

# ISPA 2018

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## SPA0085

Sedentary behavior and its relationship with academic underachievement

**Pedro Antonio Sánchez Miguel,**

***Teacher Training College, University of Extremadura***

The purpose of the current study is to test the relationship between sedentary behaviors levels, body dissatisfaction and academic achievement. Participants were 525 students, both male ( $n = 305$ ) and female ( $n = 220$ ), ranging in age from 11 to 13 years old ( $M=13.14$ ;  $SD=.91$ ), belonged to different High Schools from the Region of Extremadura (Spain). Individuals filled the Youth Leisure-time Sedentary Behavior Questionnaire (YLSBQ), the Body Image Dimensional Assessment (BIDA), as well as they indicate they marks in the subject of Mathematics, Language, English and Physical Education. Descriptive, correlation and regression analysis were used in order to know the relationships and predictions with the variables studied. Results revealed significant relationships between sedentary behaviors, body dissatisfaction and lower academic performance. Moreover, mathematics and physical education emerged of predictor of sedentary behavior. Finally, these outcomes showed the evidences of the importance of promoting active and healthy conducts in order to improve body dissatisfaction and academic achievement. Besides, some strategies to reduce sedentary behaviors in students from High School, as well as some practical implications are shown.

This research was supported by the Government of Extremadura under their IB16193 project.

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## SPA0227

Adler's encouragement to let students overcome their academic underachievement in school

**Satoshi Kato, *Tokyo University of Foreign Studies***

Today, many students face academic underachievement, and they perform below potential, even though they have sufficient abilities. Previous research showed that psychological supports by people close to students would play an important role in helping them in an academic environment (Ishige, & Muto, 2005). However, it is yet to be investigated if those would work in English speaking settings. In order to understand this, this study focused on encouragement as a way of intervention and conducted an experiment on 15 Japanese students. Using the encouragement as defined by Adler (Adler, 1964), the power it had on increasing their confidence was examined. Students were encouraged while each of them told their opinions in English. They answered the questionnaire twice to measure confidence. Two-way ANOVA was used in the analysis and the results showed that students, whose confidence was low, significantly increased the rate of it after they were encouraged, whereas students, whose confidence was high to middle, showed no difference. These results indicate that the encouragement gives students the opportunity to fix their cognitive biases and provides a step to overcoming academic underachievement. This finding expands the understanding of the cognitive gap between abilities and performance and the effect of intervention in learning.

## SPA0307

### Supporting English Language Learners: Disentangling Literacy Development and Language Impairments

**Hiroko Mullner, *University of Nevada, Las Vegas***  
**Samuel Song, *University of Nevada, Las Vegas***

The fastest growing population in US schools is students who speak English as a second language or English language learners (ELL). Unfortunately, however, this population is at a significant disadvantage toward resilience and life-long happiness due to problems with school achievement, namely reading (Linck et al. 2014). This population is overrepresented in special education categories such as learning disability (LD) (Swanson et al., 2017). Two significant confounding factors underlying both reading and LD are English language proficiency and language impairments (Solari et al., 2014). Schools do not differentiate between the two factors well, thereby, contributing to ineffective services for this population. The purpose of this presentation is to address this problem by reporting on the findings of a systematic research review. The systematic research review is original and exhaustive and will follow best practices (Hunter & Schmidt, 2004). Research for the past ten years on ELL literacy development and language impairments have been collected and is in the analysis stage. Findings will be reported to answer: (1) What are the causes of ELL reading problems developmentally? (2) What makes some ELL students resilient? Implications for school psychology research and practice in the US and Japan will be discussed.

## SPA0055

### Students' Perceptions of Engagement, Bullying Victimization, and School Climate: Does Being Retained One or More Times Make a Difference?

**Angela G. Harris, *University of Delaware***  
**George G Bear, *University of Delaware***

Despite evidence questioning its effectiveness, retaining students a grade in school is a common practice in countries around the world, and especially in Brazil. What is lacking in the retention literature are studies comparing once-retained and multiple-retained students to non-retained students. In this session, we report results of several studies we recently completed on differences between those three groups of Brazilian students (grades 5-9) in their self-reported perceptions of school engagement (cognitive-behavioral and emotional), bullying victimization (verbal, physical, and social-relational), and school climate. Students (N = 378) completed Brazilian versions of the Delaware Student Engagement Scale, Delaware Bullying Victimization Scale, and Delaware School Climate Survey. Each measure was supported by confirmatory factor analyses and other evidence of validity. Results of multiple analyses of variance showed that retained students reported significantly less cognitive-behavioral engagement than non-retained students. Multiple-retained students, but not once-retained students, reported less emotional engagement. Interestingly, retained students in private schools reported significantly greater verbal and social-relational bullying than those in public schools. Group differences also were found in two of six areas of school climate. Findings suggest the need for interventions that target school engagement, bullying victimization, and school climate to reduce the use of retention.

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## SPA0173

### Study of verification of the influential factors model of cyberbullying among senior high school students

**Zi-Pei Wu, *National Dong Hwa University, Dep. of Education & Human Potential Development***

**Ming Shinn Lee, *National Dong Hwa University, Dep. Of Education & Human Potential Development***

This study aimed at investigating high school students' cyberbullying, to understand high school students with parenting style, school climate, peer relationship, and relationships of cyberbullying influence. The study used four scales to collect sample data from 1,020 public and private high school students in Hualien County, China, using t-test, ANOVA, binary logistic regression analysis and Structural Equation Modeling (SEM), for empirical data analysis. The results in this study were as follows: 1. Gender and grades in cyberbullying had been significantly different between bully and bullied; academy, locations and online status once a week had been significantly different among bystander, bully and bullied; Online everyday status had been significantly different between bystander and bullied. 2. Having cyberbullying bullied experience got significantly negatively relationship between parenting style and school climate; having cyberbullying bully experience got significantly negatively relationship between school climate, and peer relationships. 3. Parenting style, school climate and peer relationships can effectively predict whether students have cyberbullying bullied experience or cyberbullying bully experience. And parenting style can effectively predict cyberbullying bullied experience. Also, school climate can effectively predict cyberbullying bully experience. 4. High school students cyberbullying impact factor model was considered as ideal.

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## SPA0338

### Trajectories of social and emotional competencies according to bullying and cyberbullying roles: A longitudinal multilevel analysis

**Vítor Alexandre Coelho, *Académico de Torres Vedras***

This presentation investigated how social and emotional competences develop according to middle school students' involvement in bullying and cyberbullying, and whether class size influences this relation. There were 455 participants (Mage = 12.58; SD = 0.94), who filled self-report measure in three different moments during one year. Results showed that students involved in bullying and cyberbullying in any role (i.e., bully, victim, bully/victim) displayed a negative trajectory during one school year in self-control and social awareness, while students who were victims and bully/victims displayed a more pronounced decrease in self-esteem and relationship skills and victims also displayed a significant drop in responsible decision making. The results also showed that, after adjusting for time, there were no longer differences in the initial levels of self-control, social awareness and relationship skills between students involved and non-involved in bullying and cyberbullying. Additionally, girls displayed higher initial social awareness levels, while larger classes were associated with higher levels of self-control and responsible decision making. These results supported the importance of conducting longitudinal research regarding the relation between bullying, cyberbullying and social and emotional competences, and also the relevance of using a multi-level approach.

## SPA0108

### Relationships between peer group status and victimization of school bullying in Japan

**Kumpei Mizuno, *Graduate school of education, Hokkaido university***

The aim of this study was to reveal the relationships between “School caste” and school bullying by empirical research. Recently, some Japanese education critics (e.g., Moriguchi, 2008) pointed out that “School caste” causes bullying. “School caste” means inter-peer group hierarchy in a classroom (Suzuki, 2012). As most Japanese students spend most of their school days in assigned homeroom, “School caste” may be a peculiar problem in Japan. Participants of this study were 2,384 Japanese middle school students (girls=1,164). They completed these questionnaires on (1) group affiliation, (2) inter-group status as peer-group status itself and intra-group status as individual status, (3) victimization, and (4) whether victimization was resolved. Only students affiliating with peer-group were asked about inter-and intra-group status. The results showed that students who belonged to lower status peer group tend to be victimized and it wasn’t resolved. Although it is known that individual status tends to be victimized (e.g., de Bruyn et al., 2010), we indicated that inter-group status itself predicted victimization. This research indicates that, rather than how popular the student is, how popular the group the student belongs to, relate to school bullying.

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## SPA0174

### Bullying, Self-Esteem, and Self-Forgiveness: Implications for Mental Health

**Emily Nicole Srisarajivakul, *Georgia State University***

Bullying has become a major school safety concern around the world. Much of the research on bullying has focused on prevalence, correlates, and outcomes of bullying victimization. While the link between victimization and negative mental health outcomes like depression has been explored, there has been limited research on theorized mediators or buffers of this relationship. Low self-esteem has been found to be an indicator of maladaptive outcomes like depression. Self-forgiveness, which has been shown to be a strong protective factor in other populations, may serve as a protective factor of self-esteem. This study examines a possible moderated-mediator model, where self-esteem serves as the mediator of the relationship between bullying victimization and depression, and self-forgiveness serves as the moderator of the relationship between self-esteem and depressive symptoms. 290 undergraduate students completed an online survey that included measures of demographics, bullying victimization, self-esteem, self-forgiveness, and depressive symptoms. Results indicated that self-esteem had a significant mediation effect between bullying experiences and depressive symptoms, and self-forgiveness had a significant moderation effect between self-esteem and depressive symptoms. Results supported a partial moderated mediation model, as self-forgiveness had a larger effect for those with lower self-esteem, reducing depressive symptoms. Implications for interventions will also be discussed.

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## SPA0271

**Bullying victimization and internalizing problems: the moderated mediating role of psychological resilience and school climate among Chinese students**

**Jia Shu Xie, *Hunan Normal University***  
**Li Mei, *Hunan Normal University***

Bullying is an increasing global public concern and numerous studies have been conducted in the past decades to understand the prevalence, severity, causes and consequences of bullying and victimization. However, many of the studies have focused on the individual factors related to bullying victimization and its impacts, particularly in America and other developed countries; much less research has been conducted to understand the interactive influences of both individual and contextual factors in the psychopathological process of bullying victimization in developing countries. To address this gap, the study used a sample of 3543 students from 20 middle schools in China to test a moderated mediation model of bullying victimization. It found that psychological resilience had a partial mediating effect in the association between bullying victimization and internalized problems, with the control of demographic effects of the students and their families. It also significantly moderated the direct association between bullying victimization and internalizing problems and the association between psychological resilience and internalizing problems. Findings indicated the importance of school climate and psychological resilience in the psychopathological process of bullying victimization. It also highlighted the importance of promoting school climate and students' psychological resilience in school-based bullying prevention and intervention.

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## SPA0006

**The Lost Boys: Understanding Child Socialization into the Islamic State movement and Implications for Response**

**John G. Horgan, *Georgia State University***

Since its inception, the so-called "Islamic State" (or ISIS) has committed and showcased unimaginably horrendous crimes against humanity. Multiple communities worldwide now face the prospect of managing an overwhelming range of short-, medium- and long-term issues associated with the impact of this movement. Among these is ISIS's exploitation of children, involving their forcible recruitment as soldiers. This victimization of children by terrorist groups is part of a wider, globally increasing trend. Yet despite the urgency for post-conflict rehabilitation and reintegration strategies, basic research on these issues is underdeveloped. Based on currently available open-source data, including accounts of children exploited by ISIS, this presentation first describes a six-stage model of child socialization into ISIS - that is, the process through which children evolve from passive bystanders to fully-fledged members of a violent extremist movement. That process is then contextualized through a "Community of Practice" framework, highlighting the social and psychological qualities of that conversion. The presentation concludes with a discussion of implications for school psychology and a variety of professionals working with youth in schools.



## PPA0049

The resilience as a mediator in the relationship between death anxiety and public health in Iraq adolescents are affected of ISIS war students

**Mansoureh Haj Hosseini**

**Introduction:** War brings bitter and bloody incidents such as slaughter, destruction of places and homelessness with it. People in war zones face disastrous issues such as demolition of houses and displacement, blockage of roads, lack of sanitation and spread of diseases. In such a situation, the fear of death and the increase in likelihood of psychological and emotional harm can increase to cause profound and deep effects on the general health of all, soldiers, veterans, victims and their families. **Objective:** The purpose of this study was to investigate the mediating role of resilience in the relationship between death anxiety and general health. The method of this study was descriptive and in the framework of correlation analysis of path analysis. The population were all adolescents aged 14 to 18 years old living in Iraqi-ISIS war refugee camps located in the Dibegh Erbil district of Kurdistan, Iraq in 2017, (520, N), selected by simple random sampling and 219 adolescents were selected. The participants responded to the Death Anxiety Scale (Templer, 1970), General Health Questionnaire (GHQ-28) (Goldberg and Hiller, 1979), and Resilience Scale (Connor and Davidson 1979-1991). The data was processed through a path analysis correlation. Results confirmed the inverse relationship between death anxiety and resilience, showing the favorable fit of the pattern of the relationship between Death Anxiety and general health anxiety and the mediating role of resilience among them. **Conclusion:** According to the results, due to resilience, Death Anxiety of adolescents affected by war can be reduced and steps can be taken in improving their general health. Keywords: Death Anxiety, Resilience, General Health, Adolescents, ISIS war

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## SPA0310

Child Rights, School Psychology, and the Shootings at Marjory Stoneman Douglas High School in the United States

**Deborah Anne Stiles , Webster University**

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The United Nations Convention on the Rights of the Child, which describes the rights that apply to all children, provides a framework for guiding and enhancing the practice of school psychology. The Convention states that no child should be treated unfairly on the basis of their race, religion, gender, abilities, economic condition, or where they live. Children's rights are sometimes organized into 'Three P's': the rights of provision, protection, and participation. 'Three P's' help us understand the February 14, 2018 school shootings in Parkland, Florida in which fourteen high school students and three adults died from gunshot wounds. The most relevant provision right is Article 6 (Survival and Development). The most relevant protection right is Article 19 (Protection from all forms of violence). In reference to these shootings in Florida the most remarkable of the 'Three P's' is the participation right. The high school students from Parkland exercised their rights and freedoms to access information, follow their consciences, express themselves, and organize. In the spirit of the Convention, while organizing their March for Our Lives, the students reached out to youth from diverse backgrounds who had been affected by gun violence. Months later these young people continue their advocacy efforts.

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## SPA0013

"They will pass the 'SEN Touch', Run!" - Breaking the myth of 'SEN Touch' and promoting inclusion in general education settings

**Shefali Thaman , *Step by Step School, India***

The presentation will highlight the myths held by students from general education settings about children with special needs and the practices adopted by a school psychologist to break these myths. The presentation will bring to light observations of the school psychologist during a two month school annual day practice period in a private school in India when students from both the settings were given an opportunity to mingle with each other. Furthermore, the presentation will highlight the various themes that emerged from this experience and must be addressed to work on the attitudes, beliefs and fears of students from the general education settings if inclusion is to be ensured through action in a school setting.

## SPA0014

Development and use of a Self-Reflection Tool for improving inclusive early childhood education environments

**Paul A Bartolo, *University of Malta***

There is increasing understanding of the importance of children's participation in early childhood education (ECE) for enhancing their lifelong learning and development. However, research shows that the benefits for all children, and particularly for those from disadvantaged backgrounds, is conditional on the quality of ECE provision. This presentation describes the development and use of a 'Self Reflection Tool' for ECE stakeholders to improve the quality and inclusiveness of the social, learning and physical environment of their setting. The tool consists of sets of questions about eight aspects of the ECE environment structures and processes that were identified through a 3-year (2015-17) cross-European project on 'Inclusive Early Childhood Education' run by the European Agency for Special Needs and Inclusive Education in partnership with experts from all countries of the EU. The tool was first used for observation of eight ECE environments in different countries visited and discussed by subgroups of the project experts and was then validated by three universities. It is available in all European languages. The presentation will discuss the nature and development of the tool and how it can be used by psychologists collaborating with ECE settings seeking to improve the quality and inclusiveness of their provision.

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## SPA0198

### Bilingual School Psychology Training Programs: Training Experiences and Needs

**Michele Stathatos, *University of Arizona***

The increased need for bilingual school psychologists is marked by the increased presence of English language learners (ELL) and dual language learners within the United States public school system. School psychology training programs with bilingual specializations strive to prepare bilingual practitioners with the knowledge and skills necessary to meet the unique social, emotional, and academic needs of ELL and dual language learners and their families. These programs are distinctive in that they provide coursework and field experiences that focus intently on service delivery for dual language and ELL populations. In this paper, we review relevant literature regarding bilingual school psychology training. In addition, we examine the characteristics of school psychology programs with bilingual specializations. A review of the webpages and related documents (e.g., program handbooks) of 13 programs was conducted to gain a better understanding of how these programs prepare future bilingual school psychologists. Based on our findings, there is a significant shortage in bilingual school psychology training programs, resulting in limited opportunities to receive direct training in bicultural/bilingual competencies. Findings showed variability in specialization requirements in the area of admissions, program completion, and field-based experience. Program characteristic variations may result in differential training and skills for bilingual school psychologists. Implications for future research and limitations of the study will be discussed.

