UA, and gender harassment = GH). To examine separate forms of harassing behavior simultaneously and in vivo, we further extended the computer harassment paradigm (Dall'Ara & Maass, 1999). Specifically we introduced two different types of harassing material to operationalize UA and GH, respectively. Within this procedure, male participants interacted with a (computer-simulated) female target who had previously described herself as "sexually open" or as feminist. They had the repeated opportunity to send her both sexually offensive personalized remarks (UA) and sexist jokes targeting women in general (GH) or nonharassing material. We hypothesized a double dissociation of HS and STM in the prediction of harassing behavior, where (1) HS predicts the number of sexist jokes but not the number of harassing remarks sent, whereas (2) the opposite pattern should emerge for STM. Furthermore, (3) facing an "sexually open" woman was hypothesized to strengthen the path between STM and harassing remarks; whereas facing a feminist was hypothesized to strengthen the path between HS and sexist jokes. Our results generally supported these predictions.

# **The Measurement of Taiwanese Consumer's Aesthetic Judgments on Product Design**

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Aesthetic consumption has been an important issue today. Consumers' aesthetic judgments determinate product value and build the unique lifestyle. Consumers' subjectivism is an essence of their aesthetic experiences, while external cultural context determines their tastes as well. The study attempts to develop a multi-item scale to measure Taiwanese consumers' aesthetic judgments on product design. A series of interviews and quantitative analysis were used to find the dimensions of Taiwanese aesthetic judgments. 46 items was developed in the original questionnaire. After the factor analysis, item-to-response, and correlation analysis, 30-item scale was developed. It consists of the following seven dimensions: utility, conformity, simplicity, appeal, westernization, rarity, and originality. The study further examined the reliability and validity. The Cronbach's  $\alpha$  of the scale is .88, and subscale is around .77 to .90. Test-retest reliability is .73. After the confirmatory factor analysis, the results showed the above scale has stable construct validity. Also, it has appropriate convergent and discriminate validity. Finally, this study suggested that product type, product attribution, and aesthetic generation gaps could be investigated in further studies. The study also made some contributions in both academic and managerial fields.

## **ANACONDA: ANALogy COgnitive Numerical Data Analysis**

### **Construction and Validation of an Explicitly Job-Oriented GMA-Test**

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Although GMA-tests are valid indicators for predicting occupational success, they are seldom used in organizations due to low acceptance in many countries. The present study investigates whether a job-oriented task design increases the test acceptance while the test still meets quality criteria. For that purpose ANACONDA, a new job-oriented GMA-test was developed. In first validation studies (N=224) ANACONDA proofed to be reliable and valid, while showing moderate criterion-validities with secondary school grades ( $r = -.31$ ) and Bachelor grades ( $r = -.38$ ). High intercorrelations with a conventional intelligence test (IST-2000R) and low

correlations with the NEO-FFI indicate construct-validity. The job-oriented design was superior in terms of face validity and perceived psychometric-quality and showed equal values regarding perceived opportunity to perform and perceived strain (AKZEPT!-L).

### **Math test results according to linguistic variables.**

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Recent studies suggest that in a bilingual environment, the skills acquired in the first language (L1) and in the second language (L2) have a direct influence on the cognitive development of a student, and consequently on his academic performance. In this sense, the purpose of this study was to describe the performance on a test that measures math competence, according to linguistic variables. The paper examines the performance considering the language spoken in the child's family, the language used for instruction of the child, the language used in the test, and the sociolinguistic environment of the child. The sample consists of 9 years old students (N = 18 050), school children in the Basque Autonomous Community. The data comes from diagnostic assessments conducted in different schools supported by public funds. Analyses were performed in the context of the general linear model. The results show the relationship between linguistic variables and performance in mathematics.

### **Psychotherapists and Psychotherapy: An Overview into Transsexuality**

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Gender identity and sexual identity usually match with the biological body of human beings; nevertheless, cases are where a person feels an incongruence between these identities and the sexuality of their bodies. This is known as transsexualism. Transexual people urge to modify their bodies in order to adequate it with their psychological sex; therefore, psychological aid is essential. Different treatments and theories had emerged in clinical approaches raising the question about what psychotherapist think about transsexuality. Having this said, this study aims at comprehending the meanings psychotherapist had formed around



transsexualism using grounded theory design in a qualitative methodology. In-depth interviews to psychotherapists with different clinical approaches were made and results were organized in three dimensions: The Psychotherapist outlook, the social discourse mediating the psychological comprehension, and the psychotherapeutic understanding of transsexuality. Relevant conclusions explain that there is no manifested psychopathology in transsexualism; psychological treatment must be horizontal and focus on giving a symbolic place to subjects, reparative therapies do not apply. Moreover, transsexuality treatment implies for psychotherapists a different scenery where personal psychotherapy and self-control are fundamental.

### **Factors Predicting Psychological Distress among Caregivers of Children with Neurological Disease**

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Caregivers of children with chronic diseases are at risk of experiencing a feeling of burden, high level of anxiety and psychological distress. The aims of this study were: to examine the prevalence of symptoms of anxiety-depression in caregivers of children with neurological diseases; and compare the characteristics of caregivers with high or low risk of exhibiting symptoms of anxiety-depression. A cross-sectional observational study was performed in 58 caregivers of children (31 boys) with neurological diseases. The characteristics of caregivers with high or low risk of anxiety-depression were compared regarding the following variables: socio-demographic characteristics, caregiver's intrapsychic factors, and anthropometric parameters of the child. All primary caregivers were mothers. Fifty-three percent of them showed high risk of exhibiting symptoms of anxiety-depression. Mothers with high or low risk of presenting symptoms of anxiety-depression were comparable in age, family socioeconomic status and anthropometric conditions in their children. Higher levels of psychological distress and feeling of burden were found in mothers with high risk of anxiety-depression. This study found a high prevalence of symptoms of anxiety-depression, feeling of burden and psychological distress in caregivers of children with neurological disease. Thus, greater practical and emotional support is required for these families.

## **Challenges in the IQ Assessment of ASD**

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The cognitive assessment of children with autistic spectrum disorder has been an issue of greatly complexity in a psychological diagnostic process. It is known that a 50% of people with ASD and 75% of people who has Kanner's Autism presents and associated mental retardation. However, those who has both: autism and mental retardation presents specific profiles, a *different cognitive development* (Peeters, 2008). The aim of our presentation is to show a quantitative and qualitative analysis of cognitive abilities and limitations, of 6 children with ASD aged from 6 to 11 years old. All of them are attending to a centre for special education and have been assessed using Autism Diagnostic Observation Schedule (ADOS) and Wechsler Intelligence Scale for Children (WISC-IV). The WISC-IV video recorded provides information about the attitude and behaviour of the sample, which is treated in a qualitative way. Quantitative results show heterogeneity between the different subtest on each subject and among the whole sample. The qualitative results show, on each case, how alterations in social interactions, communication and mental flexibility, (ASD profile) can skew the results. The research concludes underlining the limitations and challenges to undertake an appropriate assessment of the intelligence of children with ASD.

## **A Partially-Structured Measure for Assessing Parents' Attitudes Towards their Children Sports Competition**

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Parents social support is crucial in fostering children sport behavior. However, parents' attitudes towards sports exercise of their children have become a matter of concern for those who defend the educational benefits of practicing sport and for coaches and educators in general. This phenomenon has frequently been the object of complaints by team managers, coaches and referees but at the same time insufficiently studied. This study is aimed to develop an assessment instrument of parents' attitudes towards their children sports competition. For this purposes, firstly the most common behaviors exhibited by parents while their children are playing a

game, reported by their parents, by young athletes and experts, have been identified. Secondly, paying attention to the fact that social desirability is a concern, a partially structured measure using such behaviors and situations has been designed. Psychometric properties of the new instrument are shown. Implications of measuring such attitudes and designing preventive actions are discussed.

## **The Development of Cross-Race Face Recognition Test for Chinese Students**

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The purpose of this study is to develop the measurement tool of face recognition ability of eastern and western faces for Chinese students. There were 28 eastern and 28 western target faces selected from Ekman's face database and Cho's Chinese emotional face database, half of them are target faces and the others are distractor. This test consists of learning phase, interfere phase and recognition phase. In learning phase, 28 target eastern and western faces were presented on computer screen for 2 seconds respectively on randomly order. After ten minutes mathematic interfere task the participant were asked to recognize 56 eastern and western faces. 100 Chinese college students took part in the test, and their sensitivity( $d'$ ) and hit rate were collected. Reliabilities of eastern and western face recognition performances after one month were .73 and .65. Besides, participants revealed clear race effect, i.e. better recognition performances of eastern faces than western faces(only on  $d'$ ). Moreover, the recognition ability of western male faces negatively correlated with their depression measurement, and the recognition ability of western female faces were positively correlated with their emotional control ability.

## **Interparental Violence: Victims and Characteristics of the Family Environment**

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The present study aimed to assess the functioning of the family system from the children's perspective, and is part of an extensive investigation conducted with Portuguese child population that sought to study the relationship between the exposure of children and youth to interparental violence and their capacity of

resilience. The sample consisted of 380 subjects, aged between 12 and 18 years, organized into two sample groups. One of the instruments used was the Infant Natural Signalization Scale ( SANI) (Sani, 2003), that evaluate the functioning of the family system from the children's perspective, and assured the classification of the two groups regarding the occurrence of interparental violence. The results point to the existence of statistically significant differences between the two groups, in terms of the occurrence of interparental violence situations in their family system and the type of abuse. According to existing literature, this study shows that children and young people considered at risk, suffer greater number of victimization experiences, and more severe, compared with those who have not been victims.

### **Assessing Adolescents' Avoidance Behaviors with a Spanish Version of the Body Image Avoidance Questionnaire**

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Adolescents' body-image avoidance behaviors may serve as a coping strategy to deal with appearance-related negative cognitions and emotions. However these avoidance behaviors may also help to reinforce and maintain body image disturbances. We investigated the psychometric properties of the Spanish version of the Body Image Avoidance Questionnaire (BIAQ) by using a sample of 1890 adolescents. Confirmatory factor analyses supported a theoretically sound second-order factor model. However, Grooming and Weighting first-order factor seems to be a poor indicator of the general factor. We found evidences of convergence between BIAQ scores and other body image dimensions, including body dissatisfaction, drive for thinness and automatic negative thoughts toward body image. BIAQ scores also showed a strong relationship with body mass index and the expected gender differences. The present study provided preliminary evidence of the construct validity of the BIAQ for Spanish adolescents.