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## SPA0048

### Parental socialization of coping as a predictor of adolescents' non-suicidal self-injury

**Shira C. Goldberg, *Ashkelon Academic College, The Open University of Israel***

While many studies have been conducted on non-suicidal self-injury (NSSI), a comprehensive model of the antecedents of NSSI and the mechanisms through which NSSI develops, is still needed. Particularly, the central role of normative coping socialization has not been fully integrated in models explaining NSSI. A retrospective study was conducted to explore a new hypothesized model according to which parental socialization of emotions and coping are associated with NSSI engagement, through the mediating effect of intrapersonal factors which have been associated with NSSI in the literature (i.e., self-criticism, self-esteem, self-efficacy for affect regulation, ego status, and coping mechanisms). Participants included 982 normative Israeli adolescents, aged 15-17, who completed self-report questionnaires on NSSI engagement, parental socialization of emotions and coping, as well as self-criticism, self-esteem, self-efficacy for affect regulation, ego status, and coping mechanisms. Findings indicated that 24% of the sample reported NSSI engagement. Support was found for the hypothesized mediation model, with structural equation modeling resulting indicating that intrapersonal psychological factors (self-criticism, disengagement coping, lower self-efficacy for negative AR) mediate the association between parental socialization of emotions and coping and NSSI engagement. These findings shed light on the etiology of NSSI and indicate important paths for future research.

## PPA0063

### Theoretical Framework for Coping: Supporting Black Families with a Child with a Developmental Disability

**Talia S. Leibovitz, *University of California, Berkeley***

The goal of this presentation is to consider whether contemporary models of stress and coping adequately encompass the experience of Black parents coping with a child with a developmental disability. I begin by reviewing two theoretical frameworks which characterize stress and coping processes of parents with a child with a developmental disability: (a) Lazarus and Folkman's (1984) transactional model of stress and coping and (b) McCubbin and Patterson's (1982) double ABCX model. Next, I review studies focusing extensively on the ways that parents cope with the demands of raising a child with a developmental disability. My presentation concludes with a discussion of several key limitations of this literature, most notably that the theoretical conceptualizations do not adequately consider how the sociocultural context shapes parents' appraisal and coping.

## SPA0210

### Parental engagement and academic achievement in immigrant and non-immigrant adolescents across nine nations

**Olympia Palikara, *University of Roehampton***

The current evidence-base concerning the academic achievement of immigrant adolescents provides a mixed picture about the role of parental engagement in determining students' outcomes, which is not consistent across different types of parental involvement. Using a current and representative sample of 53,097 students, from nine nations (PISA 2015) and within a complex data analysis framework, this study examines the relationship between two types of parental engagement, namely engagement with the adolescent at home and engagement with school activities, and academic achievement for immigrant and non-immigrant adolescents. A positive association between parental engagement at home and academic achievement only for non-immigrant adolescents was found. However, there was a negative relationship between parental engagement with school activities and academic achievement for both immigrant and non-immigrant adolescents, but more negative for non-immigrant pupils. Interestingly, parental engagement at school and academic achievement was mediated by parental engagement at home for both immigrant and non-immigrant adolescents. These results highlight the theoretical importance of considering parental engagement specificity for optimal academic outcomes in immigrant pupils. The findings are discussed in light of the implications they have for the development of universal intervention programmes that aim to enable engagement with school activities for parents of immigrant pupils.

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**SPA0127****Building Resilience in the Context of Educational Disadvantage: The Role of Oral Language****Laura Patricia McAvinue, *National Educational Psychology Service***

Children from communities of low socioeconomic status (SES) must be resilient in the face of educational disadvantage if they are to achieve their potential. Educational disadvantage has been conceptualized as a discontinuity between the competencies and dispositions that a child brings to school and those that are required within the school environment. In this presentation, the role that oral language has to play as a form of cultural capital that may contribute to this discontinuity, will be discussed. Data will be presented from the Growing Up in Ireland and Millennium Cohort studies, which quantify the association between SES and oral language competence in the young Irish and UK populations, respectively. Evidence, documenting the influence of SES on differences in oral language competence and style and the consequences of these differences for academic achievement, will be discussed. The opportunity that a focus on oral language affords schools in their attempt to build resilience in the context of educational disadvantage, will be highlighted. Specifically, it will be argued that building children's capacity in oral language competence and attending to oral language style, can enhance children's ability to access the academic curriculum and foster a deeper sense of school connectedness.

**SPA0155****Eye Movement and Attribution Theory: The Mechanism of Gender Stereotype Threat Effects and Threat Deduction on The Mathematics****Mein-Woei Suen, *Asia University***

Since Steele and Aronson (1995) first proposed the stereotype threat effect (STEs), many researches had confirmed that gender stereotypes in society can cause underperformance of females in mathematic tests. In addition, more and more researches have focused on the mechanism of the stereotype threat effect and threat deduction for confirmation, and further discussed or verified. Therefore, this main study is to understand the mechanism by using eye-tracking technology and attribution theory. The pilot study (n=40) has successfully found 10 neutral male and female portrait pictures for using in main study. The main study is conduct a 3(different gender group: female group vs. mixed-gender group vs. male group) between participant design (n=63, 21 female university students in each cell) and found important findings: (1) female university students show STEs and STE deduction on the math test. (2) On the eye-tracking measures, female university students in threat condition are paying more attention on male partners. (3) female students are likely to pay more attention on self-picture rather than other partner-pictures. (4) participants seem to make the Internal Attribution in threat condition and the External Attribution in threat deduction condition. More details have been shown in this report. Keywords: gender stereotype, stereotype threat effects, threat deduction effects, eye-tracking technology, attribution theory.

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### SPA0050

#### Remedial class under After School Program to combat academic underachievement

**Simon George Taukeni, *University of Namibia***

**Background:** A Faith-based organization known as Catholic AIDS Action at Tonateni Centre in Oshakati, Namibia, offers an After School Program. The After School Program includes; sport activities (soccer and netball), traditional dance and remedial class. This paper reports the progress of remedial class for 2016 academic year.

**Aim of the remedial class:** To support children who performed below average at their respective schools as reflected in their school reports.

**Methods:** Learners who underperformed with Un-graded symbols in their reports were invited to form up a remedial class. Only children whose parents had signed and given consent were allowed to partake in remedial class activities. The remedial class consisted of twelve children (five boys and seven girls) from grades 1-7. The remedial class targeted only three school subjects namely: Oshindonga, English and Mathematics. Individual performance of every participating child was analyzed to track the progress from school Term 1 to Term 3.

**Results:** Overall, the results of participating children showed a positive improvement on their academic performance. **Conclusion and implications:** Results of the remedial class under the After School Program at Tonateni Centre has demonstrated that children who performed below average had potential to perform much better given the necessary support.

### SPA0151

#### Can Social-Emotional Learning Programs be adapted in Pakistan? A literature review

**Chieh Li, *Northeastern University***  
**Jobi Yeung, *Northeastern University***

Growing research suggests that a social-emotional learning (SEL) curriculum in school has a positive impact on students' emotional as well as academic learning. However, schools in Pakistan face multiple challenges with fostering these social-emotional skills due to lack of awareness of the existence and benefits of SEL programs, inadequate funding in public schools, and lack of teacher training and motivation. Several SEL programs have been adapted to different countries and diverse populations worldwide but there is limited research on the adaptability of these programs in schools in Pakistan. For this purpose, a literature review was conducted on studies published between 2000 and 2011. These studies included efficacy analyses of SEL programs adapted to specific countries or cultural groups. Nineteen studies were identified with programs including PATHS, Second Step, Strong Kids, and Lions Quest. These intervention programs were then evaluated based on their ease of adaptation and implementation and cost effectiveness to elementary schools in Pakistan. Results support the applicability of PATHS across all the evaluation criteria. Implications and considerations for the adaptation of PATHS in elementary schools in Pakistan will be discussed with reference to the successful adaptation of PATHS in a Pakistani preschool.

## RTA0116

### Clinical Interpretation of Intelligence Tests: Theoretical, Psychometric, and Ethical Considerations

**Gary L. Canivez, Eastern Illinois University**

This Roundtable Discussion extends the Canivez (2018) ISPA CE workshop that presented several reliability, validity, and diagnostic utility methods and studies challenging numerous IQ test interpretation procedures proffered by publishers and others. According to *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014), interpretation of scores from tests require empirical evidence to support each score, score comparison, and interpretations. Ethical standards also require psychologists to interpret scores that have established acceptable psychometric properties (APA, 2002, 2010 Amendments; BPS, 2009, 2010), so appeals to theory are insufficient. This Roundtable Discussion addresses varied psychometric methods that provide evidence pertaining to intelligence tests in general and Wechsler scales and the WJ IV specifically. Exploratory and confirmatory factor analyses, incremental validity (observed and latent scores), and diagnostic utility methods (discriminant function/logistic regression, Receiver Operator Characteristic curves, etc.) are presented to convey the degree to which interpretation of scores and score comparisons are valid indicators of ability. Application of this information for viability of CHC theory, cross-battery assessment, patterns of strengths and weaknesses, assessment of cultural and linguistic influence, and other clinical methods are reviewed and discussed. Audience questions and discussion will form a critical component for this likely spirited presentation.

## WSA0201

### The Provision of School-based Mental Health Services within a Multi-Tiered Systems of Support Framework

**John Kelly, NASP**

School psychologists are uniquely positioned in schools to facilitate the development, delivery, and monitoring of prompt, effective, and culturally responsive mental and behavioral health services of prevention and intervention. This presentation will introduce the participants to a Multi-tiered Systems of Support framework for providing mental health services in schools. Specific intervention strategies and the role of the school psychologist in implementing these strategies will be discussed. Resources to facilitate school-based mental health services will be provided to participants.

#### Learning Objectives:

Participants will understand the Multi-tiered System of Support (MTSS) Framework and how this applies to the provision of mental health services in school.

Participants will be able to identify their role at different "tiers" or levels within this framework.

Participants will identify specific interventions at the different "tiers" which can be applied within their school setting.

## WSA0202

### Assessment of Emotional Disturbance: Case Studies

**Chad P. Ablang,**  
*Leadership Public Schools - Hayward*

The purpose of this presentation is to help school psychologists correctly identify students with Emotional Disturbance (ED). This session will highlight best practices in social-emotional assessments, clarify the federal definition of ED, and review case studies. Participants will learn how to (a) evaluate students for emotional and behavioral problems, (b) understand profiles of ED, and (c) write strength-based reports. Another goal is to start a discussion of ED with respect to race and disproportionality.

**Outline of Assessment Skills:** Following a review of best practices in social-emotional assessments, this presentation will address the common challenges and questions about the federal definition of ED. With respect to an international lens, these assessment skills extend to learning about student well-being profiles across schools. Specific techniques on asking questions during interviews, encouraging students to share information, and ways to gather student information at different ages will be presented. Information on the use of a control student and conducting observations during several parts of the school day will be offered. Finally, responses to life experiences (e.g., abuse, divorce, family death) and recommendations for helping referred students will be shared.

## SYA0035

### Measurement Issues in Screening and Monitoring Youth Internalizing Symptoms

**Keith Herman, University of Missouri**  
**Wendy Reinke, University of Missouri**

This symposium describes three advances for improving the universal screening and progress monitoring of youth internalizing symptoms including (1) understanding discrepancies between adult and youth ratings; (2) development of single item depression ratings; and (3) validation of a countywide screening system for identifying youth at risk for internalizing symptoms.

#### **(1) Using Latent Profile and Transition Analyses to Understand Patterns of Informant Ratings of Child Depressive Symptoms**

**Authors/Affiliation:** Drs. Keith Herman and Wendy Reinke, University of Missouri.

**Abstract:** The present study examined the latent profiles of child, parent, and teacher ratings of child depressive symptoms in a developmental sample of children ( $n=448$ ) from Hawaii at two time points (2<sup>nd</sup> and 3<sup>rd</sup> grade). The study attempted to identify patterns of agreement and discrepancy among raters and correlates of these patterns to test a new theory for understanding rating disagreements as Divergent Operations. Three profiles best described the ratings at both time points: Child-Only High Depression, Child-Only Mild Depression, and Normative (non-depressed). Second and third grade measures of child social skills, externalizing symptoms, attention problems, and language and academic competence confirmed the distinctiveness of these classes which provides support for a Divergent Operations perspective. Latent transition analyses suggested that depressive symptoms were relatively transient for each class. Findings suggest that children who report depressive symptoms may not exhibit discernible depressive behaviors and/or teachers and parents may not recognize or have sufficient opportunities to observe these symptoms. However, adults may notice other social and behavioral symptoms such as social or



attention problems. Implications regarding the measurement and identification of child depressive symptoms across development and the meaning and use of discrepant ratings are discussed.

## **(2) Evaluating a Self-Reported Direct Rating Behavior Scale for Depression in Middle School Students**

**Authors/Affiliation:** *Drs. Chris Riley-Tillman & Keith Herman, University of Missouri*

**Abstract:** The primary purpose of this study was to develop and validate a self-reported Direct Behavior Rating Single-Item Scale (DBR-SIS) targeting depression. Prior research has supported DBR-SIS for use in universal screening and progress monitoring for social behavior and externalizing problems but not for internalizing concerns. Within this study, 105 teachers and 1,446 students in middle schools provided ratings of students social, emotional, and behavioral health across multiple measures (e.g., DBR-SIS, Teacher Observation of Classroom Adaptation—Checklist [TOCA-C], Patient Health Questionnaire) and time points. Correlational analyses supported the test-retest reliability of each DBR-SIS target, including the new depression item, as well as their convergent and discriminant validity. Subsequent receiver operating characteristic (ROC) curve analyses supported the diagnostic accuracy of each item. Findings suggest that the single item self-reported depression rating has promise for use in universal screening and progress monitoring of depressive symptoms in middle students.

## **(3) Validation of the Early Identification System (EIS) for Detecting Youth Internalizing Symptoms**

**Authors/Affiliation:** *Drs. Francis Huang, Wendy Reinke, & Keith Herman, University of Missouri.*

**Abstract:** An identified barrier to the widespread adoption of universal socio-emotional and behavioral screening in schools is that existing instruments may be too burdensome or costly to administer. As a result, the County School Mental Health Coalition developed a common assessment system, the Early Identification System (EIS). The purpose of this study was to evaluate the psychometric properties of the EIS-student and teacher reports, using a sample of 5,511 elementary and secondary school students. A series of exploratory and confirmatory factor analytic models were used with one exploratory ( $n_1 = 450$ ) and two hold-out samples ( $n_2 = 450$ ;  $n_3 = 940$ ). A six correlated factor

model, including a distinct internalizing problems factor, was supported showing adequate model fit, reliability (ranging from .73 to .90), and convergent validity. The internalizing factor was compared to ratings given on an established universal screener (the Behavioral and Emotional Screening System, BESS;  $n_4 = 3,311$ ) and a comprehensive teacher ( $n_5 = 507$ ) and student ( $n_6 = 603$ ) rating scale (the Behavior Assessment System for Children, BASC-3). Results suggest that the EIS internalizing subscale is a promising, cost-free, and quick-to-administer universal screening tool that may assist educators and school psychologists identify students at risk for current and future internalizing problems.

**SYA0242**

**How children perceive, learn, and understand emotions? Emotional development from early to middle childhood**

**Naomi Watanabe,**  
*NTT Communication Science Laboratories*  
**Mai Hamana, the University of Tokyo**  
**Junko Iida, University of Tsukuba**  
**Yayoi Watanabe, Hosei University**  
**Ai Mizokawa, Nagoya University**

**Abstract:**

This symposium explores factors contributing to the development of children's emotion vocabulary and examines children's understanding of emotions and emotion expressions. Implications and practical applications of the findings will be discussed with respect to cultural context.

[Presentation 1]

**Emotion vocabulary development in preschool and elementary school children in Japan**

Mai HAMANA and Ai MIZOKAWA

The acquisition of emotion words plays an important role in children's socio-emotional development. However, the detail of children's emotion vocabulary development has not been explored in Japan. The present study investigates Japanese children's emotion vocabulary and examines maternal speech as a factor of its development. The participants were mothers of preschoolers, first, and third grade elementary school children ( $N = 74$ ). They reported how many emotion words their children use/understand on an emotion word list. In order to assess maternal emotion speech, mothers were asked to describe how they would explain various situations, depicted in pictures, to their children. The results showed that, on a list of 110 emotion words, preschoolers produced 33.6 words on average. On a list of 184 emotion words, first graders understood 64.8 words and third graders understood 92.2 words on average. These findings demonstrated that the size of emotion vocabulary increase from preschool to third grade. The results also revealed that only preschool children's emotion vocabulary is positively associated with the number of emotion

words their mothers use. Elementary school children may develop emotion vocabulary outside their home, such as at school, by reading books or textbook, and interacting with peers.