## **Effectiveness of Parent-Mediated Early Intervention Program for Young Children with Autism Spectrum Disorders**

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The present research aimed to evaluate the effectiveness of two early intervention models for children with autism spectrum disorders – parent – mediated intervention with supervision and Applied Behavior Analysis (ABA) therapy conducted by trained psychologists. This research carried out at St. George Center of Autism at Ilia State University, Tbilisi, Georgia. 24 children diagnosed with autism spectrum disorders aged 24-48 months participated in the study. The effectiveness of intervention's models was assessed based on data of Autism Research Institute's Autism Treatment Evaluation Checklist (ATEC); this checklist was adapted for Georgian-speaking population taking into account treatments, which are available in Georgia. Parents, participating in study, completed checklists before intervention (baseline-data) and after 3-month period. There was significant difference between results of parent-mediated intervention program and ABA therapy in all ATEC subscales (from  $p < 0,05$  to  $p < 0,001$ ), except health/physical behavior. In comparison to children, involved in ABA therapy, children receiving parent – mediated intervention program demonstrated better sociability ( $p < 0,05$ ) and less improvements in sensory/cognitive abilities ( $p < 0,01$ ). The study should be continued to assess long-term outcomes of these intervention models.

## **Factor Structure of the Adult Attention Deficit/Hyperactivity Disorder Self Report Scale**

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The Attention Deficit/Hyperactivity Disorder in the Diagnostic and Statistical Manual of Mental Disorders and the Hyperkinetic Disorder in the International Classification of Diseases-10 are defined by a very similar set of items. Both classifications refer to a list of 18 symptoms for diagnostic purposes. The aim of the present study is to examine the factor structure of the 18 items of the Adult Attention Deficit/Hyperactivity Disorder Self-Report Scale. Seven models were tested with

confirmatory factor analysis: (Model1) a single general factor; (Model2) two correlated factors, as established in the DSM-IV; (Model3) three correlated factors, as proposed in the DSM-III; (Model4) three correlated factors, as established in the ICD-10; (Model5) Model2 plus one global factor; (Model6) Model3 plus one global factor; and (Model7) Model4 plus one global factor. Model5 received the strongest support from data. These results provide empirical evidence in favor of performing both global -Attention Deficit/Hyperactivity Disorder- and subtypes -Inattention versus Hyperactivity/Impulsivity- diagnoses.

### **Zoo Map Test: Age Effect and Preliminary Normative Data.**

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The Zoo Map Test (BADS, Wilson et al., 1998) is an easily administered paper and pencil test that assesses planning according to rules. It has been used in neuropsychological research as an indicator of executive functioning. However, its use in clinical protocols is scarce, probably due to the lack of normative data. Therefore, our aim was to obtain preliminary normative data. 79 participants, divided into two groups were assessed: young subjects (18-29 years old) and adult subjects (30-60 years old). Trial-1 (planning) and Trial-2 (directed) of the Zoo Map Test was administered and scored according to manual instructions. Young subjects achieved a better performance than adults in the most of the scores M(Sd): Trial-1: Young: 6.24 (2.55) / Adults: 4.09 (3.06) ( $p < .01$ ); Trial-2: Young: 7.67 (1.26) / Adults: 7.62 (1.11) (N.S.); Total score: Young: 13.93 (3.08) / Adults: 11.71 (3.13) ( $p < .01$ ); Profile Score: Young: 2.72 (0.93)/ Adults: 2.05 (0.92) ( $p < .01$ ). Data obtained in this study, although preliminary, may allow the use of Zoo Map Test in clinical protocols. Our results evidence the effect of age in planning tasks and underline the need of future normative studies that consider age and other relevant demographic variables. Moreover, results are consistent with published literature referring to executive function decline and age.

## **Anger and Dysthymia: an Assessment Using the STAXI-2**

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The purpose of this study to assess levels of anger in patients diagnosed with dysthymic disorder. The evaluation was conducted using the State-Trait Anger Expression Inventory and applied to a sample of 53 patients treated in our clinic for depressive symptoms compliant with a diagnosis of dysthymic disorder (34.1 F.). The assessment allows us to understand the different levels of suffering and anger expressed by the patients. In this way we can meet other different emotional aspects of sadness involved in dysthymia. Knowing these other emotional aspects we can program specific interventions to help patients better understand and express emotions like anger.

## **Parenting Practices and Attachment as Predictors of Life Satisfaction of Mainstream Dutch and Moroccan-Dutch Adolescents**

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The aim of this study was twofold: to analyze the differences in perceived parenting practices between Dutch mainstreamers and Dutch-Moroccan immigrant adolescents in the Netherlands, and to explore the influence of perceived parenting on life satisfaction and the mediating effect of attachment in a model tested across the two ethnic groups. Data were collected among 89 Moroccan-Dutch adolescents and 178 Dutch secondary school students. Moroccan-Dutch adolescents reported higher levels of life satisfaction. When controlling for age and parental education, Dutch mainstreamers reported significantly higher scores on permissive parenting than Moroccan-Dutch, but no differences were observed in authoritarian and authoritative parenting between the groups. A partially mediated model using the three parenting styles as predictors of life satisfaction was tested across native Dutch and Moroccan-Dutch immigrants, where the path from permissive parenting to life satisfaction was direct for the Dutch mainstreamers, but only mediated by attachment for the Moroccan-Dutch immigrants. In conclusion, a similar model of parenting

practices and parental attachment to explain life satisfaction holds across the two ethnic groups, yet the strength of the relationships differs.

## **Cognitive Distortions among Partner-Violent Men: Analyzing an Assessment Tool**

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Cognitive distortions are related to the development and maintenance of violent behavior. Among partner-violent men the denial of the problem, and victim blaming are especially prevalent, and reduce accountability. This paper reviews the psychometric properties of an inventory designed to assess distortions about women and violence justification. Its application in 180 offenders in prison is analyzed, as well as the results of 11 previous studies, comparing two correction options (true/false and Likert/factorial). Factor analysis allowed to remove items 7, 8, 19 and 28 due to their low statistical significance, and to group them in four factors. Item 27 was removed because is considered to be wrong. Some limitations were detected, as can be a low sensitivity to therapeutic change, and a low capacity to discriminate between different samples. Precautions to be taken when using the tool in the professional field are discussed.



**Saturday, July 20, 10:45 – 11:45**

**Poster Session 4 (0.6 and Ground Floor Hall)**

**Executive Functions, Intellectual Ability and Personality Characteristics  
in Adolescents**

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To assess the relationships between cognitive and behavioral executive functions, intellectual ability, and personality dimensions in a sample of adolescents. Forty-five participants aged 10 to 14 years old performed individually, a set of cognitive (Wisconsin Card Sorting Test; Porteus Maze Test) and behavioral (Behavior Rating Inventory of Executive Function: Self-Report-Teacher-Parent forms) executive functions, intelligence (Kaufman Brief Intelligence Test) and personality (Big Five Questionnaire – Children and Adolescents) tests. Moderate and significant correlations were found between scores of the cognitive executive functions, personality (conscientiousness and openness), and intelligence tests. In addition, moderate and significant correlations were found between behavioral executive functions scores, dimensions of personality (conscientiousness, openness, extroversion and agreeableness) and intelligence. Correlations between cognitive executive functions and behavioral executive functions scores were moderate and negative. As in other studies, these results suggest relationships between executive functions, intelligence and personality traits. Implications of the results and the limitations of the study are discussed.

# **Assessment of a Hierarchical Model of Coping: Reliability of Engagement and Disengagement Coping Categories Using the Brief COPE**

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Numerous models have been used to describe the structure of coping, but evidence has shown that no model alone adequately reflects it. However, recent confirmatory factor analyses have generated greater consensus about a hierarchical structure of coping. At the top of this hierarchy, is the distinction between engagement and disengagement coping, whilst in the next level, engagement coping can be further distinguished into primary and secondary control engagement strategies. This research is aimed at analysing the reliability of these three core families of coping, gathering the strategies measured by Brief COPE (Carver, 1997) in three different groups of participants: undergraduates (N=154), health workers (N=255) and lecturers (N=120). In the three samples the analyses have shown that the reliability of each family of coping was greater than the average reliability obtained with the Brief COPE scales which were part of each category. This data ratifies that a hierarchical structure is an appropriate model of coping assessment. Results were discussed pointing out the importance of sorting out correctly the different strategies in order to heighten the usefulness of coping analysis and predictive capabilities.

## **Combining Statistical Tests and Effect Sizes to Detect DIF in Polytomous Items**

Juana Gómez-Benito<sup>1</sup>, Dolores Hidalgo-Montesinos<sup>2</sup> & Bruno Zumbo<sup>3</sup>

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The objective of this paper was to find an optimal decision rule for identifying polytomous items with large or moderate amounts of differential functioning. The effectiveness of combining statistical tests with effect size measures was assessed using logistic discriminant function analysis and two effect size measures. A simulation study was designed. Four independent variables were manipulated:

Different sample sizes for the reference and focal groups, impact between reference and focal group (equal ability distribution or different ability distribution), the percentage of DIF items in a test (0%, 12%, 20%, 32%), and direction of DIF. The results show that the false positive rates were low when an effect size decision rule was used in combination with a statistical test. With respect to power, when a statistical test was used in conjunction with effect size criteria to determine whether an item exhibited a meaningful magnitude of DIF we found that the percentage of meaningful DIF items was higher with greater amounts of DIF. Examining DIF by means of blended statistical tests, in other words, those incorporating both the p-value and effect size measures, can be recommended as a procedure for classifying items displaying DIF.

### **Estimating Dichotomous IRT Models with a Mean Structure Using M-Plus**

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The application of mean and covariance structure analysis with quantitative data is increasingly growing. However, the latent means analysis with qualitative data is not as widespread. Whereas models based on a linear relation between factors and observed variables are well suited to quantitative data, models are based in a nonlinear function when the data are dichotomous and the interpretation of the latent means is not straightforward. This poster summarizes the procedures to conduct a factor analysis of dichotomous data analyzing the mean structure from an Item Response Theory (IRT) approach. First, drawing in the two-parameter logistic model from IRT, we present the formulation of the IRT model with the addition of the mean structure, its relation with the factorial model for quantitative data, and the manner in which factor means are related with the probability of the response categories. Second, we suggest three procedures to impose parameter constraints in the IRT model to solve the problem of indeterminacy of the scale of the factors. Third, we illustrate the implementation of these procedures in an empirical example with real data referred to the organizational context. Additionally, we provide the M-Plus syntax code in order to facilitate the analyses to researchers.