[Presentation 2]

**Evaluation of emotion words in Japanese language textbooks for elementary school children**

Junko IIDA, Yayoi WATANABE, and Tomoko KOBAYASHI  
 Children are exposed to emotion words naturally through Japanese Literature classes, but few studies explore the content of the subject from the viewpoint of emotional education. This study investigated the content of emotion words used in Japanese language textbooks from grade 1 through grade 6. First, we extracted emotion words from two textbooks of most popular publishing companies and counted the frequency of each emotion word. Then, each emotional word was coded independently by four psychology experts as positive, negative, or neutral feeling. Using these words, the cross-tabulation and the chi-square test were conducted to examine the tendency of emotional literacy development on the base of school grades and emotion word usage. The results showed that there was a significant difference in the emotion word usage and grade level ( $\chi^2(10) = 26.729, p < .01$ ), and residual analysis showed that the use of negative emotion words increased dramatically in grade 4, thereby pulling down the ratio of positive emotion words use. In our presentation, we will report the characteristics of the emotion words used in each grade, and changes in the usage from grade 1 through 6. This study is supported by Noma Institute of Educational Research.

[Presentation 3]

**Young Japanese and British children's expectations of the consequences of pretend crying**

Ai MIZOKAWA

To examine cultural contrasts in young children's expectations of the consequences of pretend crying, a total of 71 young children (5- to 6-year-olds) from Japan and the U.K. participated in this study. Children were individually given pretend-crying tasks involving a "harm story" and a "harm-free story," and a vocabulary test. In the harm story, the protagonist pretended to cry

after accidentally being bumped into by another character. In the harm-free story, the protagonist pretended to cry because of a purely personal motivation. The children were then asked about the appearance-reality distinction of pretend crying, and another character's thoughts and behavior. The results showed that children from both countries successfully discriminated between pretend and real crying in both stories. It was also found that compared to British children, Japanese children were more likely to judge that pretend crying would elicit concern and prosocial behavior in others. These results suggest that there is a cultural difference in children's expectations of how people respond to others' negative emotion expression.

[Presentation 4]

#### **Development of emotion knowledge in Japanese 5-year-olds: Link to their prosocial behaviors**

Naomi WATANABE and Tessei KOBAYASHI

Previous research has showed that preschoolers' emotion knowledge is associated with their prosocial behaviors (e.g., Denham et al., 2003). This study further investigated what specific aspect of emotion knowledge is linked to their prosocial behaviors. The Affect Knowledge Test (Japanese version; Watanabe et al., 2014), in which the child is asked to label and identify four basic emotions (i.e., happy, sad, angry, afraid) and to identify the protagonist's emotion for each emotion-eliciting situation, was administered to 68 five-year-olds ( $M_{age/month} = 63.7$ ; 31 girls), and their parents ( $M_{age/year} = 38.2$ ; 1 father) rated their children's prosocial behaviors on a 12-item prosocial questionnaire (Takeda et al., 2004). First, the results showed that, in terms of emotion recognition, the five-year-olds still had difficulty in labeling emotions, whereas the majority of them performed well on identifying emotions. As for emotion-eliciting situation understanding, there were differences in their understanding, indicating that this ability is still developing in 5-year-olds. Second, correlation analysis revealed that their situation understanding is significantly positively related to their prosocial behaviors,  $r = .36$ ,  $p < .01$ , suggesting that not only understanding what situation would cause certain emotions, but also taking others' perspective may contribute to preschoolers' prosocial behaviors.

## **RTA0180-2**

**'15 years of experience in the European Perspective'**

**Olanda Momcilovic, *ESPCT / ICRN***

**William Pfohl, *Western Kentucky University***

The European School Psychology Centre for Training (ESPCT), under the auspices of their parent organisation ISPA, has developed and delivered four training modules on crisis management in schools since 2002 including: Basic crisis management; Dealing with suicide and threats; Trauma counselling and Prevention.

When a crisis occurs, schools have the responsibility to maintain normal functioning and most importantly support recovery following the event. Over the past 12 years in Europe, several initiatives have been started by psychologists trained by ESPCT to support schools after critical incidents. These initiatives underline the importance of trained psychologists limiting psychological damage for students, staff and the school as a system in times of crisis. The training can also help psychologists support teachers dealing with refugee students and their parents.

In this meeting we would like to share professional knowledge and demonstrate the strong European network of professional and social support provided. Information about ESPCT courses is available under [www.espct.eu](http://www.espct.eu) and we will describe the process of enrolling in ESPCT courses.

## SPA0148

**Creating an Inclusive Safety Net: Examining Risk and Protective Factors among Culturally and Linguistically Diverse Communities**

**Darla Scott, *Bowie State University***  
**Jessica Jefferson, *Bowie State University***  
**Cinthia Solis, *Bowie State University***  
**Jataya Richardson, *Bowie State University***

The current political climate and high rates of exposure to violence disproportionately impact communities of color with negative impacts on school outcomes for minority children. Immigration concerns, gun violence, and school-based racial discrimination have become critical equity challenges for minority students. Beyond potential concerns of family separation, many immigrant parents have expressed disappointment with the low expectations and demands within the American educational context (Soutullo et al, 2016). Patton et. al (2012) found that African American male adolescents' exposure to violence predicted decreased feelings of school and community safety and lower levels of school based parental supportive involvement; both are associated with lower academic success and self-esteem. While school based racial discrimination has been linked to lower academic performance, Butler-Barnes et.al (2013) found that racial pride, self-efficacy, and self-acceptance protected African American adolescents from the negative impact of discriminatory school experiences. The current study examined risk and protective factors in diverse families to promote academic achievement using the PVEST model. A survey of 100 culturally and linguistically diverse parents illuminated their concerns and perceived support systems for their students. This research has important implications for school psychologists and other stakeholders committed to creating equitable school climates for diverse learners.

## SPA0170

**Individual Resilience Factors Related to Happiness of Students with Poorer Parental Health —A Study with Mongolian and Han College Students in China**

**Zhenhu Ho, *Inner Mongolia Agricultural University***  
**Chieh Li, *Northeastern University***

**Objectives.** A recent study in China found that college students with poorer parental health conditions were significantly less happy. It was hypothesized that poor parental health may cause distress to the family and children, therefore affecting the happiness of these students. The current international collaboration investigated five potential internal resilience factors for the happiness of students with poorer parental health, and whether there are cultural differences in such relationships. **Methods.** Participants were 484 Mongolian and 659 Han college students from Inner Mongolia of China who rated their parental health at or below 3 in a scale of 1-5. Participants completed a demographic questionnaire and the scales of Subjective Happiness, Vitality, Positive Relationship, Altruism, Self-worth, and Personal Growth. **Results and Conclusions.** Partial correlation analysis revealed that personal growth, positive relationship, vitality, altruism, and self-worth are all associated with subjective happiness significantly (correlation coefficients are 2.84, 1.39, 1.09, 1.08, and .095 respectively). Multiple regression indicates that the combination of these five factors explains 43.8% of the variance ( $R^2=.438$ ). The relationships between these factors and subjective happiness were similar for Mongolian and Han students. Implication of the findings from the study and their applications in school psychology will be discussed.

## SPA0068

### Review of existing parent training programs in Japan and the need for evidence based programs

**Momoko Yamashita, *University of Utah***

The number of individuals who are diagnosed with a disability in Japan has increased over the years. The prevalence rate of child abuse and neglect has also been increasing in Japan. Many Japanese mothers are expressing parenting related stress and lack of confidence. With the rise in the number of children with disabilities and their problem behaviors in the school, child abuse, and parental stress, some preventative approaches must be taken in order to address these serious issues. Parenting training programs can address these issues by teaching parents the skills they can use to address the problem behavior in children, which then will reduce the parenting stress as the result of decreased rates of problem behavior. There are parent training programs available which have evidence to support their effect on parents and children; however, most of them are developed in western countries. It is crucial for these parenting training programs to be adjusted and tested in Japanese population in order to build evidence of its effectiveness. This paper session will review the existing parent training programs in Japan with their research results and addresses the need for evidence based parent training programs for this population.

## SPA0002

### Supporting Young Bereaved Children After the Loss of a Family Member

**Cliff Yung-Chi Chen, *Queens Colleges of the City, University of New York***

Losing a parent or other family member in childhood is a painful experience that can be associated with grief symptoms and an increased risk for psychological and behavioral problems, such as social withdrawal, aggression, anxiety and depression (e.g., Davies, 1991; Silverman, Baker, Cait, & Boerner, 2003). However, bereaved children are often treated as the invisible grievers. Children of all ages react to loss of a loved one, but 3-5 year olds may react differently due to their developmental capacity. Consequently, interventions for older bereaved children may not be necessarily appropriate and/or effective for young bereaved children at preschool age. The purpose of this paper presentation aims to help school psychologists understand the experiences of young grieving children, as well as the interventions available for preschool-age children who have lost a close family member and their effectiveness in helping young children cope with the death of a loved one based on a systematic review conducted by the presenters. Important interventions components as identified in the systematic review study will be addressed in the presentation.

**SPA0019****Mainland Chinese Adolescents' Resolutions to the Conflicts with Parents****Ge Cao, Hong Kong Baptist University**

According to social domain theory, when adolescents reason a certain conflict issue into personal domain, they will tend to adopt self-assertion to resolve the conflict. This arises from human beings' basic need to develop one's autonomy. However, in previous research, Mainland Chinese teens were reported to resolve conflicts with parents by obeying and compromising. How do teenagers reason the conflicts and how do they develop their autonomy if they tend to be obedient and compromising? The present research aims to address these questions through grounded theory approach. So far, there have been seven parents and eleven adolescents participating in the present study, and the total number of the individual interviews and joint interviews conducted was thirty-three. Through inviting both parents' and teenagers' participation, varied teens' resolutions to conflicts with parents were found, such as communication ("goutong") and negotiation ("tan"), which indicated the role of Mainland Chinese students' autonomy in the phenomenon of adolescent-parent conflict. The rationale of teens' conflict resolutions were also investigated. It was found that teenagers' conflict resolution reflects characteristics of Chinese culture and the contemporary Mainland Chinese social context. Theoretical implications and practical implications can be advanced. Insights will be brought to both researchers and parents about the essentiality of teens' autonomy in Mainland China.

**Contributer/Author:**  
**Vicky C. W. Tam**

**SPA0125****Predictors of Hispanic/Latino Youth Well-Being: The Role of Parent Stress****Lizbeth Ramirez-Thornton, University of Oregon**

Hispanic/Latino students in the USA have one of the lowest high school graduation rates. In fact, a significant academic achievement gap has been established between Hispanic/Latino students and their Caucasian counterparts. Although several factors contribute to this gap, one often understudied contributor is parent stress. Parents who experience high levels of stress spend less time helping their children with schoolwork or engaging in conversations about goals. The present study explored the effect of parent stress on student school performance (as measured by grade point average [GPA]), youth depression and youth risk for alcohol use. Data from a longitudinal study with 240 Hispanic/Latino families were used. Instruments previously validated for a US Latino Sample included measures of parent stress, youth depression, youth risk for alcohol use, and GPA. Correlations and structural equation modeling were used to test our hypothesis regarding the negative impact of parent stress on GPA, youth mental health, and youth alcohol risk. The final model represents findings regarding relationships among important indicators of youth well-being. Results of a maximum likelihood estimation method indicated satisfactory model fit  $\chi^2(3, N = 240) = 2.961, p = .398, TLI = 1.002, CFI = 1.000$ . Implications for school psychologists will be discussed.

**Contributors/Co-Authors:**  
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**Charles Martinez, University of Oregon**



**SPA0026****COPE-Resilience: An Early Years coping based social emotional learning program****Marissa Yi-Hsuan Wu, *University of Melbourne***

Social and emotional development in the early years of life from birth to school age, lays the foundation for later mental health, wellbeing, school readiness and life success. COPE-Resilience (COPE-R) is an early years coping based social emotional learning (SEL) program designed to teach empathy and prosocial skills. Following three years of research and practice, COPE-R was found to enhance children's communication, coping, prosocial and empathic skills. These findings provided preliminary evidence that the COPE-R Program can be effective at increasing social-emotional skills in Australia preschool-aged children. Recently, a large body of research has shown that cultural and environmental factors may influence the outcome of SEL programs. The next phase of the COPE-R research is to trial COPE-R cross-culturally and explore how culture, age, problem behaviors, and the quality of implementation impact the effectiveness of the program. This presentation will focus on the utility of SEL within the preschool curriculum in Taiwan and Australia, examining the key competencies of SEL, and sharing the past and present findings of the COPE-R project. We hope to draw attention to the importance of early years learning, and how it sets young children up for flourishing in their school years. Keywords: Social Emotional Learning, Early Years, Coping and Resilience

**Contributors/Co-Authors:****Vicki L. McKenzie, *University of Melbourne*****Erica Frydenberg, *University of Melbourne*****SPA0132****The effects of the Second Step SEL Program for Japanese Children****Kazumi Maeshiro, *Shirayuri University***

Recently, longitudinal data analysis carried out in 9 OECD countries confirms national research which suggests that social and emotional skills can help individuals improve their education, labor market and social outcomes (OECD, 2015). The Second Step SEL program is a classroom-based social skills curriculum for pre-school through the junior year of high school, with a distinct curriculum for each grade. The program builds on cognitive behavioral intervention models and consists of interactive lessons that relate to problem-solving and emotional management (CFC, 2018). The curriculum is intended to help students develop empathic behaviors and improve their skills in communication, social problem-solving, and critical thinking. Committee for children Japan (CFCJ), gets the license from CFC, started activities since 2001. Currently it is practiced in more than 300 nursery schools, kindergartens, elementary schools, child care facilities and so on. In this study, we introduce practical examples of the Second Step SEL program for Japanese students (Mean age=16.58). Second Step SEL Program group (SSG: N=11) and Control group (CG:N=28) answered Self-esteem scale (Rosenberg, 1965) and Mood inventory (Sakano et al., 1994) pre/post program. As a result, Self-esteem Mean score of post SSG higher than pre SSG [ $F(1,33) = 3.97, p = .05, \eta^2 = .06$ ].



**SPA0256****Improving coping skills and promoting social and emotional competence in preschoolers****Dominique Pang, *University of Melbourne***

Developing children's ability to manage or cope with difficult situations and problems at a young age prepares them for future challenges, and enables them to experience greater success in life. Positive social interactions and self-regulation of emotions are key competencies in helping a child cope effectively. This research investigated the change in coping strategies that preschool children demonstrate in challenging situations (four to five years old), and in behaviours that reflect social emotional competence, after participating in a five-week teacher-led COPE-R program. The program focuses on developing empathy and prosocial skills in preschoolers, and outcomes were evaluated based on the development of social and emotional competencies, measured by parents' and teachers' rating scales. In addition, the development of coping skills was evaluated based on the preschoolers' personal responses to age-appropriate challenging situations through a semi-structured interview, and by parents' and teachers' rating scales. The results provide support for the benefits of an early childhood program, which promotes development in preschoolers' social emotional competence and their repertoire of coping strategies when faced with challenging situations. Therefore, the importance of providing more early childhood programs with targeted emphasis on various aspects of social, emotional and coping skills to young children is highlighted.

**SPA0156****A Global Perspective on Promotion and Prevention Efforts in Children's Mental Health****Robyn S. Hess, *University of Northern Colorado***

This presentation reviews the important role of prevention efforts in addressing children's mental health needs across the world. A comprehensive review of international research supports the effectiveness of school-based prevention efforts in improving many different types of outcomes (e.g., academic learning, mental health). The use of a common framework could help with organizing and sharing those outcomes so practitioners in other countries may adapt these programs for their own needs. The basic competencies outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) may serve as a guiding framework as it encompasses many of the desired outcomes in prevention programming: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Examples of programming from low, middle, and high income countries that align with these competencies will be reviewed to demonstrate how these programs can be adapted to diverse settings. To be effective, interventions must have sociocultural relevance and sensitivity. Therefore, guidelines for culturally adapting programs for unique subpopulations will be reviewed. Presentation attendees will develop a better understanding of the research supporting social emotional programming, the types of programs that have been delivered across settings, and strategies for adapting such programs for their own contexts..

**PPA0164****The Effect of Social and Emotional Learning on the Emotional Intelligence of Japanese Junior High School Students****Sayuri Kotaka, *Hosei University***

In the present study, class-wide social and emotional learning (SEL) was conducted three times at a junior high school, to examine its effects on the emotional intelligence of the students. The participants in the study were four classes of 8th graders (68 boys, 61 girls). Data was collected from 116 students before and after implementation of social and emotional learning. Analysis of the data suggested that emotional intelligence was not correlated with sex or grade. Comparisons of the students' emotional intelligence levels indicated that low-scoring groups showed higher emotional intelligence after implementation. In contrast, the high-scoring group saw a decline. Students in the initially low-scoring group developed the confidence to cope with emotional ambiguity, whereas the high-scoring group students became more careful about dealing with emotional events. The students in the intermediate-level group mostly saw changes in the positive direction. Authors therefore conclude that the practice in this study was, overall, effective in raising students' emotional intelligence.

**SPA0261****Raising Awareness and Reducing Stigma: Youth Mental Health First Aid****Catherine Ann Perkins, *Georgia State University***

Mental illness is common across the lifespan and documented in most countries around the world. According to the WHO, 10-20% of children and adolescents experience mental disorders and half of all mental illnesses begin by the age of 14 years, with three-quarters by the mid-20s. School psychologists are trained to provide both direct and indirect services to youth in distress. Additionally, they are uniquely positioned to educate school personnel, parents, and community members on the warning signs of mental illness in youth. Youth Mental Health First Aid (YMHFA) is an 8-hour training adopted by SAMHSA and presented in multiple settings across the United States. Originating in Australia, the effectiveness of YMHFA has been tested in different contexts, all of which showed pre-post differences in reducing stigma, increasing knowledge, and increasing first-aid actions on the part of participants when encountering a young person experiencing a mental health challenge. Participants in this session will be presented with an overview of YMHFA including information about participant acceptability. Best-practices for YMHFA will include: Identifying risk factors, assessing for risk of suicide or harm, listening non-judgmentally, giving reassurance and information, encouraging appropriate professional help, and encouraging self-help and other support strategies.

**Contributors/Co-Authors:**

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## SPA0007

**Developing Higher-Order Reading Skills in  
Mainstream Elementary Schools : A Metacognitive  
and Universal Approach**

**Taryn Margaret Moir, *The British Psychological Society*  
James Boyle, *University of Strathclyde***

Potential candidate reading comprehension interventions were evaluated on the basis of effect size of outcome, feasibility and acceptability, and (to ensure inclusivity within a diverse community) universality. This identified a promising methodology yet to be evaluated in the UK in a controlled study. Following a pilot study, a mixed-model quasi-experimental study was carried out with condition (intervention versus control group) and reading comprehension ability (higher versus average versus lower tertiles) as between-group independent variables and time-point (pre- versus post-intervention) as a within-subject independent variable. Seventy-four pupils (aged 9-10) in four elementary schools were recruited as participants. Comparison of pre and post reading comprehension scores showed a statistically significant intervention effect (Cohen's  $d = 0.81$ ) over an 8 week period. Participants in the higher, average and lower tertiles of pre-intervention reading comprehension scores all benefited equally, indicative of a 'universal' intervention. Secondary quantitative and qualitative data confirm that the approach is easy to implement, feasible and acceptable to school staff and has a positive impact upon children's reading habits and resilience levels. Furthermore, this work highlights the impact that Educational Psychologists can have on training professionals to become more effective practitioners and schools to become more effective learning environments.

## SPA0092

**Using Brief Experimental Analysis to improve  
Reading Fluency of Struggling Readers**

**Seok Hui Teo. *National Institute of Education Ministry  
of Education (Singapore)***

The objective of this study is to apply Brief Experimental Analysis (BEA) to improve reading fluency in struggling readers, who failed to make adequate progress despite receiving quality, targeted literacy interventions at Tier 1 and Tier 2. BEA is a strategy to identify the most efficient, effective, intensive and customized intervention for individual student. This study uses a multi-element with reversal single case research design. The participants in this study are three Primary Five students from a local primary school who continue to struggle with reading accuracy and fluency despite receiving class wide peer tutoring intervention (Tier 1) and small group reading intervention for one semester (Tier 2). Passages from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) NEXT Oral Reading Fluency (DORF) were used as instructional material in this study. The number of correct words read per minute (CWRPM) was the dependent variable while the independent variables were the different literacy intervention conditions. Different experimental conditions such as reward, repeated reading, listening passage preview, keyword with error correction were tested successively to identify the most effective intervention. The most effective intervention was then implemented for five to six sessions during the extended analysis phase. Each session lasted approximately 15 to 20 minutes. The findings from this study provided preliminary support for applying BEA to improve reading fluency in struggling readers as the number of correct words read per minute increased for all three participants. Combining methodological rigors of research in an applied setting with a problem solving approach customized for individual student, BEA is a useful evaluation and intervention tool in today's tiered system of school service delivery.

**SPA0363****Introducing UDL guidelines into the Japanese Educational Setting**

**Keiko Notomi, *University of Teacher Education Fukuoka***  
**Hisako Nishiyama, *University of Teacher Education Fukuoka***

UDL is a framework for raising students to expert learners advocated by CAST of the US, and in recent years interest in introducing it in Japan has been rising. The author has taught teachers who are both graduate students and in service teachers and has verified the effect of class practice and consultation using UDL guidelines. Report is on the process and effect of guidance for one in-service teacher out of four who did guidance and practice. In the first year, each graduate student was helped reflect on their lessons using the guideline, assessing the public school students' strengths and weaknesses, making lessons, and examining the effect of trial practice. In the second year, we conducted consultations mainly on young teachers in more classes. Reflection and effectiveness verification in a small number of classes gave confidence to the graduate student and we were able to make consultation for the second year. The author will further describe points that were devised by the introduction in Japan when the educational practices are different.

**SPA0041****Evidence-based practice in counselling: are school psychologists using what works?**

**Andrew Harrison Stephens,**  
***New South Wales Department of Education***  
**Denise Hardingham,**  
***New South Wales Department of Education***

Mental ill-health in children is a serious issue. Fortunately, there is a substantial body of research demonstrating the efficacy of various psychotherapies for the treatment of common childhood disorders, including anxiety and depression. These therapies are generally safe, non-invasive, inexpensive, and accessible, making them ideal for addressing the needs of children in school. Despite the existence of evidence-based treatments, research into the practice of psychologists suggests many are not implementing them with fidelity. Recent findings indicate practitioners are tending towards an 'eclectic approach' - combining multiple, evidence-based therapies to treat their clients. This could be problematic. There is a tacit assumption that, if multiple evidence-based therapies are combined, the product is also an evidence-based treatment. But a simple, conceptual analysis refutes this idea. This paper will show that, logically, combining multiple efficacious treatments does not guarantee an efficacious product. Rather, the result is a qualitatively different approach which may or may not be effective. This argument will be expanded, and the implications for school psychologists explored. It is hoped that it will encourage attendees to reflect on their own practice, approaches and attitudes towards therapeutic eclecticism.

**SPA0352**

How effective is the teacher training on School guidance and counseling in Japan?

**Akane Yamasaki, *Hiroshima University***  
**Shinji Kurihara, *Hiroshima University***

Japanese teachers struggle because they cannot manage and provide guidance to students who have a lot of needs and display difficult behavior such as bullying, school refusal and school violence. Some of the teachers feel ineffective and experience burnout. Research showed that teacher's efficacy reduces stress and risk of burnout. But in Japan, only few studies have focused on teacher's efficacy at student guidance and got down to specifics. This study investigated what the factor of efficacy is to student guidance and of philosophy of student guidance, and how the efficacy and philosophy related to teachers' mental health. The authors trained up teachers on school guidance counseling for 3 years in Ishinomaki city. The authors finally found that when teachers got new knowledge and skills in school guidance and counseling (SGC), they changed philosophy and efficacy of SGC, and they could understand how to manage and provide guidance to their students. These changes reduced teachers' stress on doing SGC, and proved effective for teachers' mental health.

**SPA0360**

Consultation in Early Childhood

**Sarah E. Birch, *St. Joseph's College***

Many preschool students with social emotional or behavior concerns fail to gain the pre-academic or social emotional abilities necessary for latter success (Gilliam, 2005). A promising tool to support social emotional growth in preschool students and to provide training and assistance to early childhood teachers is consultation. Consultation is an indirect practice where a consultant provides support and guidance to an individual who in turn works directly with a student. This presentation will present the results of a content analysis exploring the use of consultation in a preschool settings. Themes reflected within this research domain include types of problems addressed using consultation, the background of students who participate in such interventions, the type of consultation model (i.e. Behavioral, Mental Health) used by early childhood professionals, the roles and relationships of consultants and consultees within each model of consultation and the efficacy of such interventions for teachers, programs and students. Participants will gain knowledge in (a) the specific models of consultation used in early childhood settings, (b) key issues and questions in developing effective consultation interventions for an heterogeneous population of young learners, and(c)gaps in the literature regarding the development and use of consultation based interventions for this population

**WSA0304****Preventative Restorative Justice in Schools: Shaping a Restorative Classroom Culture**

**Samuel Song, *University of Nevada, Las Vegas***  
**Hiroko Mullner, *University of Nevada, Las Vegas***

Restorative justice (RJ) is best known as a reactive intervention for student discipline. Preventative RJ interventions however may be more important for influencing school culture for all children, but unfortunately there is a lack of them (Song & Swearer, 2016). This workshop addresses this need and will (1) provide descriptions of the interface between preventative RJ and the classroom; and, the ways in which these might promote or inhibit a restorative culture. (2) Next, we will describe a data-based problem solving strategy that can be used to strengthen the classroom restorative culture and case study examples (adapted from extant evidence-based models, i.e., Doll & Brehm, 2010; Kratochwill, 2010). Forms and examples of these procedures will be provided. (3) Part three of the workshop will describe how to tailor this intervention to other school contexts.

After this workshop, participants will be able to (1) critically analyze their own classroom restorative culture; and (2) use a collaborative, data-based decision-making procedure to engage teachers, students, and families in strengthening restorative intervention practices.

**Contributor/Co-Author:**  
**Jared Lau**

**RTA0111****Agency as a Protective Factor in Reducing Aggressive Behavior**

**Ronda A. Goodale,**  
***University of Massachusetts Boston* - *William James College***

Students in schools from pre-school to high school are increasingly presenting with a range of mental health issues which can be expressed in aggressive behaviors or self-destructive behaviors. The increasingly hostile behaviors in school or out of school such as social media networks points to a crucial need in schools to create a net of mental health services that can provide critical preventive services. When students feel capable, have a sense of agency, have positive social relationships, and are actively involved in helping, contributing, they are less likely to act out aggressively and/or in a self-destructive way. Under-represented populations are vulnerable to being isolated. These might include students with disabilities, minorities, or students who have limited social skills. Effective preventive interventions often include social groups, competency building activities as well as avenues in schools where students can contribute by helping younger peers, or in volunteer activities in their school or community. By building a sense of agency, the school community becomes a more positive environment for social interactions.

The focus of this roundtable discussion will be to examine preventive models that have been successful in building more resiliency and agency in identified students.

## WSA0367

### Dialectical Behaviour Therapy Skills in Schools

**Emma Sue San,**  
*New South Wales Department of Education*

In this workshop, participants will learn about the school based social and emotional learning program, DBT Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A) developed by Mazza et al (2016) which has adapted Dialectical Behaviour Therapy (DBT) skills specifically to be taught in schools by teachers to a universal student body.

Participants will learn:

- Principles and practical applications of the four key modules of DBT including Distress Tolerance, Emotional Regulation, Interpersonal Effectiveness and Mindfulness.
- The importance of social and emotional programs to be teacher instructed and implemented universally across the student population, to support the de-stigmatisation of mental health issues and a common language of wellbeing throughout a school community.
- Logistical and practical program recommendations for implementation, group selection, program format and measurement scales.

This workshop will reference knowledge gained from a 2017 Premier's Anika Foundation Youth Depression Awareness Scholarship in which the presenter visited NZ, USA, Ireland and England to meet with school communities and psychological leaders such as James and Lizz Mazza and Alec Miller to observe how DBT skills are currently being implemented in schools.

Demonstrations, handouts and resources will be given to participants.

## WSA0061

### Protective Skills that Promote Resilience: Social - Emotional Learning with Young Children

**Tonje Mari Molyneux, Committee for Children**

**Workshop Summary:** In this interactive workshop, participants will learn the benefits of teaching young children social-emotional, self-regulation, and self-protection skills, and explore strategies for helping children develop these skills.

**Skills and Knowledge Covered:** Participants will learn how social-emotional, self-regulation, and self-protection skills act as protective factors and help promote resilience. They will learn about effective strategies for developing these skills in children. They will experience these strategies through exploration of the Second Step program for young children, which covers topics such as executive function, self-regulation, empathy, emotion management, friendship skills, problem solving, and personal safety. Participants will also consider ways they can engage families in their children's social-emotional development to help strengthen the family as a whole.

### Expected Learning Outcomes

Participants will:

- understand the benefits of teaching young children social-emotional, self-regulation, and self-protection skills as elucidated in the research
- learn innovative and engaging strategies to develop these skills in young children through exploration of and experience with the Second Step program
- consider ways to engage families in their children's social-emotional skill development to strengthen the family unit



## SYA0257-2

### Fostering Wellness Constructs to Promote Resilience in Children and Adolescents

**R. Brett Nelson,**  
*California State University-San Bernardino*  
**Naoko Shimada, Risho University**

Wellness constructs, specifically those included in the Child and Adolescent Wellness Scale (CAWS; Copeland, Nelson, & Bardos, 2017) have been shown to relate to, and predict, a host of positive mental health outcomes, including Life Satisfaction, Achievement, Engagement, Positive School Orientation, and Pro-social Behaviors. It is the purpose of this seminar to highlight activities and curriculum that foster well-being in youth.

## SYA0377

### Current international issues on social emotional learning

**Terence Bowles, University of Melbourne**  
**Shane Jimerson,**  
*University of California, Santa Barbara*  
**Vitor Alexandre Coelho, Académico de Torres Vedras**  
**Coosje Griffiths, Western Australian Education Dept**  
**Michaël von Bönninghausen,**  
*Tilburg University and Transfysiko*

#### Abstract:

The papers in this symposium investigate a range of questions relevant to Social and Emotional learning (SEL) and practice in schools today. One papers from Europe and three papers from Australia begin with a focus on the centrality of emotions within time dimensions as motivators. One paper focuses on the evaluation of SEL programs in Europe with promising results. The remaining two papers, from Australia, focus on the process of selection of SEL programs and the experience of working abroad to facilitate change in small rural communities. This symposium illustrates the breadth of research and interest in SEL. Together these four papers represent an opportunity to prompt discussion and build research towards improvement in implementation practices in the delivery of SEL programs worldwide.

#### Symposium Paper 1

Title: Promoting school success in the transition from elementary to middle school: Searching for the most effective solutions.

Author: Vitor Alexandre Coelho

This study compares the separate and combined impact of two programs (a Social and Emotional Learning program and a school adjustment program) upon self-esteem and several dimensions of self-concept.

The programs were applied in the year before and after the transition from elementary to middle school. The participants in this study were 873 4th grade students (Mage = 9.42; 52% boys), of which 226 composed the

control group. Some students (n=193) participated in both weekly programs during 4th grade (one after the other), while others just participated either in the Social and Emotional Learning (SEL) program (n=234) or the school adjustment program (n=219). The SEL program was composed by 13 sessions and the school adjustment program by 15 sessions (with five additional sessions in 5th grade). Assessment was carried out in four moments during 4th and 5th grade. Multilevel analysis were conducted and results showed different positive results, with the combined application and the SEL program producing more positive impacts in social self-concept and self-esteem than the school adjustment program. However, the school adjustment program also annulled the decrease that is usually registered during these transitions. These results highlight the importance of supporting middle school transitions.

### **Symposium Paper 2**

Title: Understanding the 'E' in SEL: Adolescent Emotions and Time Orientation as Motivating Factors.

Author: Terence V Bowles

This research investigated the structure of an adolescent positive and negative affect scale (PANAS-T (Time Oriented)) that differed in definition and structure from other scales by introducing three-time dimensions to the affects: past, present and future. Starting with a circumplex definition of 28 affects a positive and a negative scale was established with the same affects associated with each time dimension. Findings shows that a high proportion of 64% of items were consistently loading on each time dimension and that there was a very strong correlation between the long and previously used, short versions of the scale. The findings also showed that consideration of the affects not included in the final scales provide interesting insights into the affects familiar to adolescents. Consideration of the correlations of the PANAS factors showed that some key assumptions about the association of affects from the past with the future are not strong. A cluster procedure of the short and long versions of the positive and negative scales by three-time dimensions showed that the PANAS-T function similarly and both conform to the pattern of profiles from previous research. The results are pertinent to researchers and therapists by informing

key assumptions about affect and time and showing the centrality of affects as motivators for adolescents.

### **Symposium Paper 3**

Title: Transforming students' lives though social and emotional learning (SEL) programs and strategies

Author: Coosje Griffiths

The role of SEL programs and strategies in transforming students' lives will be explored including ways to improve student wellbeing and peer relationships and address bullying and conflict in schools.

The role of school psychologists in supporting the school leadership in ways to teach and model values that permeate a school community will be explored. Ways to enhance peer relationships and a sense of belonging, as well as values such as mindfulness, kindness, tolerance, forgiveness and gratitude will be included.

A decision-making framework for schools to choose and implement effective SEL programs and strategies through a step by step process involving: assessing the SEL program/ strategy - theory, evidence and application; considering existing school programs and vision - underpinning values, suitability, feasibility and fidelity; and monitoring and measuring success - adjustments, teacher support and sustainability.

This presentation will provide current research and evidence to practice examples of what does and does not work in improving students' sense of wellbeing, connectedness to others and learning outcomes. This presentation promises to be stimulating and provide food for thought on the role of school psychologists as change agents in schools to improve the lives of students.

### **Symposium Paper 4**

Title: Applying the principals of SEL to the recovery and intervention for a school community post the Nepal earthquake.

Author: Camillia Acosta

In 2015, Nepal suffered a devastating earthquake that significantly impacted the population. Observations will be drawn from psychological practice conducted across eight weeks within a school setting that offered free education to disadvantaged children. Key intervention strategies and observed associated

outcomes will be discussed. This mainly includes the planning and execution of a school community event day called 'Unity Day'; which promoted collaboration, communication, team work and positive mental health across the school community. The intervention of 'Unity Day' demonstrates the importance of collaboration and unification within a school during the recovery process post an earthquake. Main conclusions support the importance of capacity building, community empowerment and informal mental well-being initiatives when practising as a psychologist in developing countries such as Nepal. Furthermore, observations will be drawn regarding key aspects of how to integrate as a psychologist within such communities where psychological practice is uncommon, taboo and misunderstood. Observations of limitations related to working within such a context will also be discussed.