## **Assessment of Creative Potential: Construction of Questionnaire under the Assumption of General Factor**

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Lack of valid assessment of creative potential still could be considered as the problem endangering validity in many researches on creativity. As a solution a multi-method battery is proposed which should include many short but reliable and valid measures of different approaches. The aim of this study is to develop one-dimensional self-report which contains the most important indicators of creative personality and will serve as one of the measures for multi-method approach. The data were obtained from 538 respondents' (equally representing age groups and gender) answers on 120 randomly presented Likert type questions reflecting diverse aspects of creative personality. Analysis and selection of items for final version was performed under the assumption of one factor model, taking into account the modification indices, information curves and overall model fit. Investigation of correlations with independent variables (Big Five Inventory, Test for Creative Thinking, Remote Association Test) and model fit suggests that one factor measurement model appropriately assesses intended construct showing high reliability and adequate validity and thus is ready for initial purposes. Methodological and practical arguments against the multiple factor solution in line with empirical comparison are discussed.

## **Validity and Clinical Usefulness of the Social and Communication Disorders Checklist (SCDC) in a Community Sample of Spanish Preschoolers**

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This study provides data on the psychometric properties of the Spanish version of the Social and Communication Disorders Checklist (SCDC), a measure of social cognition. A community sample of 579 (291 boys and 288 girls) 5 year-old children, their parents, and their teachers, participated in the study. Data were obtained from parents' interviews and parents' and teachers' questionnaires

evaluating different children's psychological variables. Children were tested to assess their cognitive skills. Confirmatory factor analyses yield a one-factor structure which was found to be invariant across sex. Differences in latent means across sex obtained irrelevant effect sizes for teachers' and parents' reports (Cohen's  $d$  equal to 0.38 and 0.09). Internal consistency was excellent (omega values ranged from .90 for parent version to .95 for teacher version). SCDC scores correlated with external measures on developmental problems, aggressive behavior, executive functioning, and uncaring behavior towards others. The results for SCDC scores were independent from intelligence quotient and differences between sexes were not found, SCDC scores were useful to predict the presence of conduct problems measured with diagnostic interview. Results provide evidence on reliability and validity of the SCDC, which is potentially a useful measure for the study of social cognition and its relation to preschool adjustment.

### **Within-Person Variability in Personality Questionnaires: its Assessment and its Effects on the Validity for Job-Related Criteria**

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Recently, within-person variability has been stated as a stable personality trait which moderates the relationship between personality and life outcomes. The purpose of the present study was to explore these moderating effects and to examine within-person variability in personality questionnaires. Four hundred and five subjects completed the HEXACO-PI and the Personality-Structure-Assessment PSA, a job-related personality questionnaire. They also answered items on job satisfaction and job performance and questions about grade point averages. In line with previous research, the relationship between grade point averages and personality traits was moderated by measures of within-person variability. This moderating effect was larger if within-person variability was measured on the PSA than on the HEXACO-PI. The results suggest that besides a lot of common variance different instruments may also capture different aspects of within-person variability. In support for this interpretation, within-person variability assessed on the Honesty-Humility scale moderated the relationship between personality traits and self-reported job performance differently from when it was assessed on the complete HEXACO-PI. In particular, there were higher trait-performance-relationships among inconsistent responders than among consistent responders on the Honesty-Humility scale. This finding indicates that within-person variability on the Honesty-Humility scale might have some meaningful unique variance.

## **A Validation and Psychometric Examination of the Arnett Inventory of Sensation Seeking in a Spanish Sample**

Xosé Antón Gómez-Fraguela, Beatriz González-Iglesias,  
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Sensation seeking is central to research on the prevention of risky health behaviours such as alcohol use and abuse. This study was conducted to examine the reliability (internal consistency and test-retest) and the convergent and predictive validity of the Arnett Inventory of Sensation Seeking (AISS) in a Spanish population. The study sample consisted of 250 participants aged between 19 and 63 who, in addition to the AISS, also completed the Revised NEO-Personality Inventory (NEO-PI-R), the Levenson's Self-Report Psychopathy Scale (LSPR) as well as some questions related to alcohol consumption. The results confirm the hypothesized two-factor structure of the AISS (Novelty and Intensity). We also confirm the low reliability of the AISS. Moreover, we developed and evaluated a brief version of AISS. The new indices correlate as expected with the whole measure of sensation seeking and with alcohol use. Correlations with the scales of the NEO-PI-R and LSPR revealed that the convergent and discriminant validities of the AISS-scales were quite satisfying. On the whole, the results yielded sufficient support for the validity of the two versions of AISS and proved useful for developing prevention programs of alcohol use.

## **Psychometric Properties of the Student Satisfaction Questionnaire in Children with High Ability**

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The main goal of this study was to analyze the psychometric properties of the Student Satisfaction Questionnaire (SSQ) (child and parents version) in Spanish children with high ability. During the first year, the sample included 38 high ability children (76.3% males;  $M = 10.8$  years;  $SD = 3.0$ ), and 19 parents (31.1% males;  $M = 43$  years;  $SD = 4.6$ ). In the second year, the sample consisted of 48 students with high ability (72.9% males;  $M = 11.9$ ;  $SD = 2.7$ ). For the assessment of the UR-ARNAC enrichment program, a measurement instrument was developed. The

Cronbach alpha for the students version was 0.85 (first year) – 0.86 (second year), and 0.85 for the parents version. The test-retest reliability was 0.45. Convergent validity between the two forms was not significant. The questionnaire showed adequate psychometric properties for the assessment of satisfaction in Children with high abilities. Future studies should explore in more depth the psychometric properties of this self-report (e.g., predictive validity).

## **Subjective Quality of life and Wellbeing in Chronic Schizophrenia Outpatients**

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The concept of Quality of Life has become a powerful indicator in mental health research and has evolved into an indicator of schizophrenic patient's wellbeing, providing information on a wide range of domains and characteristics of a patient's life such as social adjustment, physical functioning, personal skills, and life satisfaction. This concept is even more relevant when we find out with chronic phase mental illnesses. The aim of this paper is to describe the subjective QoL of a 55 chronic schizophrenic outpatients. We used The Lancashire Quality of Life Profile (LQoLP) to assess the patient's perception of their satisfaction in the following areas: general wellbeing; work, psychotherapy or studies; activities during spare time; spiritual or religious life; financial situation; housing characteristics; personal safety and security of their place of residence; family relationships; social relationships, health and psychological wellbeing and self assessment. This instrument was applied by individual interviews in the same Mental Health Centers where the patients received their psychopharmacological treatment.

## **Assessing Callous and Unemotional Traits in a Spanish Sample of Youth Offenders: The Inventory of Callous-Unemotional Traits**

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Callous and unemotional traits (CU), considered as the hallmark of the construct of psychopathy, have shown their relevance in designating a specific subgroup of youths with a distinctive pattern of severe and persistent conduct problems and antisocial behavior. In order to improve the existing measures, the *Inventory of Callous Unemotional traits* (ICU) was developed to provide a reliable and valid measure of CU traits in youth populations. The present study aims to validate the Spanish self-reported version of the ICU in a sample of about 260 institutionalized youth offenders. Firstly, the factor structure of the ICU was tested in order to identify distinctive facets of CU traits. Secondly, the convergent and criterion validity of the instrument were analyzed by examining its relationship with other measures of personality and psychopathic traits, as well as with a set of external behavioral and psychosocial variables. Finally, the ability of the ICU to designate a distinctive subgroup of severe antisocial youths was also investigated. Results confirm the validity of the ICU as a reliable and efficient measure of CU traits in youth samples, and support its usefulness in identifying a specific subgroup of adolescent offenders showing a negative pattern of behavioral and psychosocial adjustment.

## **Spanish Adaptation of the Connor-Davidson Resilience Scale (CD-RISC)**

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This paper provides a Spanish adaptation of the Connor-Davidson Resilience Scale (CD-RISC), which assesses resilience as measure of stress coping ability, to chronic stressful situations. The scale was administered to 111 non-professional caregivers of elderly dependent relatives. The reliability, item analysis, validity and factor analytic structure of the CD-RISC were evaluated. Moreover convergent and divergent validity with several variables, both general (i.e. self-esteem, depression, anxiety and anger) and specific of caregiving situation (i.e. burden, caregiving satisfaction and caregiver self-efficacy), was calculated. Data show good



psychometric properties for a reduced version of 20 items that yielded one factor in factor analysis. This factor accounted for about 38% of the total variance. Cronbach's alpha for this reduced version reached 0.91. This version was significantly and directly correlated with self-esteem, self-efficacy and caregiving satisfaction; and it was inversely correlated with measures of psychological symptoms and burden. Results show evidence of sound psychometric properties of the Spanish version of the CD-RISC in chronic stress situations. These properties are enhanced in the reduced 20 items version. Spanish version is compared with other proposals, considering its advantages and implications to the future improvement of the scale. Implications for clinical application and future research are reported.

### **Detecting the Risk of Burden in Family Caregivers: Psychometric Properties of the Caregiver Risk Screen**

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There is a limited number of scales available in the Spanish language which can be used to detect burden among individuals who care for a dependent family member. The purpose of this work was to adapt and validate the Caregiver Risk Screen (Guberman *et al.*,2001). The sample was made up of 302 informal caregivers of a dependent family member. Scale structure was subject to a Confirmatory Factor Analysis. Concurrent and convergent validity were assessed by correlation with validated questionnaires for measuring burden (Zarit Burden Inventory) and psychological health (SCL-90-R). The results show a high level of internal consistency (Cronbach's alpha = 0.86), suitable fit of the one-dimensional model tested via confirmatory factor analysis (GFI = 0.91; CFI = 0.91; RMSEA = 0.097) and appropriate convergent validity with similar constructs ( $r = 0.77$  with ZBI; and  $r$  values between 0.45 and 0.63 with SCL-90-R dimensions). The findings are promising in terms of their adaptation of the CRS to Spanish and the results enable us to draw the conclusion that the CRS is a suitable tool for assessing and detecting strain in family caregivers. Nevertheless new research is required that explores all the psychometric features on the scale.

## **Cognitive profiles of Secondary School Students. A comparison between Portuguese and Basque**

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Cognitive skills have been used routinely in the context of psychological and educational assessment due to their strong relation with learning processes. Its evaluation is supported on questionnaires that mostly rely on a factorial model. One of Europe's most used questionnaires is *Bateria do Provas do Raciocinio* (BPR). It is a battery composed of five tests of reasoning: abstract, verbal, spatial, numerical and mechanical. The aim of this paper is to analyze the profiles obtained with the BPR in two distinct populations, the Basque and the Portuguese. The sample comprised of 799 basque students and 350 portuguese students aged between 11 and 19 years. Based on the results obtained in each of the scales cognitive profiles were constructed and they were statistically compared in both groups. Even though some distributional differences were found, results support stability of structure of capabilities measured by BPR, and so, its functional equivalence.

### **Gender Differences in Math Competence**

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The underrepresentation of women in higher education in science and technology areas has sparked interest in the scientific community for years. The literature on math skills with respect to gender, reveals that math competence has to be interpreted in relation to two factors; the age and, the dimensions in which math competence is divided. In this context, mediator variables related with the inequalities in educational and economic opportunities are especially relevant. The objective of this study was to analyse the differences in math competence in gender at early ages. This work examines the performance on a math test and evaluates the differences between gender according to four dimensions: Quantity, Space and shape; Changes, relations and uncertainties; and Problem resolution. The sample was composed of 18,050 primary school students, 8700 girls (48.2%) and 9350 children (51.8%), aged 8 and 9 years, from the Basque Autonomous Community.

While the results showed slight differences in the four dimensions of math competence, the effect associated with these differences was not high.

## **The Structure of Vocational Interests. A Transcultural Research**

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This study analyses the results of the Search-Directed Search (SDS) on European (Portugal N= 428), soul-American (Brazil N= 497) and Guinean (Guiné N= 247) samples. At three samples, the reliability indicators are high and in general, greater than .90. The results of the subscales show factorial solutions the seven factors on the Portuguese and Brazilian samples, and eight factors emerge on the Guinean sample. Also the varimax rotation of matrixes reveals similarities in the three countries. These data are positive indicators for the transcultural validity of SDS measures, whose meaning can be generalized to the construct validity of the Holland theory for vocational personality, particularly with regard to the nature and types of personality organization RIASEC.

## **Predictive Validity of the Search-Directed Search for Career Choices**

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This research presents the multivariate results of discriminant functions on a Portuguese student sample (N= 237). The participants were enrolled in four different courses of Portuguese high school. From the data emerges three discriminant functions with statistical significance ( $p < 0.001$ ). The wilk's lambda are respectively .38, .67 e .91. The date of the group centroids and the structure matrix show that there is a correspondence between the curricular characteristics of the courses and the SDS scales that have correlations with each function. In each group, about 75% of cases are classified with the discriminant solution proposed. The data highlights the indicators predictive of the SDS measure in career counseling context.

## **Netteer: A Tool for Developing Psychological Tests in Cloud**

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Netteer is an online software tool that allows design and study psychological tests and collect data easily and efficiently. Its main features are: versatile design of tests, and wide content management. Different questions formats (Likert, check boxes, text, numeric, etc.) can be designed and different calculation formulas can be used (mean, median, minimum value, etc). As the research goes on, it is possible to modify the formulas, or the factorial description of items, without losing data, and recalculating scores before export data to a statistical package. Netteer is completely online, allowing the introduction of data and access to them from any device and anywhere connection., making it suitable for multi-centrum research projects. Its security system through user permissions, ensures complete data confidentiality and privacy. The system allows you to export data using standard file formats, making it compatible with spreadsheets and statistical packages. In addition, it includes a full files management, allowing to publish and share all types of content: text, multimedia that allows uses as clinical assessment support, training, etc. Unlike other products, Netteer adapts to specific needs of each researcher or project. An example of its application to a research about the relationship between cognitive functions and disabilities is provided.

## **Developing BECAD: an Instrument for Disability Assessment Derived from the International Classification of Functioning, Disability and Health**

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The Assessment Battery for Capacity and Performance (BECAD), an instrument derived from the International Classification of Functioning, Disability and Health (ICF), has been designed to establish rehabilitation goals and outcome assessment. A group of experts made a selection and modification of the ICF domains from the Activity and Social Participation constructs. Instructions, tasks and scoring format were then developed and revised by a second group of experts, and a pilot administration of the BECAD was carried out. A web-based administration system was added. The battery has two versions in order to evaluate capacity and

performance separately. Each consists of 197 items grouped into 20 factors and 6 dimensions. Some items require the patient to answer questions or perform tasks, while others require the participation of a health professional or relative. The BECAD, unlike other instruments, covers all areas of activity and social participation from the International Classification of Functioning, Disability and Health, offers objective indicators to rate elements and uses a web-based administration system that enables quick and secure treatment of data. The metric properties of the battery are currently being studied, but preliminary results suggest it is a useful tool for setting rehabilitation goals and assessing outcome.

### **Development and Validity of the Parental Competence Questionnaire (CCP). A new and Different Instrument for Parenting**

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Specific situations and their contexts are a fundamental key to evaluating the functionality of parental behavior. However, there are few studies focusing on the analysis of parental competences, and there are even fewer instruments that assess these competences from a specific and contextual perspective. Development and assessment of a new instrument, which assess parental competencies from specific situations representative of an adolescent's environment. Analyzing the reliability of the instrument and its construct, convergent and discriminant validity. 24 items that measure the adolescent's perception of parental behaviors from different specific situations. The subject selects which of the five possible answers is the most representative of his/her mother and father separately. These five options reference different Parenting styles: authoritarian, authoritative, ambivalent, permissive and indulgent. Using the Delphi technique for the development of the questionnaire at two different time points with 7 raters at each point (Phase one). 868 adolescents from 6 schools participated on this study, aged between 12 and 18 years (Phase two). Preliminary analyses show good internal consistency and a good construct, convergent and discriminant validity. The questionnaire seems to have the capacity to discriminate adolescent symptomatology according to theoretical correlation between family dysfunction and psychological distress. In-depth analysis are necessary for a complex analysis.

## **Gender Rules: Infrahumanization or Mechanistic Dehumanization**

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The presented study explores the role of gender in dehumanization. Onehundred-eighty-two adults, responded to the set of questionnaires presented in the internet. The results show that participants ascribed generally lower number of secondary emotions (typically human) to male striptease dancers, female striptease dancers and banker than to female preschool teachers. We also found that participants ascribed generally lower number of primary emotions (animalistic), to male striptease dancers than to female preschool teachers. It suggests that perception of striptease dancers (especially men) is influenced rather by mechanistic dehumanization than infrahumanization (Leyens et al., 2000, 2003). Female participants who have read a text about love (love is a reason why people engage to sexual behavior) ascribed higher number of emotions (both primary, animalistic, and secondary, typically human) to striptease dancers than to male participants who have read the same text.

## **The Metacognitive Maze: A Behavioral Measurement of Metacognitive Control and its Relation to Cognitive Activity**

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This contribution aims to report the development of the Metacognitive Maze, for the assessment of metacognitive control. This measure is based on a direct and on-line assessment of subjects' behavior, independent of their perception and reports. The sample included 200 participants, 90 males and 110 females, 147 of them were high school pupils, aged 16-18, and 53 were psychology students aged 20-23. The subject task was to screen paths in a computerized maze in order to find a treasure which may be located in one of the mazes' junctions. The maze is designed in a way that cognitive activity and monitoring or regulation activities are required in separate screens. Results show that (a) regulation knowledge was associated with regulation activity, but monitoring knowledge was not associated with monitoring activity` (b) metacognitive, monitoring and regulation knowledge were positively associated; (c) involvement in regulation activity was associated with a low

output on one hand and with efficient performance on the other. This research shows that actual monitoring and regulation processes can be measured directly, independently on subjects' reports, if a task is designed in a way that there is a temporal and spatial division between cognitive and metacognitive activity and between monitoring and regulation activities.

### **The Spanish Validation of Level of Expressed Emotion Scale perceived for adolescents**

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The Expressed Emotion assesses the emotional climate and attitudinal aspects in a nuclear family. Apart from familiar intervention, this construct has been traditionally used as a prognosis variable related to psychiatric disorder. The Level of Expressed Emotion (LEE) is a self-questionnaire with 4 factors to assess the expressed emotion perceived for both, family and patients. These factors are: perceived lack of emotional support, perceived intrusiveness, perceived irritation, and perceive criticism. These factors have been related to psychological disorders and they have shown good psychometric properties for both adults and adolescent in non-clinic population. The aim of this research is to adapt the LEE perceived with Spanish adolescents and assess its psychometric properties through a transversal study with 550 adolescents. The age of the participants was between 12 and 17 years. These data have been analyzed across confirmatory factor analysis and Structural Equation Modeling. The analysis demonstrate that the Spanish version of the LEE perceived for adolescent shows adequate psychometric properties to assess possible exposure risk to a negative family emotional climate.

## **Item Analysis of the Connor-Davidson Resilience Scale (CD-RISC) Using Item Response Theory**

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Resilience can take a variety of meanings but it's mostly associated with the ability to maintain normal functioning despite adversity. In the past decade, great efforts were made to define the construct but few measurement scales of resilience were developed. Recent methodological reviews identified the *Connor-Davidson Resilience Scale* (CD-RISC; Connor-Davidson, 2003) as one of the most relevant scales assessing adult' resilience but factorial structure of the 25-items questionnaire seems to differ among studies. Moreover, Campbell-Sills and Stein (2007) have recently derived a short form of the scale. The aim of this study is to proceed to an item analysis of the CD-RISC using Item Response Theory (IRT). A total of 555 French-speaking female students from two Quebec universities completed the CD-RISC. Recruitment was done by email and measures were completed online. IRT analyses were conducted for the long and short forms of the CD-RISC. The Samejima model for ordinal data was used. Results showed that model fit the data for each factors of the scale. However, several items provided little information and the five-point Likert scale was not useful in several cases. Almost half of the items provided little information. Overall, CD-RISC' shorter form provided the best indices.

## **Assessment of psychosocial factors in patients with disease Inflammatory Bowel**

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Crohn's Disease and Ulcerative Colitis are chronic diseases chronic inflammatory bowel that potentially generate large disability. The course and outcome of the disease are unpredictable. It is characterized by alternating periods of remission and worsening of symptoms the patient having to live with great uncertainty and concern about interference in daily life. This study examines the relationship between demographic variables, mood and coping strategies in patients with IBD. 130 patients were interviewed. Diagnoses were both Crohn's disease (65 patients) and ulcerative colitis (70 patients). They had an average of 30 years old and



65% were woman and 35% of men. The results show that emotional distress is related to less effective coping strategies, higher levels of disability and poorer quality of life. The results are analyzed from bio psychosocial perspective. It is discussed if this assessment can help to planning and design effective treatments to improve quality of life of patients.