#### **Symposium Paper 5**

Title: Using Social Emotional Learning to increase the efficacy of teachers in conducting dialogues about controversial topics in school.

Author: Michaël von Bönninghausen

In the context of the growing super diversity in many schools especially in the metropolises of Amsterdam and Rotterdam teachers find it increasingly difficult to talk about controversial topics in school like sexuality, diversity of culture and religions, discrimination and tolerance and equality and emancipation. Often talking about controversial topics ends up in polarized discussions and controversies in school.

The aim of the research project is to increase the efficacy of teachers in the context of a whole school approach to talk about controversial topics with the pupils and their parents in the classroom and in school. The framework of SEL makes it possible to understand the dynamics of polarized discussions and to develop a training program for teachers and school teams to increase their efficacy to conduct constructive dialogues about controversial topics in school.

The research project is in its preparatory phase. The consortium consists of 2 practical Universities of Education in Amsterdam and Rotterdam, the department of developmental psychology from the

symposia or AGM or symposia. It is: "Evolution of Social Emotional Learning in Latvia in National and European context". It has already been submitted by Dr Baiba Martinsone.

**Contributor/Co-Author:**

**Camillia Acosta, *The University of Melbourne***

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Please note that there is an accompanying SEL Symposia that we would like to link with follow out

## SPA0034

### Sustaining the well being of whole school interventions

**Vicki Lorraine McKenzie, *University of Melbourne***

Preventative work in schools typically involves programs designed to equip students with the skills in coping and resilience that will prepare them to establish healthy life styles and successful futures. These programs are encouraged as schools respond to growing community concern about increases in mental health disorders in the general community and young people in particular. This paper compares the findings of three studies related to this issue. The first study addresses training teaching staff in a Positive Behavioral Support Framework, with results demonstrating what elements impacted the translation of learning into teaching practice. The second study evaluated the use of booster teacher training sessions designed to ensure that the framework adopted by the school could be maintained by teachers across time. The third study describes the reported outcomes of a positive psychology program for young people who were one year beyond school. A qualitative analysis was completed on reflections from 21 graduates of a Positive Education program, on how the participants were able to use the skills that had been presented at school in the year that followed, and what hindered and enhanced this sustained usage. Concluding comments draw on key lessons from the results of these studies on elements of school programs that provide impactful and ongoing benefits.

## SPA0152

### Adolescent Perceptions of School Discipline and the Implications for Diverse Learners

**Patrice Michelle Leverett, *University of Wisconsin - Madison***

African American students comprise a disproportionate number of discipline referrals across school levels in the United States; these referrals peak during adolescence. The correlation between referrals, dropout rates, and ultimately incarceration rates has led to the development of the term "School to Prison Pipeline". To address these gaps, some schools have adopted a Positive Behavior Support (PBS) framework to select interventions across three tiers: universal, targeted, and individualized interventions. However, the gaps in behavioral outcomes remain. Despite the existence of several hypotheses about the causes, there is a dearth of research on students' perceptions of the gaps. Fewer studies explore the acceptability of intervention options among African American males. This exploratory study uses Grounded Theory methodology to examine African-American, adolescent males' perceptions of behavior interventions in schools. Students participated in interviews to identify both the feasibility and likelihood of acceptance by adolescent males from the African American community. Students identified the ways student-teacher relationships impact or mediate school culture, academic achievement, and trustworthiness. These findings have potential implications for fostering better student teacher relationships, informing inclusive practices in the classroom and closing the student achievement gaps for African American males. Ideas for future implications are discussed.

**SPA0292**

**The recursive dynamic between teacher-student relationships and Positive Behavioral Interventions & Supports (PBIS): Effects on positive student behavior**

**Barbara Meyers, *Georgia State University***

**Catherine Perkins, *Georgia State University***

**Joel Meyers, *Georgia State University***

While researchers have long reported that the quality of teacher-student relationships (TSRs) relationships can have significant, short and long-term effects on student academic and behavioral outcomes (e.g., Roorda et al., 2017), TSRs have not been investigated in conjunction with Positive Behavioral Interventions & Supports (PBIS). Data will be presented from focus group interviews with PBIS teams and mental health professionals (N = 174) from three high-need, low-resource school districts in the Southeastern United States. Interviews were conducted to understand how participants perceived barriers and facilitators to supporting positive student behavior in schools. Inductive/deductive coding of the data revealed that 23 out of the 24 teams mentioned the role of TSRs in effectively supporting positive student behavior. Results yielded three major themes: 1) positive TSRs facilitate desirable student behavior; 2) negative student behavior is often due to a lack of positive TSR; 3) PBIS has potential positive effects on TSR quality. Presenters will highlight, validate and problematize these findings through the lens of non-PBIS team educators who implement PBIS but do not set school policies. Implications will be discussed for how schools can engage all stakeholders to effectively support positive student behavior through the recursive dynamic between TSR-related interventions and PBIS.

**Contributors/Co-authors:**

**Kris Varjas, *Georgia State University***

**Kate McPhee, *Georgia State University***

**SPA0045**

**The Prenatal Effects of the Christchurch Earthquake on Executive Function at Five Years of Age**

**Erin Mary Dobson, *Massey University***

Prenatal exposure to natural disasters such as storms, hurricanes, and earthquakes results in increased behavior problems (King et al., 2012; Walder et al., 2014; Weinstock, 2008), learning difficulties (Fuller, 2014), and lower cognitive and language processing (King & Laplante, 2005; Laplante et al., 2007). However, little is known about the long-term effects of earthquakes on vulnerable populations, such as unborn babies.

We investigated the neurodevelopment, specifically the executive function (EF) abilities, of children (N=48) five years after prenatal exposure to a major earthquake in Christchurch, New Zealand. Maternal-report data were collected via two questionnaires: Behavior Rating Inventory of Executive Function Second Edition (BRIEF-2), and a study-designed questionnaire of demographic and maternal experience information.

Prenatal exposure to the Christchurch earthquake was associated with lower levels of emotional control and emotional regulation compared to both control children (N=13) and the BRIEF-2 standardized average, with earthquake exposure during the third trimester associated with the most significant differences in emotional control and regulation. Christchurch boys also exhibited more problematic inhibitory behavior. This study illustrates the potential long-term developmental effects of natural disasters and provides important information for strategic planning by communities and governments when preparing for and responding to earthquakes and other natural disasters.

**SPA0209****School mental health six years after the Great East Japan Earthquake**

**Yasuhiro Ujiie, *Sendai Shirayuri Women's College***  
**Yukinori Moriya, *Tohoku Bunka Gakuen University***

**Objectives:** There is still an enormous demand for mental health support in schools even six years after the Great East Japan Earthquake. The objectives of this study are to clarify the mental health care needs of people many years after the great earthquake and Tsunami and the important actions that need to be implemented when responding to a natural disaster. **Methods:** Twenty-five junior high school teachers provided mental health care to students after the earthquake. They completed a questionnaire after they received training on knowledge and techniques related to mental health care. The questionnaire included items asking them the number of students with PTSD that they observed in their schools and effective care methods by teachers commonly found in school settings. **Results:** When questioned about the quality of the training, 24 out of 25 respondents selected "most satisfactory" from five choices, indicating that the need existed for continued mental health care knowledge and technique training. Results showed that if a natural disaster were to occur, participants most desired "information concerning what type of disaster it was" and expressed a "need to communicate with others about what specific situations and states they were in" during the disaster.

**SPA0264****Crisis intervention for children with neurodevelopmental disorders exposed to an earthquake**

**Gabriel Perea, *Universidad Panamericana***

Children with neurodevelopmental disorders are considered a vulnerable population and perhaps even more so after an environmental disaster. **Objective:** To implement an intervention after an earthquake with a pediatric population. **Method:** Thirty-six children with neurodevelopmental disorders, aged [ $x = 10.56$ ,  $SD = 2.41$ ] years, and gender (male= 69%) participated. The intervention took place after the earthquake of September 19, 2017 in Mexico City. First a semi-structured interview was conducted with each participant to explore their ideas, feelings, emotions, and perceptions about the earthquake and its consequences. Concurrently, their parents completed a questionnaire based on the DSM-5 criteria for Acute Stress Disorder. Afterward, the Mexican adaptation of the book *The day the earth moved* was read to the children. Then, participants were asked to make a drawing entitled *My earthquake*, to be followed by a game that used elements of the read story. **Results:** None of the parents reported significant acute stress symptoms. The participants reported an adequate emotional regulation and higher than expected coping skills, which was consistent with what others have reported in the literature. Six common elements were identified in the drawings of the participants, which will be discussed in the context of children's responses to crisis. **Keywords:** Intervention, neurodevelopmental disorders, earthquake, acute stress.

## SPA0043

### Understanding School Engagement in Filipino High School Students: Academic Consequences and Intervention Model

**Carmelo Callueng, *Rowan University***

Student engagement has been identified as one of the reform agenda in Philippine educational system that is intended to address low achievement and high dropout rate particularly in high school students. This study examined the influences of student engagement on academic achievement and behaviors in Filipino high school students. In addition, a culturally appropriate intervention model is designed to enhance student engagement. Participants were 505 8th and 9th grade students from the National Capital Region in the Philippines. They completed a survey questionnaire and the Filipino adaptation of the Student Engagement Instrument (Appleton, Christenson, Kim, & Reschly, 2006). Data were subjected to multivariate statistical procedures to examine factorial structure of student engagement and its associations with academic achievement and behaviors. Primary results indicated that school engagement in Filipino students is a multi-factorial construct consisting of cognitive and psychological domains. Among the domains of engagement, those that relate to teacher, family and peer support had positive consequences on academic achievement and behaviors (e.g., attendance). Implications relate to designing a culturally appropriate and relationship-based intervention/prevention program.

**Contributor/Co-Author:**

**Marilou Francisco, *Saint Joseph's College***

## SPA0044

### Early Academic Screeners Predicting Long Term School Success of Children from Diverse Population

**Carmelo Callueng, *Rowan University***

Accountability for students' academic success continues to be a mainstay within the legislation governing the educational system in the United States. The purpose of this study is to evaluate an assessment model for early academic competencies, including assessment tools that will be valid and reliable for all children. Longitudinal data for the study came from a diverse sample of approximately 300 children enrolled in a rural Midwestern public school in the United States. These children were initially assessed at kindergarten and follow up assessments of their academic skills were conducted at first, second, and third grades using normative standardized screeners, computer-adaptive tests, curriculum-based measurement, and high stakes assessment. Key findings indicated that use of multiple academic measures administered at kindergarten can collectively contribute a significant variance in reading and math achievement of children in early grades, including high stakes assessment at third grade. In addition, the impact of demographic factors on academic achievement tend to diminish as grade increases. Findings have significant implications on designing an early assessment model within school district and providing early intervention to address academic needs of students identified through early screening.

**Contributor/Co-Author:**

**Tammi Ohmstede, *University of Nebraska Kearney***



## SPA0069

### Promoting School Connectedness – the Singapore Story

**Dennis M.Y Kom, *Ministry of Education, Singapore***

School Connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals (U.S. Centre for Disease Control & Prevention, 2009). It is fundamental to student well-being and their sense of safety as well as a key contributor to a conducive learning environment. Factors that can contribute to school connectedness include supportive adults, having a positive peer group, being committed to education, and caring for school environment. This presentation shares the experiences of Singapore schools in their efforts to strengthen school connectedness by promoting a safe and supportive culture in our schools, building a strong peer support network, enhancing students' future readiness and confidence via systematic educational and career guidance efforts, as well as efforts to build students' resilience. The sharing will also describe the systemic support provided to schools by the Singapore's Ministry of Education to create a sustaining environment and facilitate schools' efforts. Some observations and effects of this nationwide effort in promoting school connectedness will also be shared.

**Contributor/Co-Author:**

**Marilou Francisco**

## SPA0124

### Towards a practical ISPA School Psych Skills Model

**Marieke C Van Dam, *RINO Amsterdam***  
**Helen Bakker, *RINO Amsterdam***

Over many years Peter Farrell and colleagues have developed and formulated training goals and standards that have proven very useful for the design (and accreditation) of school psychology training programs. More recently, since the ISPA conference in 2016 in Amsterdam, the Can Meds model was introduced as a way to structure the varied skills and competencies that we want our school psychology trainees to acquire in our training programs. Using this model we distinguish 7 professional roles (competency areas): Expert Communicator Collaborator Scholar Mental health Advocate Organizer Professional. Our colleagues of the Flemish School Psychology Association have taken this work even further. In collaboration with them, we have already started preparing a workshop for the 2019 ISPA conference in Basel, Switzerland. At the upcoming 2018 ISPA conference in Tokyo, I would be happy to present our cutting edge process, to walk through the ISPA School Psych Skills model and to discuss its usefulness for School Psychology training programs.

## SPA0273

Re-discovering the psychologist within, in moving from public to private practice, a discussion

**Sandra Joy, Groves, *APACS Australia***

In Australia, the majority of educational psychologists work in government schools, and many are qualified as both teachers and psychologists, and remain practicing in schools for their whole career. This discussion looks at the history of educational psychology in Australia and discusses other career options post working in schools. The author will discuss her transition from teacher to school psychologist to psychologist running a successful private practice, with implications for all school psychologists considering a career post-school psychology, utilising the skills developed during their school psychology practice. The author will discuss the development of the private practice and options to be explored, which include further study, attendance at conferences and giving presentations, participating in relevant committees, promotion of the practice, further development of under-utilised skills, networking with other psychologists and other health practitioners, administration and developing resources. Further comments on self-care and stress management, and rewarding yourself as a sole practitioner.

## SPA0293

Building Resilience with Native American/Indigenous School Psychologists and Youth

**Carol Robinson-Zañartu, *San Diego State University***

For thousands of years, Indigenous peoples were self-sustaining, using concepts and methods that today would be called green or sustainable science, architecture, agriculture, education, and astronomy. Children were revered; elders respected. All people had a place in their communities. The imposition of U.S. and Canadian government policies of cultural genocide followed by forced assimilation led to profound intergenerational trauma, which left children and communities struggling to regain trust with western institutions such as schools or to find pathways to school success. Today, our understanding of historical and intergenerational trauma, and of trauma-informed interventions is helping heal the soul wounds in schools and communities, and to revitalize the resilience inherent to the Indigenous nations. This presentation will report on one longitudinal project to work with Indigenous graduate students on their own healing and resilience, and to transfer their lessons and processes to their work with local Indigenous youth. Our partnerships with tribal elders and leaders as well with as an indigenous model of resilience has been key to fostering positive outcomes. The models, experiences, and examples of outcomes will be shared.

**SPA0020**

**Teachers Supporting Basic Psychological Needs as an Effective Path Toward Motivation, Achievement, and Happiness**

**John Mark Froiland, *Purdue University***

**Frank C. Worrell, *UC-Berkeley***

**Hyejeong Oh, *Purdue University***

Although positive effects of teacher-student relationships on various student outcomes are identified, relatively little is known about their association with happiness via basic psychological needs, especially among diverse samples. This study examined the extent to which teacher-student relationships are related to happiness, through supporting psychological needs, in African American, Asian American, and Latino subsamples as well as the overall sample ( $N = 1,961$ ). The Structural Equation Model indicated that teacher-student relationships were moderately positively associated with the satisfaction of psychological needs for autonomy, relatedness, and competence. Fulfilling psychological needs, in turn, was moderately positively associated with present happiness. The model for the overall sample fit the data well for African American and Asian samples. However, for Latino students, the model did not fit the data as well on one index. Latino students experienced less psychological need satisfaction with each successive grade level. The results are consistent with previous studies in that meeting students' psychological needs through teachers' or parents' support predicts their motivation and achievement, across diverse students. Research-based interventions promoting psychological need fulfillment of diverse learners are an effective way to enhance happiness as well as motivation, engagement, and achievement.

**SPA0171**

**International Youth Perspectives about Their Supports**

**Amanda Barja Hughes, *CNMI Public School System***

**Bonnie Kaul Nastasi, *Tulane University***

Historical and current global events highlight the plethora of stressors that youth face internationally, making it essential to understand the supports from which children draw. The current paper explores just that. It presents the findings of a cross-cultural analysis about children's structural and functional supports, conducted as part of the first author's dissertation (Borja, 2015). Using the ecomap, a child-drawn representation of the child's social ecology, cross-cultural patterns were derived from over 800 school-aged children from 14 cities in 12 countries (Brazil – Manaus; Estonia – Tallinn; Greece – Athens; India – Mumbai; Italy – Padua; Mexico – Xalapa; Romania – Bucharest; Russia – Samara; Slovak Republic – Košice; Sri Lanka – Negombo; Tanzania – Arusha; and the United States – Boston, Massachusetts; Mayagüez, Puerto Rico; and New Orleans, Louisiana). Considerable diversity was found in the data, but a number of cross-site patterns were identified. For example, youth in this sample described over 50 support themes, most of which related to interpersonal relationships and interactions. The results of the current study build on current research and contribute to Nastasi and colleagues' Promoting Psychological Well-Being Globally project (PPWBG; Nastasi & Borja, 2015), whose international team collected the ecomap data to understand children's well-being worldwide.

## SPA0331

### Prevention and intervention in the class: to open recourses of child

**Zydre Arlauskaitė, Lithuanian psychological association**

By working as a school psychologist, one has a basic aim: to assist the child in the best way and create the best surrounding environment for them. The teacher plays a big role, sometimes even the most important role in creating wellbeing of the child. The teacher can especially do much for children in the sensitive groups at risk. Unfortunately, most teachers' attitude toward "problematic" children (class, family) is very negative. In relation to this, school psychologists can exert a meaningful influence to inspire, motivate and enable teachers.

To successfully effect attitudes and empower teachers, a few key points must be taken into account:

- psychologist must be sensitive to the needs of each particular school (instead of merely pursuing his or her own goals);

- psychological resistance of the teacher will occur as a natural reaction;

- teachers will be enabled for better discipline of the class;

- teachers will learn other tools than punishment and attain psychological statuses other than helplessness or disappointment.

The presentation, which will give more detailed description about the mentioned key points, is based on professional analysis and reflections after long term work with teachers' groups in Lithuania.

## SPA0036

### Group Randomized Evaluation of a Classroom Management Program for Middle School Teachers

**Keith Herman, University of Missouri**  
**Wendy Reinke, University of Missouri**

Classroom management practices have a profound effect on student development. While abundant research has documented the features of effective classroom management practices in elementary schools, few evidence-based training programs exist for middle school teachers. In this group randomized trial, we examined the effects of CHAMPS, a structured program for improving the classroom management skills of middle school teachers. One hundred five classrooms with 1,446 students were randomly assigned to a CHAMPS or to a control, business as usual condition. Measures of key constructs included teacher-ratings of parent and student behaviors, direct observations in the classroom, and a standardized academic achievement test. Three-level hierarchical linear models (HLM) were conducted to examine the overall treatment effects on student behavior and academic outcomes. In addition, multi-level moderation analyses were conducted to examine whether the treatment effects on student outcomes differed by demographic variables and pretest measures of social emotional and disruptive behavior and academics. Findings indicate that CHAMPS improved observed classroom management practices and reduced student disruptive behaviors and concentration problems. Practical significance of the findings and implications for schools and policy makers are discussed.

**Contributor/Co-Author:**  
**Nianbo Dong, University of Missouri**

## SPA0115

Why provocation, in classrooms, can be considered as a constructive attitude?

**Alain Perusset , *University of Neuchâtel***

School is probably the place where personal issues regarding children emerge in their most resounding way. In school classrooms, these issues can also get manifest in very different ways: aggressiveness, inattention, provocation... Without considering these attitudes as necessarily symptomatic of deep troubles, we'll seek to show, during this presentation, how two types of disrespect towards the professor – who represents the school authority – can be differently interpreted and enhanced by psychologists: these two attitudes are insolence (which can be seen negatively) and impertinence (which can be seen positively). To describe these two attitudes and their relevance, we'll employ the theoretical model of the "semiotic square". Indeed, semiotics has at its disposal a lot of methods and models aimed to formalize social phenomena. Therefore, through this case study, what we'll also aim to show is how semiotics, with its models (as it happens with the semiotic square), can help psychologists to refine their observations and interpretations when they have to deal with scholar problematics. More generally, this presentation offers the originality to focus on a discipline – semiotics – which is not often used by psychologists, but that can be very useful for them, as we do think and as we'll try to demonstrate.

## SPA0153

Developmental transformation of the effects of classroom social goal structure on friendship motivation in primary school children and lower secondary school students.

**Takuma Yamamoto, *Waseda University***

Present study clarified the effects of classroom social goal structures on friendship motivations in primary school and lower secondary school. Questionnaires, consisting of Ohtani et al.'s (2016) classroom social goal structure scale and Okada's (2005) friendship motivation scale, were filled up by 657 primary school children (329 boys, 328 girls, fourth grade to sixth grade) and 498 lower secondary school students (261 boys, 237 girls). All participants were living in the Chugoku region of Japan. IBM SPSS Statistics 24 and IBM Amos 24 were used in this study. After correlation analysis, SEM was conducted to test for the effects of classroom social goal structures on friendship motivations. The key finding that "prosocial goal structure" had effects on "introjected regulation" and "external regulation" in primary school children, but not in lower secondary school students, was shown. As an implication from this key finding, it was suggested that prosocial goal in classroom could have negative pressure, kind of peer pressure, in primary school and the pressure would disappear in lower secondary school. This study could contribute to classroom management significantly.

**Contributor/Co-Author:**

**Nianbo Dong, *University of Missouri***

## WSA0028

**The ABC paradigm (cognitive behavioural therapy) as a significant process to address the safety and happiness issues related to bullying at school**

**Hanlie Muliani,**  
*SOA (Parenting and Education Support Consultant)*

This presentation will address the conference topic by describing a process that elicits the desired values from the students in classroom lessons. Such values pertain to the safety and happiness issues related to bullying at school. Bullying is a universal problem and is a significant safety and happiness issue for students. Students have already known that schools are opposed to bullying, yet some students still engage in targeting specific children. Why? Based on the ABC Paradigm (Albert Ellis), teachers are taught how to engage in conversation with students (all levels) on age-appropriate examples pertaining to school life. Teachers are provided with intriguing lesson plans that result in the empowering of the bystanders, who are instrumental in creating a new culture within the classroom. Teachers become facilitators, not moralizers. The process used reveals the core reasons as to why children bully. These reasons are seldom realized by teachers. Michael Thompson ('Best Friends, Worst Enemies') claims three major objectives for effective change in this bullying issues: a) to elicit the dysfunctional thinking, (b) to assist all students to empathize with the victim, (c) to empower the bystanders. This process fulfils these objectives and facilitates 'attitudinal change' resulting in a reduction of bullying incidents.

## WSA0117

**Skilled Relationship Building to Optimize Student Learning**

**Patrick Joseph Carney,**  
*Simcoe Muskoka Catholic District School Board*

School psychologists are frequently called upon to assist educators with program support for students experiencing social-emotional challenges. These challenges may be a result of learning exceptionalities, mental health issues, or traumatic experiences affecting self-regulation. Research shows that teacher-student relationships can be a primary variable for student learning, along with social-emotional learning skills and effective curriculum delivery. However, educators sometimes struggle to maintain high academic expectations while providing compassionate support where there is high emotionality and disruptive behavior.

This workshop will provide participants with a brief overview of research evidence for the essential characteristics of teacher-student relationships that support learning success. It will also provide participants with an experiential learning opportunity to demonstrate how teachers (and psychologists) can effectively support emotionally distraught students "in the moment." Such application of psychological principles from emotion-focused therapy research will provide important tools to augment what school psychologist draw on from other areas such as applied behavior analysis and cognitive behavior therapy.

Outcomes of this workshop include: increased knowledge about the essential characteristics of teacher-student relationships; an experiential understanding of effective validation strategies to calm emotionally distraught students; effective tools to use for school psychology consultation with educators and school administrators.

## WSA0257

### First Steps in Supporting School Psychologists in Implementing SWPBIS

**R. Brett Nelson,**  
*California State University - San Bernardino*

School-Wide Positive Behavioral Interventions and Supports (SWPBIS) have shown to dramatically decrease problem behaviors (Lewis, Powers, Kelk, & Newcomer, 2002; Luiselli, Putman, & Sunderland, 2002). Additionally, implementation of SWPBIS has shown to increase student achievement as well (Angus & Nelson, 2013). It is the purpose of this workshop to provide guidance for school psychologists in collaborating with, and supporting, school-based teams in the beginning steps of implementing SWPBIS.

SWPBIS uses a proactive approach where students are taught expected behaviors. This proactive response includes explicitly defining school expectations and teaching these expectations to the students, as well as monitoring to ensure successful implementation (Sugai & Horner, 2006). SWPBIS focuses on preventing inappropriate behaviors from occurring (Sugai & Horner, 2006). The goal is to create a common language and understanding amongst the staff and students as to what types of behaviors are acceptable on the school campus (Freeman, et al., 2006), as well as a way to address inappropriate behaviors when they occur.

School psychologists, with their focus on systems intervention, student mental health, and data collection, are in a natural position to spearhead interventions at the whole-school level that improve school climate, reduce unnecessary time and effort in disciplining students, create a more positive atmosphere, and positively impact school achievement.

#### **Contributor/Co-Author:**

**Gail Angus, *Collaborative Learning Solutions***

## RTA0169

### Teamwork: Working Together to Collaborate, Advocate, and Lead

**Sally Antoinette Baas, *Concordia University***  
**Odeth Bloemberg, *ESPCT***

The Practice Working Group with the goal of supporting school/educational psychology practitioners around the world to improve healthy development and quality of life for children; and create standards for practice that are contextualized will share their goals to develop standards for practice that are contextualized to country/region; create database of tools, best practices, and experts in specific topics (to serve as consultants); create worldwide definition of practice that can be contextualized. Work group colleagues will discuss inspiring and creating successful teamwork based on professionals clarifying their vision and values and envisioning the future with common purpose while challenging, experimenting, and moving through challenges by promoting competence and trusting relationships while facilitating action and recognizing and appreciating contributions, victories, and accomplishments. The following leadership model will be the focus:

- Model the way by demonstrating beliefs through actions. Clarify the vision, purpose and values that will drive the work.
- Inspire a shared vision by Identifying the common purpose and passion that fuels the work.
- Challenge the process by searching for the opportunities and experimenting.
- Enable others to act by promote and fostering collaboration
- Encourage the heart by recognizing contributions, victories, accomplishments, and showing appreciation.



## SYA0219

### Teacher stress, burnout and related outcomes in Japan, US and Taiwan

**Chi - ching Chuang,**  
*Okinawa Institute of Science and Technology Graduate University*  
**Wendy M Reinke, University of Missouri**  
**Keith C Herman, University of Missouri**

#### Symposium overview:

Teacher stress and burnout negatively affects student well-being at school, but also increases the cost to the educational system. This symposium will present findings on teacher stress and possible outcomes across three countries (Midwest in the US, suburb area in Japan, and urban city in Taiwan).

#### Teacher Burnout and Related Factors and Outcomes in Public Schools in Japan

Presenters: Mayo Fujiki ; Chi-ching (Gigi) Chuang

The purpose of the study is to examine relationships among teacher burnout, teaching efficacy, and classroom students' academic and behavioral problems in Japan. A total of 463 teachers in Japan answered a set of questionnaires both in early and later school year. Classroom management strategies and student behavioral concerns were collected via real-time observation from 35 classrooms. The results of factor analyses confirmed the three-factor structures of the Maslach Burnout Inventory (MBI) and Teacher Sense of Self Efficacy Scale- Short Form (TSSES- Short Form) with both the elementary and junior high samples; however, the factor structures of the students' problem measure differed by the school levels. A direct path between early school year students' problem and later teacher burnout was identified in the elementary sample, while not with the junior high sample. Teacher's self-efficacy in teaching did not serve the role of mediator. The final model also differed by the school levels. No correlation was found between observed and teacher reported variables. Implications and future research concerning teacher burnout are discussed.

#### Empirically Derived Profiles of Teacher Stress, Burnout, Self-efficacy, and Coping and Associated Student Outcomes

Presenters: Wendy M. Reinke; Keith C. Herman, University of Missouri

Understanding how teacher stress, burnout, coping, and self-efficacy are interrelated and how they impact student outcomes such as disruptive behaviors and academic achievement can inform preventive and intervention efforts to support teachers. Participants in this study were 121 teachers and 1,817 students in grades kindergarten to fourth grade from six elementary schools in an urban Midwestern school district. Latent profile analysis was used to determine the number and characteristics of teachers' adjustment in relation to burnout, stress, efficacy, coping, and confidence. These profiles were then linked to student behavioral and academic outcomes. Four profiles of teacher adjustment were identified. Three classes were characterized by high levels of stress and were distinguished by variations in coping and burnout ranging from (a) high coping/low burnout, (b) moderate coping and burnout, and (c) low coping/ high burnout. The fourth class was distinguished by low stress, high coping and low burnout. Only 7% of the sample fell into this Well-adjusted class. Teachers in the high stress, high burnout, and low coping class were associated with the poorest student outcomes. Implications for supporting teachers to maximize student outcomes are discussed.

#### An investigation of relationships among teacher stress, organization commitment and well-being

Presenters: Chi-ching (Gigi) Chuang

Teaching in Taiwan is considered a well-paid and stable occupation. Therefore, the turnover rate is relatively small, in comparison to the US. However, teacher stress has been recently reported frequently and has been linked to negative outcomes for teachers and students, and the school/organization. The purpose of this study is to understand the relationships among teacher stress, organization commitment and well-being. A survey questionnaire was developed based on literature

review and a validity examination process, and was sent to teachers in the elementary schools in a large populous city in Taiwan (pop 2.8 million). 521 teachers completed the survey questionnaire. Results of a descriptive statistics indicated that teachers rated their job stress level as moderate, with the biggest contributor being that parents spoil their children. They also rated that stability of the position as a teacher contributed most significantly to their well-being. Results of regression analysis indicated that teacher stress and organization commitment both predicted teacher well-being. However, organization commitment had stronger association with teacher well-being than the subjective rated stress. Teacher's organization commitment appears to be a protective factor from negative well-being related to job stress. Implication from the study results will be discussed.

**Contributor/Co-Author:**

**Mayo Fujiki, *Hamilton County ESC***

**RTA0064**

**Social and Emotional Learning in the world**

**Yayoi Watanabe, *Hosei University***

**Baiba Martinsone, *University of Latvia***

**Maiko Ikeda,**

***CA and Nationally Certified School Psychologist***

**Caroline Manzo,**

***Valley Center- Pauma Unified School District***

Social and Emotional Learning (SEL) is now the umbrella term for various prevention and intervention programs designed to address social / emotional development of students in schools. SEL aims not only to provide social and emotional support to children and school staff, but also to foster prosocial behavior. Historically, school systems have placed a vast emphasis on core academic components and have engrossed their attention on test scores. However, significant social emotional factors which also contribute to students' overall success including important life skills such as self-regulation, resilience, and positive relationship skills, are frequently overlooked. Background of this rise of SEL is universal: mental health needs among students are of a significant concern of parents and educators around the world. Therefore, it is meaningful to discuss this topic internationally and cross-culturally. The purpose of this round table is to introduce: practice overviews of SEL in each country (the U.S., Latvia, and Japan); evolution of SEL in Latvia in National and European context; SEL in Japan as universal preventive interventions for promoting a healthy school climate; and implementation of SEL in the U.S. elementary school classrooms. Throughout the discussion, designing, implementing, and monitoring the effectiveness of SEL, will be addressed.

**PPA0269**

**The influence of Multidimensional Environment on  
The Development of Children's Independence**

**Chizuru Okon, *Tokai University***

**Reiko Yoshikawa, *Tokai University***

**Hossein Mahdvar Mogoui, *Tokai University***

In this research, we show that the diverse, multidimensional natural environment has a potent influence on the development of children's independence. In every child, independence is latent, waiting to be inspired and developed. Under rich natural environment that provides opportunities for discovering their own favorite play, children's independence is ignited to start developing. We participated in the observation and interviewed the headmaster. As a case study of this relation, we made a close observation of a nursery school with only a limited space but making it especially diverse multilayered one which might be likened to a rainforest. Allowed to move vertically and horizontally, all children could find their own challenges, goals and objectives. They expressed themselves through playing in the rich space and helping friends with disabilities to play. Through these observations and the interview of the headmaster of the school, those elements composing the rich and diverse environment that affect children's independence were categorized, then coded and analyzed. This case study indicates that the diverse and multidimensional rich environment would be important and effectiveness for inspiring and developing independence of children as well as sustainable life-long happiness.

**PPA0380**

**Parents' View on Parental Involvement among  
Parents of Latina/o Middle School Students**

**Heejung Chun, *Pukyong National University***

Literature has emphasized that positive relationships between parents and teachers can help establish a positive school climate where diverse cultural values and behaviors are reflected in instruction, interpersonal styles, and educational expectations for students. However, the understanding of parents' views on parental involvement is very limited of Latina/o parents. The purpose of the current study was to identify parents' views on the barriers of parental involvement, school invitation, parental self-efficacy, and parental involvement. In addition, the study examined the effect of parents' acculturation levels on parental involvement. One hundred fifteen Latina/o parents participated in this study whose children attend a middle school located in a Southwest city near the US/Mexico border. Preliminary results showed that contextual barriers were not significantly associated with school-based or homebased parental involvement. However, the relationship between parent's sense of efficacy and parental involvement was significant with both home-based and school-based parental involvement. In addition, acculturation orientation for the host country (AOHC) showed a significant relationship with both home-based and school-based parental involvement. Preliminary analyses provided unexpected as well as hypotheses supporting findings. The author will further analyze data using multivariable regression to explain parental involvement among Latina/o parents.