## **The Impact of Emotional Valence of Episodic Events on the Implicit Measurements of the Ethnic Attitudes**

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The aim of research was to study the impact of recent episodic events on the implicit measures of the ethnic attitudes. Sample: 134 participants (Russians from Latvia): nine experimental groups and three control groups. The experimental groups were exposed to three types of information – videos with ethnically negative, positive and neutral content. The intensity of the episodic effects was assessed using specially designed questionnaires. Implicit measurement of the ethnic attitude was conducted using the implicit association test (IAT) and the procedure of unconscious affective priming task. The task of the participants was to categorize target words according to their emotional valence (positive or negative). The interval stimulus onset asynchrony (SOA) was 100, 200, 300, 400, 500, 600 msec for each participant. The retest measurements were carried out in three time intervals: immediately, after a day and a week after the experimental exposure. The found results were considered in the context of the "encapsulation" of attitude, activated by autonomous automatic process. They reflect changes in the results of the indirect measurements depending on the emotional valence of the episodic impact of recent affectively meaningful events on the automatic activation of the ethnic attitudes.

## **Group Sessions with Foreign Prostitutes: A Pilot Study**

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Women who exchange sex for money are often involved in social problems that include: poverty, homelessness, incarceration, substance abuse, HIV/AIDS, physical and sexual partner violence, and history of childhood abuse. This situation is more detrimental when these women are foreign individuals. However, group sessions could mitigate the negative effects of such kind of situations due to the support and detection of the negative feelings women could experience. The main aim of this study was to evaluate the effect of group treatment sessions designed around self-esteem, alexithymia, and attachment in foreign prostitutes (n = 12). Participants ranged in age between 18 and 35 years, and they were African (from Nigeria, Ghana, Congo and Cameroon) and Latino American (from Brazil and Puerto Rico). The intervention consisted on 11 group sessions carried out by two expert therapists during 3 months. Before the group sessions, most of the women presented high scores in anxiety (70%), 90% had low self-esteem and 70% presented high scores in alexithymia. After group treatment, participants scored higher in self-esteem, and lower in anxiety and alexithymia. All these changes were statistically significant. Regarding these prior results, we believe group intervention might be an effective tool to reduce foreign prostitutes' symptomatology.

## **Influence of Expectations of Nurturing Task Division on New Parents' Marital Satisfaction**

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Partners' expectations regarding the distribution of the nurturing tasks after the birth of the first child may affect on marital satisfaction. In this study we analyzed the differences between the expectation about nurturing task division during pregnancy and the actual task division three months after the birth of the first child. The sample was composed of 106 heterosexual couples married or cohabiting. Using Wilcoxon signed-rank test, statistically significant differences between the prior expectations and the actual tasks' division were observed, both in men and women, although the effect size was small. Nevertheless, there was not a statistically significant correlation between marital satisfaction and disagreement between expectations and actual

division, neither for women nor for men. As a conclusion, although equal nurturing tasks' expectations have not been met satisfactorily, this does not seem to affect marital satisfaction.

## **Towards the Assessment of Premenstrual Dysphoric Disorder (PMDD) following DSM-5 Criteria**

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The inclusion of the Premenstrual Dysphoric Disorder (PMDD) as a category in DSM-5 leads us to the need of developing a new instrument to assess the disorder. The aim of this study was the development of a new reliable and valid screening instrument (*Cuestionario del Trastorno Disfórico Premenstrual – DSM-5* or CTDP-DSM-5), to assess the PMDD according to the DSM-5 diagnostic criteria. The CTDP-DSM5 was developed and administered in a sample of over 2,000 women from different strata of a state university. Items were derived from the newly PMDD (APA, 2013). The results indicated that the instrument has a bi-dimensional factor structure (Psychological and Physical factors) and that shows good internal consistency. In order to obtain evidence of convergent validity, we examined the diagnoses of PMDD as made with the CTDP-DSM-5, and compared them to the results from the semi-structured interview SCID-I and the ERD daily register scale. We also obtained empirical evidence of the discriminant validity of the CTDP-DSM-5 by comparing the concluded PMDD diagnosis with the diagnoses of the Axis I disorders obtained by means of the SCID-I interview. In conclusion, we confirm that the newly developed CTDP-DSM-5 scale is a reliable and valid tool to make a screening diagnosis of the PMDD.

**Saturday, July 20, 16:30 – 17:30**

**Poster Session 5 (0.6 and Ground Floor Hall)**

**Questionnaire about Interpersonal Difficulties for Adolescents (Qida):  
Psychometric Properties of the French Version**

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The aim of this study was to examine the psychometric properties of the Questionnaire about Interpersonal Difficulties for Adolescents (QIDA). The QIDA was collectively and anonymously administered in a sample of 957 French adolescents, ranging in age from 11 to 18 years ( $M = 14.48$ ). Following a cross-sectional design, confirmatory factor analysis (CFA) was applied using EQS 6.1 software program. The CFA replicated the original correlated five-factor structure: Assertiveness, Heterosexual Relationships, Public Speaking, Family Relationships, and Close Friendships. Internal consistency coefficients were appropriate for total QIDA score (Cronbach's Alpha = .90) and acceptable for QIDA dimensions (Cronbach's Alpha = .71-.89). Validity evidence of QIDA scores was also examined through correlations with the School Anxiety Inventory (SAI) and the Social Anxiety Scale for Adolescents (SAS-A). All correlations among QIDA, SAI and SAS-A were positive and significant statistically. However, the magnitude of correlations fluctuated according to scales. Results support the reliability and validity of the scores of the French version of the QIDA. Therefore, the QIDA can be used to assess interpersonal difficulties in French adolescents.

## **Preliminary Psychometric Properties of the Colombian Version of the Questionnaire about Interpersonal Difficulties for Adolescents (Qida): Factorial Structure and Internal Consistency**

Cándido J. Inglés<sup>1</sup>, Beatriz Delgado<sup>2</sup>, José M. García-Fernández<sup>2</sup>, María Carmen Martínez-Monteagudo<sup>1</sup>, María S. Torregrosa<sup>3</sup>, María D. Hidalgo<sup>4</sup> & Jesús Redondo<sup>5</sup>

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The aim of this study was to analyze the psychometric properties of scores on the Colombian version of the Questionnaire about Interpersonal Difficulties for Adolescents (QIDA). The QIDA was collectively and anonymously administered in a sample of 1628 Colombian adolescents (65.7% boys), ranging in age from 12 to 18 years ( $M = 14.04$ ). Following a cross-sectional design, confirmatory factor analysis (CFA) was applied using EQS 6.1 software program. The CFA replicated the original correlated five-factor structure of the QIDA: Assertiveness, Heterosexual Relationships, Public Speaking, Family Relationships, and Close Friendships. Internal consistency were appropriate for total QIDA score (Cronbach's Alpha = .91) and reasonable for QIDA dimensions (Cronbach's Alpha = .70-.86). Correlations between scores on dimensions of the QIDA were positive and significant statistically. However, the effect sizes varied across QIDA scales. The psychometric properties of the Colombian version of the QIDA are appropriate. Thus, this self-report measure can be used to assess interpersonal difficulties in Colombian adolescents.

## **Validation of the Children's Hope Scale among South African Adolescents**

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Hope is widely recognized as an important psychological strength in adolescents. The cross-cultural applicability of hope measures for youth needs to be considered carefully as most research was conducted in westernized contexts. It is not known if existing measures are valid for measuring hope among South African youth. The aim of this study was to determine the validity of the Children's Hope

Scale as measure of hope among South African adolescents. Adolescents ( $n=1062$ ) from four population groups and who were enrolled in high schools in the greater Johannesburg area completed the Children's Hope Scale as well as measures of psychological well-being, coping self-efficacy, positive affect and negative affect. Statistical analyses included the calculation of reliability indices and correlation coefficients as well as structural equation modeling to evaluate model fit. The scale showed satisfactory internal consistency ( $\alpha = .73$ ). Criterion related validity was satisfactory as evident from statistically significant correlations between the Children's Hope Scale and the criterion measures. Structural equation modeling analysis suggested a satisfactory model fit from a practical measurement perspective (CFI = 0.966; RMSEA = 0.069). The Children's Hope Scale seems to be a valid measure of hope among South African adolescents.

### **An Analysis of the Structure and Stability of the Looming Cognitive Style Questionnaire in Spanish Young Adults**

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The Looming Cognitive Maladaptive Style (LCS) has been proposed as a cognitive vulnerability that increases the likelihood of experiencing anxiety. It refers to a tendency to generate, maintain, and attend to internally generated scenarios of threats as rapidly increasing and headed in one's direction. In this study, the structure, consistency, stability, and concurrent validity of the Looming Maladaptive Style Questionnaire was examined in a sample of Spanish students ( $N = 1128$ , 56% females, aged 16 to 25). The participants completed the LMSQ along with measures of social anxiety, generalized anxiety, and depression. A subsample of 675 was followed up six months later. Exploratory factor analyses suggested a six factor solution corresponding to the six scenarios included in the LMSQ. In addition, confirmatory factor analyses supported the existence of two second-order factors (social looming and physical looming) in accordance with the model proposed by Riskind. Finally, partial correlations showed that looming was associated with symptoms of generalized anxiety and social anxiety but not with depression.

## **Psychometric Properties of the Spanish Children's Yale-Brown Obsessive Compulsive Scale-Symptom Checklist in a Non-Clinical Sample of Children and Adolescents**

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The Children's Yale-Brown Obsessive Compulsive Scale-Symptom Checklist (CY-BOCS-SC) is widely used by clinicians to assess the presence of obsessions and compulsions in youth. Furthermore, clinicians tend to categorize patient's symptoms, attending to the content of the items of the Symptom Checklist in the CYBOCS. The present study sought to examine the psychometric properties of the Spanish CY-BOCS-SC. Specially the aim is to determine if the subscales based on content can be interpreted with psychometric correction. Participants were 1676 children and adolescents, aged 10–17 years, from different schools in the province of Málaga. Confirmatory factor analyses revealed the best fit for a model of one factor (CY-BOCS-SC Total), two factors (Obsessions and Compulsions) or nine factors (Washing, Sexual obsessions, Aggressive obsessions, Hoarding, Symmetry /Ordering, Magic/Superstition, Obsessing, Checking and Neutralizing). Moreover, results showed that the Total Scale of the Spanish CY-BOCS-SC is a reliable measure. The Symptom Checklist also showed good criterion validity with obsessive-compulsive symptom measures and good divergent validity with depression and anxiety measures. These results provide initial psychometric support for the Spanish CY-BOCS-SC and support its use as a clinical and research instrument for assessing presence of a range of obsessive and compulsive symptoms in youth with OCD.

## **Measuring and Predicting Hand Hygiene Behavior in Health-Care Settings**

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Adequate hand hygiene behavior is vital to prevent infections in high risk environments as hospitals. Given that hand hygiene is a sensitive issue, self-report measures are susceptible to socially desirable responses. Our first aim was to test a new indirect self-report measure of hand hygiene behavior. In addition, we addressed empathy as a potential predictor. Empathy reflects a pro-social interpersonal

orientation and should therefore influence behavior with potential beneficial consequences for others, such as careful hand hygiene behavior. In several field studies three measures of hand hygiene behavior were tested: A new indirect paradigm, inspired by the day reconstruction method (DRM), the estimated number of work episodes with adequate hand disinfection and a single item, directly referring to hand hygiene compliance. Empathy was assessed with a short version of the Mehrabian & Epstein-scale. The DRM-measure was not significantly correlated with social desirability, in contrast to the two more direct measures of hand hygiene. In addition, empathy emerged as a significant predictor of this new measure. Our evidence suggests that the DRM-based self-report measure represents a valid assessment of hand hygiene behavior. Moreover, we identified empathy as a significant predictor, which provides valuable insights into potential intervention strategies to enhance compliance.

### **Satisfaction and Perceived Effects on Cognitive Management in a Spanish Enrichment Program**

Eduardo Fonseca-Pedrero, M<sup>a</sup> Teresa Pascual Sufrate, Marta Santarén-Rosell, M<sup>a</sup> Luz Urraca Martínez & Alicia Pérez de Albéniz  
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Psychoeducational intervention in students with high ability is necessary, although there is still a lack of empirical studies that assess the effectiveness of the programs designed. The main goal of this study was to assess the satisfaction and perceived effects on cognitive management of participants in an Enrichment Program (UR-ARNAC). The sample consisted of 48 students (35 males; 72.9%) with high ability (giftedness, talent, talent simple and complex). The mean age was 11.9 years ( $SD = 2.7$ ). The data indicated that a high percentage of the sample was satisfied with the activities carried out in the UR-ARNAC Enrichment Program, and perceived improvements in their cognitive and emotional management. Moreover, participants reported that the most positive aspects of the enrichment program were those related to the frequency and quality of their interpersonal relationships. The participants recognize their satisfaction and the positive effects on their cognitive and emotional management. Future studies should continue to examine the results of psychoeducational interventions conducted on high ability youth.



## **Adaptation and Validity of a Spanish Version of the Attitudes Towards Marriage Scale**

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The aim of this study was to adapt and validate the Attitudes toward Marriage Scale (Kinnaird & Gerrard, 1986) into Spanish. Using a back-translation design the scale was translated into Spanish. Data were collected from several vocational schools, recreational associations and different centres of the University of the Basque Country. A total of 964 emerging adults (436 females and 528 males) aged between 18 and 30 participated in the study. Factor analysis produced two factors that accounted for a %63 of the total variance: “positive attitudes towards marriage” and “negative attitudes towards marriage”. This two-factor structure provided an adequate fit for men and women. The results suggest the Spanish short version of the Attitudes Towards Marriage Scale is a reliable and valid instrument with high internal consistency (Cronbach’s alpha of .78) and adequate construct validity supported by its relations with the Dyadic adjustment scale (Spanier, 1976; Santo-Iglesias, Vallejo-Medina and Sierra, 2009) and the length of current of past relationship.

## **Adaptation and Validity of a Spanish Version of the Attitudes Towards Divorce Scale**

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The aim of this study was to adapt and validate the Attitudes toward Divorce Scale (Kinnaird & Gerrard, 1986), a self-report questionnaire that assess global attitudes towards divorce, into Spanish. Using a back-translation design the scale was translated into Spanish. Data were collected from several vocational schools, recreational associations and different centres of the University of the Basque Country. Participants were 964 young adults (436 females and 528 males) between 18 and 30 years old. Factor analysis produced two factors that accounted for a %50 of the total variance: “positive attitudes towards divorce” and “negative attitudes towards divorce”. This two factor structure fit adequately in men and women. The results suggest the Spanish short version of the Attitudes Towards Divorce Scale is a reliable and valid instrument with high internal consistency (Cronbach’s alpha of .74)

and adequate construct validity supported by its relations with the Dyadic adjustment scale (Spanier, 1976; Santo-Iglesias, Vallejo-Medina and Sierra, 2009).

## **Inter-Rater Reliability and Concurrent Validity of Report-Based Language Assessment for Young Children with Autism**

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Several researchers recommend the use of report-based language assessment for children with autism. However, accuracy of report-based assessment is debated. This study investigated the inter-rater reliability and concurrent validity of the report-based MacArthur-Bates Communicative Development Inventory: Words and Gestures (CDI) for language in children with autism. Parents and preschool teachers filled out the reports (n=59, aged 2-4 years). The children were also tested with Reynell Developmental Language Scales, and Mullen Scale of Early Learning. The Spearman-Brown formula ( $R$ ) was used to analyze the inter-rater reliability and Pearson's  $r$  correlations ( $r$ ) were used to calculate the concurrent validity. The inter-rater reliability between parents and preschool teachers on the CDI was  $R = .92^{**}$ . Concurrent validity from parent ratings of their children showed that the CDI correlated  $r = .87^{**}$  with the language scales on Mullen, and  $r = .88^{**}$  with Reynell. The high inter-rater reliability between parents and preschool teachers reports suggest that CDI is a reliable language-measure, while the high concurrent validity between parent reports and direct tests suggests that CDI may be a good alternative to direct tests of language in young children with autism.

## **Psychometric Properties of the Children's Florida Obsessive Compulsive Inventory (C-FOCI) in a Clinical Sample of Spanish Children and Adolescents**

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The C-FOCI is a brief self-report instrument focused on children and adolescents aged 7-20 years. It consisted of 22 items that form two subscales: symptoms (17 items) and severity (5 items). The aim of this study was to examine the psychometric properties of the C-FOCI in a sample of 43 Spanish children and adolescents with a mean age of 15.4 years. First, it was obtained the author's permission to translate and adapt the test into Spanish language. We followed the translation and back-translation method. Then, we administered the C-FOCI, the sociodemographic questionnaire, the Short Screener Obsessive-Compulsive Disorder, the Child Version of the Obsessive Compulsive Inventory and the Revised Child Anxiety and Depression Scales. A second administration of C-FOCI was applied one month after the first application. The results show good internal consistency with a Cronbach's alpha of .75 and .92 for the symptoms subscale and the severity subscale, respectively. We found no significant differences by gender and age. In addition, the scale showed an appropriate convergent validity with other measures. To sum up, the C-FOCI seems to be a valid and useful instrument for the assessment of obsessive-compulsive disorder in clinical Spanish-speaking children and adolescents.

## **Psychometric Properties of the Trait Meta-Mood Scale in the Chilean Adolescents: A Preliminary Study**

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The aim of this study was to examine the psychometric properties of the Trait Meta-Mood Scale-24 (TMMS-24; Fernández-Berrocal, Extremera y Ramos, 2004). The TMMS-24 was administered in a sample of 3255 Chilean adolescents ranging in age from 13 to 18 years ( $M = 15.27$ ;  $SD = 1.23$ ). Exploratory factor analysis (EFA) and Confirmatory factor analysis (CFA) were applied following a cross-sectional design. The EFA and the CFA replicated the original multifactorial structure of the TMMS-24 which was composed by a correlated three-factor structure: Attention, Clarity and Repair. Internal consistency were appropriate for total TMMS-24 score (Cronbach's Alpha = .90) and reasonable for TMMS-24 dimensions (Cronbach's Alpha = .84-.87). All correlations between scores on dimensions of the TMMS-24 were positive and significant statistically ( $p < .001$ ). However, the magnitude of the correlations varied according to scales. These results revealed that psychometric properties of the Chilean version of the TMMS-24 are satisfactory. The TMMS-24 can be used to assess emotional intelligence in Chilean adolescents.

## **Preliminary Data of the Equivalence of the Paper-And-Pencil vs. Internet Versions of the Children's Florida Obsessive Compulsive Inventory (C-FOCI) in Spanish Children and Adolescents**

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The administration of psychological questionnaires via the Internet is increasingly, but requires documenting the equivalence of paper-and-pencil and online modalities. The aim of present study was to examine the equivalence of the paper-and-pencil vs. internet administration of the C-FOCI in a sample of 511 Spanish children and adolescents. Of these 254 subjects filled in the paper-and-

pencil version (mean age = 13.65) and 257 the Internet modality (mean age = 11.42). The gender distribution was homogeneous. After obtaining parents and children's informed consents, the following instruments were applied to the sample: C-FOCI, a sociodemographic questionnaire, the Short Obsessive-Compulsive Disorder Screener, the Child Version of the Obsessive-Compulsive Inventory and the Revised Child Anxiety and Depression Scales. A second administration of C-FOCI was applied one month later. The internal consistency values (Cronbach's alpha) for the group of paper-and-pencil was .77 and .79 in the symptoms and severity subscales, respectively; and online was .78 in symptoms and .68 in severity. We found no significant differences by gender and age. In addition, both versions show appropriate convergent validity. The data support the equivalence of both modalities. The C-FOCI seems to be a valid and useful instrument for the assessment of obsessive-compulsive symptomatology, regardless on the selected version.

### **Psychometric Properties of the School Anxiety Inventory-Revised (SAI-R): A Preliminary Study**

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The aim of this study was to examine the psychometric properties of the School Anxiety Inventory-Revised (SAI-R). The SAI-R was administered in a sample of 2569 Spanish adolescents, ranging in age from 12 to 18 years ( $M = 14.83$ ,  $SD = 1.90$ ). Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were applied following a cross-sectional design. The EFA and the CFA supported the multifactorial structure of the SAI-R which was composed by a correlated three-factor structure related to school situations (Anxiety about Social Evaluation, Anxiety about Academic Failure and Anxiety about Aggression) and a three-factor structure related to the response systems of anxiety (Cognitive Anxiety, Psychophysiological Anxiety and Behavioral Anxiety). Internal consistency were appropriate for total SAI-R score (Cronbach's Alpha = .93), and school situations (Cronbach's Alpha = .89-.94) and reasonable for the response systems of anxiety (Cronbach's Alpha = .79-.86). Validity evidence of SAI-R scores was also examined through correlations with the State Trait Anxiety Inventory (STAI) and the child version of this test (STAIC).

Results support the reliability and validity of the scores of the SAI-R. The SAI-R can be used to assess school anxiety in Spanish adolescents.