**PPA0379**

**Chinese adolescents' conflict with parents and its relationship with their psychological well-being**

**Jianjin Liu, *Guangdong University of Foreign Studies***

181 adolescents from junior middle school (n=56, Mean age=13.9), senior middle school (n=69, Mean age=16.9) and vocational school (n=56, Mean age=17.0) in Guangzhou were asked to record their conflicts with their parents daily within 2 weeks on a blog platform specifically designed for this study. They also were required to finish questionnaires of PAI (Parental Authority Index), BSI (Brief Symptom Inventory), and relationship with caregivers (parents and grandparents). Subjects were divided into low, middle, and high groups according to the score of BSI. Then 2-way ANOVAs were conducted on the low and high groups. The main findings are: 1) adolescents from the low-BSI group felt less unfair and less depressed to the resolution of the conflicts, compared to those from the high-BSI group; 2) parents' perceived or actual authority in different domains had a significant effect on BSI; 3) both relationship with male and female caregivers had a significant effect on BSI; 4) there is a significant difference between low-BSI group and high-BSI group in conflicts concerning personal issues or choices; 5) there is a significant difference between low-BSI group and high-BSI group in psychological justifications. Implications and suggestions on education related to adolescents' psychological well-beings are discussed.

**PPA0378 - 2**

**Latinas in Academia and their Service Burden**

**Yvette Gisele Flores, *University of California, Davis***

Scant research documents the career paths and the experiences of Latina STEM scholars and the challenges they face in academia. Currently, Latinas regardless of race or ethnicity represent less than 3% of STEM PhD's. Once in academic positions Latina faculty are less likely to advance to senior university professorial and leadership ranks partially due to their service burden. This interdisciplinary study aimed at investigating the career paths of Latina STEM faculty across the nation through in-depth, semi-structured interviews. These interviews were designed to identify the social, familial, and institutional barriers scholars have faced, their experiences of gender, class, parent education and ethnic/racial discrimination and how these influence and shape their decision making in academia. Findings point to the importance of Latina positionality in the academy and transformational career pathways as a result of mentorship, which in turns instills a deep commitment to mentoring of other students and taking on additional responsibilities in academia.

**Contributor/Co-Author:**

**Lisceth Brazil - Cruz**

**PPA0374**

**"Bullying Prevention Program (Green Heart School Program)" in Moral Education and Special Activities**

**Sanae Iechika, *Osaka Kyoiku University***  
**Tetsuro Mochiki, *Osaka Kyoiku University***  
**Risa Atsushika,**  
***Osaka Municipal Izumi Technical Senior High School***

Bullying has been among major problems of students, and teachers and school counselors in Japan have tried to develop bullying prevention programs. The purpose of this study was to implement the prevention program of bullying in two elementary schools by using Home Room hours, moral education, comprehensive study, and examine the effects of the program. The Bullying Prevention Program (Green Heart School Program) was prepared according to the idea of the Green Zone (Kipper, Ramey & Emswiller, 2013). Using Home Room hours and other opportunities, the teachers continued to encourage children to set rules and promote them according to the Green Zone in 2016 to 2018. As a result of analyzing the observation of children, it was found that more students had discovered good things on their friends than before. Therefore it appears that the prevention program of bullying based on Green Zone could be useful in elementary schools.

**PPA0373**

**Multi - level analysis of classroom interactional climate, Cognitive Emotion Regulation, Coping Strategies and Resilience**

**Zahra Hashemi, *Alzahra University***

**Aim:** The purpose of this study was to determine the relationship between classroom interactional climate, Cognitive Emotion Regulation, Coping Strategies and Resilience in two levels: students and class.

**Method:** The sample was 307, 6<sup>th</sup> grade students from 20 classes of Tehran city schools were selected by multistage cluster sampling method. Students completed the Teacher as Social Context Questionnaire of Belmont et.al, the cognitive Emotion Regulation Questionnaire of Garnefski and Kraaij, The Children's Coping Strategies Checklist of Sandler et.al, and Educational Resilience of Martin. The collected data was analyzed by Multi-level analysis.

**Results:** The results showed that the average of resilience in different classes were significantly different. The 39% variance of resilience in student level and 24% variance in class level were explained.

**Conclusion:** In fact, in this sample, variables of student level in comparison with class level are more important, and those are better predictors for educational resilience.

**Contributor/Co-Author:**  
**Zahra Naghsh**

## PPA0371

## Stressful Experiences of Yobiko Students

**Toshimitsu Takeuchi, Tokyo Seitoku University**  
**Toshinori Ishikuma, Tokyo Seitoku University**

Students at Yobiko prep school study, mostly for one year, in order to pass the entrance examinations of the universities of their choice. It is often said that during that time the students' stress levels are relatively high. The purpose of this study was to explore stressful students' experiences at Yobiko. Seventy-three university students with the experience in Yobiko answered the questionnaire, asking what stressful experiences they had in spring, in summer, in autumn, and in winter, when entrance examinations were coming near, and their coping strategies. The responses were analyzed and categorized. The results showed that students felt stressed mainly about the new environment they felt they had to adapt to, in spring. However, as time passed, their concerns shifted to their academic performance and how well they were doing according to their plans. As their examination days approached, they felt anxious about the results of the examinations and the expectations they had from their family and teachers. Findings suggested that Yobiko students had different kinds of stressors depending on the closeness in time to their examinations, which may in turn make it necessary to prepare psychoeducational assistance geared to their needs and time.

## PPA0370

## Transformation of the relationship between Hikikomori and supporter by using FIT

**Akiko Kurita,**  
*Specified Nonprofit Corporation NECST career support center for handicapped person Build II*  
**Yuko Shimaki,**  
*Specified Nonprofit Corporation NECST youth career center FLAG*

One way of supporting people with hikikomori is helping them find a place of belonging. What kind of assistance is provided for this? In this study, we explored the transformation of the relationship between people with hikikomori and their supporters through such assistance.

Ten supporters were surveyed with different ages, genders, and durations as supporters; some participants were licensed. The supporters recalled a case in which they helped in the past and used FIT (Family Image Test) to recreate their relationship after they commenced (before) and at the end of their assistance (after).

FIT is a technique describing relationship patterns through the strength, proximity, and spatial configuration of relationships.

Compared to before, results after the intervention showed that the power of people with hikikomori in the relationship increased significantly and their relationship with the supporter tended to become closer and stronger. Regarding spatial configuration, before the intervention, individuals with hikikomori tended to be positioned below or to the right, while after the intervention, many were positioned diagonally upward.

In conclusion, the relationship between individuals with hikikomori and supporter transformed through the assistance. Such transformation offers an opportunity for supporters to help the individuals with hikikomori progress to the next step: social participation.

## PPA0369

**A Prevention Model Aiming to Improve Quality of School Life for Nocturnal Enuresis in children with Characteristics of Developmental Disorders– Based on a Follow-up Study of Nocturnal Enuresis Detected during School Health Checkups –**

**Setsuko Tamura, *Tokyo Seitoku University***  
**Hirokazu Ikeda, *Showa University Fujigaoka Hospital***  
**Toshinori Ishikuma, *Tokyo Seitoku University***

It is estimated that there are approximately 800,000 children with enuresis in Japan. Nocturnal enuresis is thought to be the second most common disease amongst children following allergies, affecting 14.7% of neurotypical children and approximately 30% of children with developmental disorders. In this study, we investigated 312 children aged 6 years old in a city who filled a school health checkup including two items on urination. The results showed that in the city, 14.4% of the subjects had enuresis, with boys accounting for 71.1% and girls accounting for 28.9%. Moreover, through a follow-up survey by teachers using the “Checklist for Understanding Elementary, Junior High School Students ” for children with nocturnal enuresis in January 2018, it was found that 28.9% of such children had characteristics of developmental disorders. Among them 52.9% children had LD characteristics, 35.8% had ADHD, 11.8% had ASD (overlapping answers allowed). Written feedback was given to teachers on how to respond to children with nocturnal enuresis and characteristics of developmental disorders to improve their quality of school life in their school activities. More details of the results of the trial of a prevention model for children with nocturnal enuresis and developmental disorder characteristics will be presented.

## PPA0368

**Developmental Changes about Relationship between Character Strengths and Well - being in Japan**

**Tazuko Aoki, *Okayama University***  
**Tomoya Imura, *Saga University***

Imura, et al. (2013) described the structure of character strengths in Japanese students. It consisted of courage, perseverance & honesty, tolerance & gratitude and sense of fairness & care. If we try to establish some kinds of effective training programs about character education, we need to know the developmental differences about them. Fourth and sixth grade elementary students and eighth grade middle school students, for a total of 1,314 students, participated in this research. Anova found that the 4<sup>th</sup> graders showed the highest score for both every character strength elements and well-being. The 6<sup>th</sup> graders showed the lowest in both scales. Additionally, the study included effective three models with Path Analysis in three grade levels. They showed every character strengths connected with well-being. These results suggested that character strength seemed to disappear in the 6<sup>th</sup> grade, but it was merely an appearance. The character strength actually connected with well-being in every grade level. In addition, we found that it was courage to have the biggest developmental difference. The scores of courage decreased age group by age group. It was suggested that students needed much courage to develop themselves after their body grew the same as adults.



## PPA0365

Distress and adaption of foreign high school students in Japanese school life

**Makiko Habazaki, *University of Tsukuba***  
**Ichiko Shoji, *University of Tsukuba***

What kind of difficulties do students, who attended schools in different countries, faced to adapt to the school culture of that country? The impact of transferring between schools is serious and it may be "a crisis environmental transition" like entrance to school, study abroad or migration. Individuals who encounter it experience mental depression, frustration and various problems. It will be also a serious stressor. In recent years, many students in Japan transferred to Japanese schools for reasons related to parents' work regardless of their will.

Even in domestic school transfer, transferring is an event that has a big impact such as a crisis or turning point for students. Moving to cross the country and going to a foreign school, constitutes a serious impact for students.

In this paper, focus is on the school lives of students with roots in foreign countries, their difficulties and the problems that they have in daily school life based on their narratives. Students with roots in foreign countries include foreign national students, as well as Japanese national students who have a foreign parent. This paper is an attempt to consider what kind of feelings and strategies they have taken to adjust to Japanese school life.

## PPA0364

Consultation support for children and parents with special needs at nursery schools

**Aki Doyama, *Mejiro University***  
**Soichi Hashimoto, *Tokyo Gakugei University***

**Aim:** To investigate available consultation support for children with special needs and their parents in Japanese nursery schools, and to develop methods of providing systematic consultation support.

**Method:** Two different investigations were conducted at nursery schools in Town A of Tokyo, one with nursery school teachers in the classrooms, and another with principals responsible for the nursery schools.

**Results:** Many nursery school teachers did not clearly convey various problems occurring in the school of children with special needs to their parents. Teachers that clearly conveyed these problems to parents responded that the situation often improved as a result. On the other hand, many teachers could not convey the children's problems regardless of the number of years of service, because they tried to do it at the best timing. Also, nursery teachers responded that when talking to parents they carefully considered how to convey problems. However, the principals responded that they mostly considered the parent's character and their level of understanding.

**Conclusion:** These results indicated the need to develop a system that take these differences into consideration.

**Contributor/Co-Author:**  
**Chiaki Masu, *Tokyo Gakugei University***

### PPA0362

#### The Effects of Peer Support on University Students' Adjustment with Developmental Disorders

**Ichiko Shoji, *University of Tsukuba***

In Japan, the number of students with developmental disorders is gradually increasing. They need some support in university life, but actually little consideration is given. The purpose of this study is to examine the effects of peer support on university students with developmental disorders (ASD and ADHD).

Subjects were 384 (203 male/181 female) university students. They performed ADHD and ASD checklists, Peer Support Scale, and School Adjustment Scale. The total number of investigation items were 78. In study 1, referencing the cutoff point, students' ASD and ADHD tendency were examined. In study 2, correlation of students' ASD and ADHD tendency, their peer support, and their school adjustment was examined. In study 3, multiple regression analyses were conducted between peer support as an independent variable and school adjustment as a dependent variable for each disorder. Furthermore, reciprocity and appropriateness of social support were examined by disorder as well.

The results indicated that social support plays significant role in students' school adjustment with developmental disorders, but that effects were different depending on the type of disorder. Therefore, it becomes clear that appropriate peer support to the students' disorder need to be considered.

#### **Contributors/Co-Authors:**

**Masami Shoji, *Mejiro University***

**Yoshifumi Ogawa, *University of Tsukuba***

### PPA0357

#### Bringing Out the Best in Teachers and Students: Aligning Core Qualities

**Jo - Anne Lau - Smith, *Southern Oregon University***  
**Douglas Smith, *Southern Oregon University***

Research in Positive Psychology and Positive Education emphasizes the role of cultivating students' strengths as a means of increasing self-efficacy, intrinsic motivation, and success, both in school and in broader areas of life. A strength-based perspective begins with increased awareness of individuals' internal assets and supports and the ability to utilize those assets to overcome challenges and accomplish goals, both in and out of school. In this presentation, we will emphasize the mutual contribution and alignment of both students' and teachers' core strengths in the pursuit of academic success and satisfaction with school. We will provide data from the Social and Emotional Health Scale, a new measure of positive traits and dispositions for secondary school students, suggesting that qualities such as belief in self, belief in others, engaged living, and emotional regulation lead to positive academic outcomes. Additionally, we will discuss the important role of teachers' core qualities, including self-efficacy, hope, optimism, and gratitude as further predictors of students' success.

**PPA0355****Development of a literary reading experience scale for elementary and junior high school students****Noriko Hatsuzawa, *Ochanomizu University***

This study aims to develop the literary reading experience scale (LRES) to measure the emotional experiences while reading for elementary and junior high school students. After reading a literary text silently, 349 elementary school students above 5th grade (164 boys, 185 girls) and 846 junior high school students (426 male adolescents, 420 female adolescents) responded to the questionnaire. The results of the confirmatory factor analysis indicates that the four factor structure of "catharsis feeling", "projection feeling", "aesthetic feeling", and "self-modifying feeling" predicted by the self-modifying feeling hypothesis was sufficiently fit ( $GFI = .95$ ,  $AGFI = .94$ ,  $CFI = .97$ ,  $RMSEA = .06$  [ $90\% CI = .05, .06$ ]). All the subscales has good internal consistency (Cronbach alpha = .81-.87). In addition, it shows concurrent validity by having a positive correlation with the external criteria such as reading meaning, fantasy, value-intention, and self-consciousness ( $r = .38-.63$ ). The results of analyzing the subscale scores shows that girls score higher than boys do, similar to previous studies. LRES will help to choose reading materials for Japanese language education and psycho-education.

**PPA0354****Trust Relationships between Elementary Students and Teachers****Kaori Okamoto, *Senzoku Junior College of Childhood Education***

The aim of this study was to assess the feeling of trust from the viewpoint of elementary school teachers and to catch a feeling of trust between elementary students and teachers.

This study shows how an elementary school teacher feels trust. Researcher conducted an interview survey using a semi-structured interview method for 40 female elementary school teachers who had experience in first grade elementary school studies. The characteristics of the situation in which elementary school teachers gained confidence with their children were then examined.

A finding, after analyzing a feeling of trust between particular children and teachers, was that elementary school teachers made various conscious efforts to build relationships with their children. Specifically, some of these efforts consisted of listening to children's stories, having conversation, playing, building confidence in children, and praising them.

Regarding the behavior of the children, we could see that the attitude of a primary school teacher, who sees "there is some cause for the behavior", leads to a diverse involvement with children and child understanding.

In addition, we found that the environment surrounding the teachers, such as understanding and support from other teachers, cooperation, good relations with parents, had an effect on the feeling of trust.

**PPA0353**

The relation between teacher's support of help - seeking and teacher's self - esteem and burn out

**Akie Hayashi, Nagoya University**  
**Motoyuki Nakaya, Nagoya University**  
**Masaki Kera, Nanzan University**

This study aimed to investigate how teachers encourage students to seek help when students had difficulty about academic problems and/or friendship problems. Six hundred eleven teachers (406 males, 205 females) completed a questionnaire consisting of teacher's support of help-seeking and teacher's self-esteem, burn out. Teachers' support of help-seeking was assessed their instructional style and support for students. Factor analysis showed that there were three factors for teacher's support of help-seeking, demonstrating adequate reliability ( $\alpha=.80\sim.91$ ). Correlation analysis indicated that support of autonomous help-seeking style was positively associated with self-esteem, and the support of autonomous help-seeking style was positively associated with a lack of personal accomplishment.

**PPA0350**

Daily conversations with teachers may emotionally support students more than official social supports at school: an in-depth interview study

**Kyoko Amai, University of Tokyo**

Interest in support-seeking behaviors in adolescence has increased in recent years. In Japan, the number of truant students continues to increase although all schools have multiple mental-health professionals, including school counselors and "Yogo-teachers", which is a unique school staff taking care of students' physical and mental problems. This situation implies that current social supports do not work well enough. Thus, it is necessary to examine barriers that prevent students from seeking support at schools, and to find how school staff can support students emotionally. This is a qualitative study based on in-depth interviews with college students ( $N=11$ ). The data was collected through semi-structured interviews regarding experiences of trouble at middle- or high school and how they were dealt with. Six of the interviewees had experiences of being emotionally supported by school staff, and others never had such experiences. Comparing narratives of these two groups, three barriers that had not reported by previous research were recognized. Moreover, the data revealed the possibility that students try to receive emotional support through daily conversations with school staff without obvious support-seeking behavior. This finding indicates that frequent short communications with teachers may be more effective for supporting students emotionally than official social supports at school.