### **Polish Version of Circumplex Scales of Interpersonal Efficacy (CSIE)**

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Locke (2007) developed the Circumplex Scales of Interpersonal Efficacy (CSIE) to measure interpersonal efficacy based on the interpersonal circumplex model. According to the model, the interpersonal circumplex is divided into eight regions (octants): Dominant, Dominant & Distant, Distant, Yielding & Distant, Yielding, Yielding & Friendly, Friendly, Dominant & Friendly. Each region represents a different type of interpersonal efficacy and each of them is measured by four self-descriptive items. In accordance with cross-cultural requirements, the Polish version of CSIE was prepared by means of translation and back-translation procedure. The back-translation was discussed with the author of CSIE. The psychometric analysis was performed in a group of n=300 respondents. Reliability of the Polish version of CSIE was assessed with Cronbach's alpha. The validity was assessed via exploratory and confirmatory factor analysis and multidimensional scaling. To verify the external validity, we investigated relationships between interpersonal efficacy measured by CSIE and interpersonal values measured by Locke's Circumplex Scales of Interpersonal Values, interpersonal traits and personality traits measured by items of Goldberg's International Personality Item Pool. We also examined relationships between interpersonal efficacy and social desirability. The obtained results suggest that the Polish version of CSIE is a valid and reliable measure of interpersonal efficacy.

### **Psychometric Properties of the Final Version of a Latvian Personality Inventory**

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The aim of this study was to explore psychometric properties of a newly developed Latvian Personality Inventory (LPA) - a 100-item measure of six

personality factors (Neuroticism, Extraversion, Consciousness, Agreeableness, Openness and Honesty-Humility) and four facets in each factor. Each facet-level scale consists of 4 items. Additionally 4-item validity scale is added to control for social desirability. This final 100-item version is a result of 2 previous pilot-studies, in which an initial set of 398 and later of 230 items generated in the frame of emic-etic approach were analysed. Data of a community sample (N = 1294) and 8 subsamples demonstrate acceptable levels of internal consistency across all samples on factor and facet level, good temporal stability, convergence with Big Five Inventory, convergence between self and observer ratings, clear 6 factor structure on scale level and item level (based on raw scores), and clear 4 factor structure on item level within each personality factor. Predicted patterns of correlations with different criterion measures such as professional orientation, happiness, satisfaction with life, perceived level of stress, self-esteem, depression, anxiety, Machiavellianism, social conservatism, risky driving, sensation-seeking, and contact frequency with friends confirms convergent, discriminant and criterion validity of LPA.

## **Attentional Bias in Eating Disorders: New Methods - New Screening Perspectives**

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Cognitive biases have an important place in both the theory and treatment of eating disorders. Selective attention to disliked body parts, have been proposed to reinforce concerns about body shape and contribute to dietary restriction and restraint. The majority of studies have used the modified Stroop task and found increased emotional Stroop interference for words and pictures related to eating and shape. The significant limitations of the modified Stroop task as a measure of selective attention, however, are well documented and it is for this reason that other information processing paradigms have been developed. The poster describes the disadvantages of using the Stroop test to measure selective attention and presents modern measuring methods which examine not only the the magnitude of attentional bias but also changes in patients' cognitive processing (shifts of attention) over time. Undoubtedly, determining the nature and mechanisms of attentional bias among persons suffering from eating disorders allows us to better understand the specific nature of cognition among the population and, more importantly, may contribute to early recognition of persons susceptible to such disorders.

## **A Matter of Trust: Assessment of Anorexia Nervosa and the Phenomenon of Egosyntonicity**

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Anorexia nervosa is a serious, chronic illness with significant morbidity and mortality. The condition continues to be mysterious and very frustrating due to the anorectic's apparent stubbornness in the face of impending death which blocks all attempts to help her. Resistance to treatment and denial of illness seemingly result from the fact that anorexia nervosa provides the afflicted person with a sense of identity. This phenomenon, which refers to the patients' sense of the anorexia nervosa being a part of themselves or of their identity, is called egosyntonicity. It is extremely difficult to get objective statements about how anorexics feel because denial in anorexia nervosa represent conscious and instrumental attempts to preserve its egosyntonic symptomatology. This factor will undermine the reliability of any self-report study and is a serious but often overlooked trap in research. Detailed clinical interviewing involving a genuine empathic stance is widely acknowledged as a prerequisite for successful assessment because we can trust the patient as far as she or he can trust. The poster presents the phenomenon of egosyntonia in anorexia nervosa and provides information about the significant influence of this confounding variable on self-report measures' results of persons suffering from anorexia nervosa as well as proposals on how to prevent this problem which is often disregarded in scientific research.

## **Success Criteria for Intervention Programs for Domestic Violence Batters: The Case of Spain**

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Since 1995 intervention programs for batterers are applied in Spain. In accordance with the legislation in force (organic law 1/2004 of 28 December on measures of Integral Protection against gender violence), abusers are men who assault or have assaulted their female partners, both if it was physical aggression, psychological or both types. In this context, intervention, rehabilitation or re-education programs have been developed with these men in different environments (prisons, community, etc.). The implementation of such programs has generated many



questions and, among them, how to analyze its effectiveness. In the framework of a larger project, was carried out this work which aims to study success criteria that are used to determine the effectiveness of the intervention programmes implemented in Spain (from 1995 to the present) and the sources from which information is obtained (the own aggressor, the / professional, the victims,). The results of this systematic review show that program effectiveness was predominately measured through questionnaires administered to male participants and that the criteria for success were basically the reduction of psychopathological symptoms that these men presented. These results are presented and discussed.

### **Patient-Reported Outcome Measures: Whose Perspective?**

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Patient-reported outcome measure (PROM) is an umbrella term used to describe any self-report instrument aimed at assessing how patients perceive, feel and interpret their health status and treatment. However, 'patient-reported' only implies that the instrument is completed by the patient. Emphasis is therefore placed on the source of the information (i.e., the patients), rather than on its content. However, if we truly wish to respect and reflect patient priorities and perspectives, we must evaluate PROMs to determine the extent to which they include the patient's perspective. We propose a new classification system that divides PROMs into four distinct categories: Patient-generated and patient-reported outcome measures (PG-PROMs); Patient-centred and patient-reported outcome measures (PC-PROMs); Patient-valued and patient-reported outcome measures (PV-PROMs); and Patient-irrelevant and patient-reported outcome measures (PI-PROMs). PROMs may differ little from traditional instruments unless they truly incorporate the patient's perspective and not just the perspectives of clinicians and researchers. Researchers who wish to use off-the-shelf PROMs should first evaluate these to determine how patient-centred they are. Efforts to develop new PROMs that provide a more patient-centred outcome assessment should use qualitative and participatory methods to capture and incorporate patient perspectives and values.

## **BAT-7, TEA Abilities Battery: IRT Parameters, Reliability and Evidences of Validity**

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BAT-7 is a new psychometric tool for assessing seven cognitive abilities in Educational and Organizational fields. It consists of three forms of increasing difficulty and is focused on the assessment of school and university students, and adults with different educational levels. The present study aims to collect the data necessary to estimate IRT parameters, to determine scores reliability and to gather validity evidences based on the internal structure. BAT-7 was administered to a Spanish standardization sample of 4,263 students and 1,507 adults. A Bayesian adaptation of the MML estimation technique was used in a 3 parameter logistic model and model-data fit was examined using standardized residuals and chi-square statistics. Reliability was studied with ordinal alpha and tests information functions. Validity was explored by multigroup CFA. IRT model showed a statistical fit for all items. Ordinal alpha ranged from .79 to .91 for test scores and from .91 to .97 for composite scores. The model based on CHC theory showed a good fit to the observed data (RMSEA=.034; SRMR=.026; CFI=.981). Psychometric properties analyzed in terms of IRT modeling, reliability and validity evidences support the usage of BAT-7 for applied purposes.

## **Measuring Emotional Dependence in Youths and Adolescents**

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Emotional dependence (EM) in difficult relationships would prevent breaking up in cases of dysfunctionality. Little research has been done in adolescents and there are few instruments to measure EM in dating. Therefore, the aim of this study was to develop a measurement tool for EM in couple relationships in youths, called "Emotional Dependency in Adolescents" (DEA). A review of current literature was carried out for the creation of the instrument and Delphi methodology was used. The initial 16-item instrument was analyzed through a cross-sectional study with a sample of 286 young people (aged 17 to 29 years). The final version was composed of 12 items, which was subject to a validation study involving 761 youths (aged 13 to 30 years). In addition to the DEA, a number of instruments were used to measure depression, anxiety and early maladaptive schemas, with which it was significantly

correlated. The results suggest four dimensions (Avoid being alone; need for exclusivity, need to please and asymmetric relationship) that would refer to the DEA', with good fit of adjustment ( $\chi^2 = 264.6$ ,  $p < .001$ ; GFI = .927, CFI = .949, RMSEA = .052), internal consistency ( $\alpha = .82$ ) and convergence (correlations between .24 and .31 with related constructs).

## **Psychometric Properties of a New Self Reported Scale for Assessing ADHD in Childhood: Preliminary Analysis**

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The aim of this study is to present the psychometric properties of a new ADHD scale specifically designed to be responded by children themselves. Method: A preliminary scale was created based on DSM-IV diagnostic criteria for ADHD and other related signs highly supported by clinical experience and international literature. Apparent and content validity was analyzed using the Delphi method. A pilot study with a normative sample compound by 384 children and adolescents was also conducted, using Rescorla and Achenbach's YSR as gold standard criteria. After analyzing experts' opinions, a 33 item scale was obtained. According to YSR's DSM correspondences, participants were classified as possible ADHD cases (19.4%) and not ADHD cases. The scale showed a Cronbach  $\alpha$  value of .87, and, regarding to structural validity, three factor components were found: Inattention, Hyperactivity and Mixed symptoms related to ADHD. EA-TDAH presents adequate psychometric properties and seems to be of great utility in assessing ADHD. However, further studies with clinical samples are needed.

## **Coping Strategies and Psychological Wellbeing among Teacher Education Students**

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The coping strategies used by students play a key role in their psychological well-being and academic performance. This study examines the relationship between coping strategies and psychological well-being in a sample of 98 undergraduates aged between 19 and 42-years. Coping strategies were evaluated by means of the CRI-A, while psychological well-being was assessed using the BSI. The results show a relationship between coping style and psychological well-being. Proactive, problem-solving coping in teacher education students had a beneficial effect on symptoms of depression, anxiety phobic and overall level of psychological distress. In contrast, cognitive avoidance coping are associated with more psychological symptoms such as somatization, depression, phobic anxiety, paranoid ideation and psychological distress. And behavioural avoidance strategies (search for alternative rewards and emotional discharge) were associated with negative psychological well-being. Coping strategies may help to reduce psychological distress in university students. Specifically, approach-oriented coping is associated with positive scores for psychological well-being, and avoidant emotion-focused coping – above all, behavioural avoidant coping – may be a strong predictor of mental illness. Therefore, an excessive emphasis on the use of avoidance strategies in detriment to approach strategies may be harmful for teacher education students.

## **Psychological Aspects Prophylactic Surgery in Breast Cancer**

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In Oncology, the genetic counselling aims to expose prophylactic treatments available and decision making about preventive option to follow. One of these options is prophylactic mastectomy in persons with risk of breast cancer. The aim of this study is to determine the sociodemographic and clinical data (overall and specific quality of life in breast cancer, anxiety, depression, body image and satisfaction with care) from a group of women with genetic mutation (BRCA1-BRCA2) and increased

risk of breast cancer. Another aim is to identify the differences in these variables, before and after the prophylactic mastectomy. The sample consisted of 100 women who carry gene mutation and they had surgery in the Department of Gynecology and Obstetrics Hospital Clinico San Carlos in Madrid. Assessment tools used were: semistructured interview; Hospital Anxiety and Depression Scale, EORTC Quality of Life Questionnaire and Breast Cancer module, Body Image Scale, Satisfaction with Care. Preliminary data indicate that after surgery are: young women, with more than 3 family members diagnosed with cancer, high anxiety levels, good body image, poor quality of life in role and social functioning, and sexual enjoyment. They showed great concern for the future. For last, show high levels of satisfaction with the care received by the medical, nursing and institution. It knows the variables of quality of life and psychopathological symptoms associated with surgical procedures facilitates identification the predictor factors and the decision-making.

### **Comparing Alcohol Consumption Data from Time-Line Follow-Back and Daily Interviews via Smartphone**

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The aim of the present study was to compare two methods for measuring daily alcohol use, the Time-Line Follow-Back (TLFB), a retrospective measure and a smartphone-delivered, real-time assessment of daily drinking. Twenty six participants enrolled in a pilot study to assess the usability of a smartphone-based monitoring system who met DSM-V criteria for alcohol abuse used a smartphone for 6 weeks. The smartphone prompted participants to take an alcohol use interview every day. At the end of the 6-weeks they were also administered the TLFB. Results indicated the correlation between the TLFB and the smartphone data were excellent for average drinks per day ( $r = .97$ ) and high for hazardous drinking days ( $r = .85$ ). Correlations of weekly drinking were in the .85 range. Results indicated that TLFB derived drinks per day was lower than that gathered through smartphone for heavy drinking days ( $M = 3.3$  vs.  $M = 2.9$ ,  $p = .003$ ) and a similar trend was found with hazardous drinking ( $M = 12.3$  vs.  $M = 11.2$ ,  $p = .33$ ). Compared with the smartphone delivered assessment of drinking, the TLFB appears to perform well for global measures of alcohol use, but may underestimate actual drinking.

## **The Development of an Online Test Battery to assess Cognitive Problems associated with Cancer and Cancer Treatment**

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In order to study oncology related cognitive problems in large patient numbers a cost- and time efficient testing tool is needed. Therefore, we are developing a user-friendly and standardized online neuropsychological test battery. This test is aimed to detect cognitive dysfunction associated with cancer and cancer treatment and designed to optimize test performance in unmonitored settings. We have conducted several usability studies where patients completed the test and were able to give feedback on all its elements. This feedback has been used for finalization. The next steps will be to test 1) convergent validity: 200 patients perform a traditional and online assessment; 2) context validity: 100 patients take the online assessment at home and in the hospital; 3) test-retest reliability and collect reference data: 300 healthy controls perform the online assessment twice at home. We will discuss the developmental process of our online neuropsychological test battery, including the conversion of traditional neuropsychological tests to online equivalents and the implementation of suitable instructions, breaks and feedback options. Furthermore, we will present the results of the usability studies. A demonstration of the test battery and its portal (communication/ data storage) will be given. Moreover, possible future use and limitations will be discussed.

## **Identifying Dementia from Self- and Family-Reported Complaints: Validation of a Brief Clinical Interview**

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To analyze the ability for identifying dementia of a brief clinical interview applied to patients and relatives of older adults attending to a geriatric day hospital. Sample: 60 persons (mean age=82.6; SD=5.0), 71.8% of women, referred as outpatients to the Geriatrics service for different reasons.

Measure: from a pool of 74 items questioning for memory, language, and behavioral problems to patients and to a relative, a stepwise discriminant analysis was performed. Only the items most discriminative for dementia were retained, considering the rest redundant with this set for purposes of screening. There were 22 persons (36.7%) with a diagnosis of dementia. Only three items were retained in the discriminant function, two from the relatives' responses and one from the patients. Scale adding those two items (ranging from 0 to 5) had an Area Under the Curve of 0.959 (95%CI: 0.835,0.996). The point maximizing both sensitivity (85.7%) and specificity (96.5%) was 3/4, but a cut-core of 2/3 maximized sensitivity (100%), preserving specificity over random (64%). Just three questions used in the usual clinical practice, maximized sensitivity. This is proposed as an easy method for discriminate possible cases of dementia minimizing false negatives rate.

## **Antenatal Attachment Inventory: Development of an Instrument of Measurement**

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Development of an assessment inventory of prenatal attachment from EVAP Scale and the Condon's hierarchical model of maternal-fetal attachment. 236 pregnant women who attend maternal preparation classes participate. They answer the Antenatal Attachment Inventory. This inventory has 26 items with five options for each answer: 11 items have been selected from the EVAP Scale by an inter-rater agreement procedure; the 15 remaining items are new and have been reached using the judgment of the experts. The global reliability of the inventory is high (0,88) and the dimension ratios that compose it oscillate between 0,64 and 0,78. Using Confirmatory Factor Analysis has been proved a model of five dimensions subsumed under a second order general factor, and has obtained an adequacy fit indexes ( $\chi^2=399,2$ ;  $p < .001$ ; GFI= .86; CFI= .90; RMSEA= .051 [.042 - .060]). The Antenatal Attachment Inventory shows a dimensional structure according to the Condon's hierarchical model of maternal-fetal attachment and some reliability indicators are adequate to propose it as a valid instrument for measuring this concept.

## **Spanish Version of the Positive and Negative Quality in Marriage Scale (PANQIMS)**

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The aim of the present study is to create a Spanish adaptation of the Positive and Negative Quality in Marriage Scale (PANQIMS) using a back-translation procedure. Different approaches regarding the measurement of marital quality, one of the most studied variables of romantic couple functioning, are found in the literature. The most widely used measures of marital quality generate a single index of marital quality. Some research data suggest that evaluative judgments of the marriage may be bidimensional, reflecting positive and negative dimensions. The PANQIMS is a brief bidimensional instrument which could capture the marital quality in a more comprehensive way. A back-translation procedure was used in order to obtain an appropriate Spanish Version of the PANQIMS. Preliminary analysis of the reliability and validity of the instrument were conducted with data obtained from a university students sample (n=603). Psychometric data were adequate. The two dimensions of the Spanish version of the PANQIMS, negative and positive, correlate moderately with each other and with other theoretically appropriate variables like relationship satisfaction. Further research with more representative samples is needed in order to check different aspects of reliability and validity.

## **Validation of a French Version of a New Anxiety Trait Scale for Children**

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Anxiety diagnosis is relatively complex in children because intensity as well as symptoms of anxiety change during childhood (Bouden, Halayem, & Fakhfakh, 2002). The principal aim of this study was to validate through Confirmatory Factor Analyses (CFA) the a priori three-factor structure of the French version of the anxiety trait scale for children which includes psychological (“tend to be worried about everything”), behavioral (“tend to be upset, nervous or grumbling”), and somatic symptoms (“headache complaints”) of anxiety. This scale was previously found to



discriminate, with high sensitivity and specificity, children with anxiety from control group. A first CFA performed on 288 6-12 year-old children showed an acceptable fit ( $\chi^2/df = 2.66$ ; RMSEA=.07 and CFI=.94). A second three-factor model was constructed and showed a better fit with a new sample of 287 children ( $\chi^2/df = 2.18$ ; RMSEA=.06 and CFI=.96), with a lower ECVI value for the model 2. For this model, the Cronbach's alpha for each of the subscales ranged from .71 to .86, which confirmed the good internal reliability of the scale. This study provides a new three-factor structure for this anxiety scale and proposes normative data for French-speaking children.

### **Evaluation of Patients with Chronic Pain Attending a Pain Unit**

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In this work, we analyse the data obtained through interviews of 140 patients attending in the pain unit in Carlos Haya Hospital in Malaga. Assessment of psychosocial variables to evaluate pain and disability is presented and discussed: socioeconomic level, pain diagnosis and location, pain medication and disability. Also, data about the impact of socioeconomic level is analysed. Patients are divided by medium/high and low socioeconomic level and different comparisons are made on pain, pain distress and disability. The gender variable is also taken into account as a factor. Results indicate that low socioeconomic level is associated to higher disability while gender affects to pain and anxiety indexes. We will discuss in this oral communication the role of gender and socioeconomic level in chronic pain patients.

### **Psychometric Properties of the Spanish Drinking Motives Questionnaire-Revised in Adolescents: Cross-Sectional and Prospective Relationships with Alcohol Use and Alcohol-Related Problems**

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The Drinking Motives Questionnaire-Revised (DMQ-R) is one of the most used questionnaires to assess drinking motives. The aim of the present study was to explore the DMQ-R structure, its reliability, and its relationship with alcohol use in a sample of adolescents. In Time 1, 504 participants that had tried alcohol (mean age =

14.15; 52.4% girls) completed the Spanish DMQ-R and the AIS (alcohol use) questionnaires. One year later (T2), 289 youngsters completed the AIS and 238 answered the AUDIT (alcohol-related problems). Confirmatory Factor Analyses showed that the model that fit our data better was a four-factor model of social, enhancement, coping, and conformity motives. The Cronbach's alphas were .84, .81, .81, .75, respectively. Regression analyses showed that social and enhancement motives (T1) predicted the Drinking Standard Units (DSU) at the weekend in T1 and T2. Conformity motives predicted DSU during the week in T2. Finally, coping motives predicted alcohol dependence in T2. These relationships were significant even when gender and alcohol use in T1 were controlled. The results of the CFA, reliability analyses, and the specific associations between motive scales and alcohol use variables support that DMQ-R is a sound instrument to assess drinking motives in Spanish adolescents.

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# **AUTHOR INDEX**

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