PPA0347

Study on career development as seen from social adaptation skills of students with intellectual disabilities

Kunio Odaka, *University of Tsukuba*  
Takuya Miura,  
*Tokyo University of Agriculture and Technology*  
LEE SUJIN, *Tokyo Gakugei University*  
Soichi Hashimoto, *Tokyo Gakugei University*

**Aim :** To clarify the aspect of self-understanding on social adaptation situation of high school students with intellectual disabilities.

**Method:** Questions were asked about social adaptation skills using "Adaptive Skills Profile of Students (ASIST)" assessment tools for high school students with intellectual disabilities, parents and teachers, and the results were analyzed.

**Results:** There was a gap in evaluating others by teachers and parents and self evaluation by students themselves. It was divided into a type with high self-evaluation, a type which did self evaluation and others evaluated, and a type with low self-evaluation. The areas where self-evaluation was higher compared to others' evaluation were "lifestyle habits", "dexterity of hands" and "sociality". Regions with low self-esteem against others' evaluations were "linguistic expression" and "action control".

**Conclusions:** The type with high self-evaluation is thought to be poorly understood for self-adaptation skill acquisition situation. On the other hand, it can be said that self-assessment is low and self-affirmation is low. In order to reduce the shift, it appears to be necessary to clarify the area to be targeted and intentionally approach it.

PPA0346

The Effect of Awareness and Verbalization of Emotion on Dispositional Forgiveness and School Adjustment in Elementary School Children

Kayo Kamimura, *Atomi University Counseling Center*  
Toyokazu Yamaguchi, *Seitoku university*

The purpose of the present study was to explore effect of awareness and verbalization of emotion on dispositional forgiveness and school adjustment. First, the data were collected by questionnaire method. Subjects were elementary school children (10-12years old) (N=510). Next, Dispositional Forgiveness Scale (child edition) and Awareness and Verbalization of Emotion Scale (child edition) were developed by factor analysis. Dispositional Forgiveness Scale (child edition) is constructed on 3 factors (15 items), there are "forgiveness for others", "negative forgiveness toward oneself", and "positive forgiveness toward oneself", and have high validity and reliability. Awareness and Verbalization of Emotion Scale (child edition) is constructed 4 factors (9 items), there are "verbal sharing emotions", "understanding self-emotion", "cognition of self-emotion", and "bodily awareness", and have adequate validity and reliability. Finally, the data were analyzed by pass analysis, which were explanatory variable as these scales and dependent variable as School Adjustment Scale (Q-U). As result, the final model is constructed, that showed awareness and verbalization of emotion affects and increases dispositional forgiveness and school adjustment.

## PPA0345

Relationships of cognitive flexibility, ASD traits, ADHD traits on psychological maladaptation of undergraduates

Naoko Shinoda, *Shinshu University*  
Haruo Shinoda, *Rissho University*

### Objectives :

Previous studies have found that children with ASD or ADHD tended to show lower levels of cognitive flexibility. There are few studies on cognitive flexibility related to adults. The purpose of this study was to investigate the characteristics of Cognitive Flexibility Scale for Higher Education (CFS-HE) and the relationship between cognitive flexibility, ASD traits, and ADHD traits.

### Design and Methods:

A total of 348 undergraduates were asked to complete the Cognitive Flexibility Scale for Higher Education (CFS-HE) and the Anxiety Scale. A total of 209 undergraduates were asked to complete the Autism-Spectrum Quotient (AQ), and the ADHD Traits Scale for Higher Education. The data were analyzed by multiple regression analysis.

### Results:

The distribution of CFS-HE approximated to a normal distribution and the correlation between cognitive flexibility and anxiety was negative. The correlations between cognitive flexibility, “attention-switching” and “communication” of AQ, “inattention” and “difficulty of behavioral inhibition” of ADHD Traits Scale for Higher Education were negative and statistically significant. Partial correlations between CFS-HE and subscales were significant while controlling for anxiety.

### Conclusions:

We suggest that cognitive flexibility of undergraduates related ASD traits and ADHD traits.

## PPA0344

Assessing Effectiveness of an Anger Management Program for Enhancing Communication Skills and Emotional Self - Understanding: In Junior High School Students

Koji Takano, *Waseda University*  
Nozomi Tsukahara, *Waseda University*

The present study developed an anger management program aimed at deepening emotional self-understanding and fostering communication skills of Japanese junior high school students, and examined whether the program resulted in enhancing them. The program participants were 52 junior high school students from 7th and 8th grades. They participated in 6 sessions aimed at fostering the emotional self-understanding and communication skills. Pre- and post-tests were performed to evaluate their communication skills and emotional intelligence. For communication skills, the results of a paired *t*-test showed significant effects of the program on “skills of expressing intentions” and “skills of understanding others” in 7th graders, though no significant effects were shown in 8th graders. For emotional intelligence, the results of a paired *t*-test showed no significant effects of the program in both 7th and 8th graders. The results did not support the effectiveness of the program but the program had different effects on each of the intervention groups. The discussion describes the reason why the differences occurred, focusing especially on the differences between 7th graders and 8th graders and how aspects of the program may be improved.

**PPA0343**

**Changes of university students' attitude towards education through the experience of cognitive counseling: A case study of cognitive counseling for a pre-service elementary teacher**

**Shiho Kashihara, *Hiroshima University***  
**Naoki Oka, *Tokushima Bunri University***

This paper explores findings from personal tutoring using cognitive counseling in favor of a pre-service female elementary teacher who engaged in individual learning support by cognitive counseling. Cognitive counseling is a practical research activity that deals with a learner's cognitive problems. In this research, the subject was supported through the practice of individual learning support using the so-called cognitive counseling techniques about 1-2 times a week, with the aim of helping her independently monitor and control planning of learning support, implementation of cognitive counseling, evaluation and correction of the plan. Also, she was asked to carry out a categorization task before and after the personal tutoring, with the goal to examine what her thoughts were about learning support or education and what she emphasized when it came to learning support.

As a result, the participant was able to voluntarily consider the children's problems. Also, the classification of categorization tasks related to educational competence became more specific before and after the support, and while before the support she emphasized what to teach in the curriculum, after the support she became more focused on how to teach depending on the case.

**PPA0342**

**Using modeling video for social skills training**

**Taku Matsuzaki,**  
***Master's program of information sciences, Tokyo University***  
**Eriko Harada,**  
***Tokyo University of Information Sciences***

In social skills training, modeling is important in learning skills.

In this research, we aimed to clarify the educational effect of social skills training using video, creating a modeling video for listening skills during adolescence.

We conducted social skills training for listening skills 1 time to 20 college students in teacher training, and used the social skills scale for evaluation and assessment of the modeling video.

Most participants evaluated the modeling video that important points for listening skills were easy to understand.

As a result, the average score of "prosocial skills" increased, while the average score of "shy behavior" and "aggressive behavior" declined.

Therefore it was concluded that positive learning effects were obtained using modeling video in social skills training.

For future works, the experiment will be repeated for high school students, to assess the possibility of wider application of modeling video in social skills.



## PPA0341

### Yoga Class for Teenagers with Autism Spectrum Disorder : a Way to Improve Their Attention in Class

**Ariane Leroux - Boudreault,**  
*University of Quebec (Montreal)/commission scolaire de la Pointe - de - l'Île*

The aim of this study is to explore the benefits of yoga sessions on teenagers with ASD: expected behavior of students improve after attending yoga class.

Two groups of students with ASD from a high school (Montreal, Canada) participated in this study. They all benefited from nine sessions (30 minutes/week). Two periods of observation (20 min) were planned: one before and one after (interjugate agreement 85% with an observation grid). Two categories of behaviors were observed: the social behaviors (attention to the task) and the non-social behaviors (i.e., mouth sounds, comments...).

The results indicate a significant increase of social behaviors after the yoga class ( $M=53,58$ ) compared to the pre-session data ( $M=41,08$ ),  $t(11)=-3,81, p<0.05$  and a significant decrease of non-social behaviors after the yoga sessions ( $M=9,42$ ) compared to the pre-session data ( $M=21,67$ ),  $t(11)=3,66, p<0.05$ .

The findings of this study show that introducing yoga in the school setting can be relevant to increase expected behaviors. This study shows that yoga improve attention as demonstrated by Kenny (2002) but in this case in teenagers with ASD assigned to a specific task. These findings are relevant as ADD is the second most common comorbidity in adolescents with ASD, affecting 28.2% of them (Simonoff and al., 2008).

## PPA0340

### Relations between Cognitive, Emotional, and Behavioral Aspects of Attitudes toward Learning: A Multiple Population Analysis for Junior-high and Senior-high School Students

**Hiromi Kodama, University of Tsukuba**  
**Toshinori Ishikuma, Tokyo Seitoku University**

The present study, using the same data of Kodama and Ishikuma (2015) prior study that developed the scale of junior-high and senior-high school students' attitudes toward learning, investigated the relations between cognitive, emotional and behavioral aspects of attitudes toward learning and the differences in those attitudes due to level of schooling. Multiple population analysis for structural equation modeling was employed to examine in more detail the relations and differences in attitudes. The main results were as follows. It is important for students to have positive attitudes in terms of "cost-acceptance" and "sense of control". "Sense of fulfillment" is a goal of learning in itself as an intrinsic motivation. "Anxiety about learning" includes issues of attitude ambivalence. "Sense of control" suppresses "coping avoidance" in junior-high school students compared to high school students. "Anxiety about learning" promotes "dealing with test tasks" in high school students compared to junior-high school students. "Cost-acceptance" suppresses "anxiety about learning" for junior-high school students compared to high school students. The different results between Kodama and Ishikuma (2015) and this study are discussed, for example, in regard to which attitudes are related with "affirmation of concern".

**PPA0182****Development of Perceived Bullying Scale for Junior High School Students****Yoshihisa Fujii, *Iwate University***

The criteria for bullying in Japan is unclear. This study developed the Perceived Bullying Scale for junior high school students, to objectively identify bullying from the perspective of victims of bullying and that of third persons. Participants were Japanese public junior high school students (N=263; 133 boys and 130 girls). This survey was conducted in class by classroom teachers. The School Life Event Scale consisting of 45 situations (Fujii, 2017) and the Depression Scale were administered to students. First, bullying severity indices, that reflect the degree of mental pain felt at each event, were calculated using deviation values. The indices of events experienced during the last one month were added, and the Perceived Bullying Scale for Junior High School Students was developed to objectively identify bullying based on the total score of the indices. Furthermore, regression analysis was conducted to examine correlations between the total scores of the bullying severity indices and depression scores. The results indicated a positive regression line. Based on the cutoff value for depression scores, when the total score of bullying severity indices exceeded 364 points, it was judged as mentally severe bullying that required interventions.

**PPA0335****An investigation on addressing class disruption through career education****Tomohiro Kikuchi,**  
***Japanese Association of School Psychologists***

The purpose of this investigation was to address class disruption. The class work was being disrupted by some students with special needs education. They talked much, walked around and made noise in the class. The other students could not warn them because they were afraid of victimizing them. For about a year, the class was guided through some career education that included discussion about the problems of the class and similar issues. Specially, the students with special needs education had been guided or supported inside or outside of the classroom to study. Main content of the guidance was about calming down or taking care not to interfere with the classroom. Main content of the supports were either some learning supports by individual learning prints, or help by a learning supporter, or learning supports in the library by volunteers, or counseling by the school counselor. The results of the assessment of April and February for the adaptation to school environments increased the spheres of life satisfaction ( $p<.1$ ) and adjustment of learning ( $p<.001$ ), but decreased the sphere of victimized relationship ( $P<.05$ ). The individual guidance or support for students with special needs education was more effective than the guidance to increase calm in the classroom or decrease interference ( $p<.01$ ).

**PPA0334**

**Feature Analysis of the Externalization Children Presented on Tell-Me-A-Story (TEMAS) in Taiwan**

**Yu - Kuang Kevin Hsu, *National Tsing Hua University***

Tell Me A Story, TEMAS (Costantino, Malgady & Rogler) is an useful tool for child and adolescent psychological assessment but lacks of sample investigation evidence in Chinese. Exploring the test performance feature of external children could provide reference on both child psychopathology and practice. In stage one, the "Teacher's Report Questionnaire" was used for the class teachers to propose the external tendency children had on grade 4th to 6th general age 10 to 12. In stage two, the "Achenbach System of Empirically Based Assessment, ASEBA" was used to assess those screened candidates which set the criteria of higher than P93 and finally twenty subjects were included in this study. The TEMAS assessment short form, which uses the nine stimulus cards, was adopted. T-score ranking average high to low of Personality Functions showed: Anxiety-Depression 61, Delay of Gratification 59, Self-Concept 56, Achievement Motivation 54, Reality Testing 51, Interpersonal Relations 48, Aggression 46, Sexual Identity 45, and Moral Judgment 34. Tempted compared with the States Norm and the ratio of higher than average such as Anxiety-Depression and Delay of Gratification, and lower such as Moral Judgment were indicated. Discussion and recommendations for further research are proposed.

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**PPA0333**

**Assessment of Japanese Students' Sense of Happiness via the Sentence Completion Test (1): Comparison with foreign students**

**Yuki Ninomiya, *Nagoya University***

**Mariko Matsumoto, *Nagoya University***

**Asuka Nomura, *Nihon Fukushi University***

**Mihiro Inagaki, *Nagoya University***

**Nobuko Suzuki, *Aichi University of Education***

**Hiroko Tsuboi, *Nagoya City University***

**Miyako Morita, *Chubu University***

**Introduction**

The purpose of this study was to compare Japanese students' sense of happiness with students of foreign nationalities using the Sentence Completion Test (SCT), as part of a research on well-being.

**Methods**

*Participants:* The sample consisted of 579 students from 4<sup>th</sup> grade to 6<sup>th</sup> grade. Of these, 469 were Japanese children and 110 were foreign nationals.

*Questionnaires:* Participants were required to complete the SCT which consisted of 3 items.

*Analysis:* For the analysis of text data, quantitative text analysis was used, and category coding was performed as with previous research (Oyama, 2012).

*Ethics:* The Institutional Review Board of Nagoya University approved this research.

**Results and Discussion**

The findings revealed that participation in play, participation in their favorite activities, and relationships with families and important others commonly influenced happiness in both Japanese children and foreign nationals. The results of Chi-square tests showed that Japanese children feel happiness in relaxing, touching animals, exercising and sports. On the other hand, foreign nationals' children felt happiness when they were with other people. However, some of the foreign nationals responded, "I do not know" or "nothing" to the question "When do you feel happiness?".

**PPA0332**

**Effects of Peer Support Training on Junior High School Students' Behavioral and Cognitive modification: Focusing on the opinion expression**

**Tomoko Takahashi,**  
*Graduate School of Comprehensive Human Science  
University of Tsukuba*  
**Ichiko Shoji, University of Tsukuba**

The aim of this research was to highlight the change in students' cognitive and behaviours toward expressing their opinions. A peer support programme was given to junior high school students. Their opinions about the programme were examined to learn those changes. The 50-minute programme was conducted four times to 32 students in Grade 1 to 3. Pre- and post-meetings were held mainly with Grade 3 students. Among the participants, 15 students (8 boys, 7 girls) were each interviewed for 30 minutes. Then the items, relevant to those changes, were selected, classified and conceptualized. As a result, six categories were classified. The result indicated that other students' support and the environment which encouraged the speech reduced the anxiety to speak out their opinions and stimulated the initiative to express themselves, consequently improving students' self-efficacy and self-confidence. Proposing a topic and listening skills such as nodding or verbal responses were taken as examples of students' support. It appeared that those listening attitudes had produced the encouraging atmosphere for students to speak out. In addition, it is possible that the accumulation of such experiences can deepen the relationships between students.

**PPA0330**

**The relationship between parenting practices and children's school achievement: a cross-cultural study**

**Sergey Malykh, Lomonosov Moscow State University**  
**Artem Malykh,**  
*Lomonosov Moscow State University, National  
Research Nuclear University*  
**Tatiana Tikhomirova,**  
*Lomonosov Moscow State University*

The present study aims to investigate the relationship between mother-child interactions and school achievement in 833 children aged 11 to 14 in Russia (N=370) and Kyrgyzstan (N=463). As former Soviet Union republics, these countries have a very similar organization of the educational system but differ in socioeconomic status. Both Russian and Kyrgyz schoolchildren completed the Russian version of Children's Report of Parental Behavior Inventory to measure four dimensions of mother behavior: 1) Acceptance, 2) Positive Involvement, 3) Rejection and 4) Hostile Detachment. Standardized annual scores in three core subject areas – Language, Math, and Science – were used to measure school achievement. A series of Multiple Regression analyses were conducted, using annual scores in Language, Math, and Science separately as the dependent variables, and the scores on 4 CRPBI scales as independent variables in each sample. The results revealed that, in the Russian sample, 4 CRPBI scales were significantly associated with children's achievement in Language, Math and Science. In the Kyrgyz sample just 2 CRPBI scale (Acceptance and Rejection) were significantly associated with children's achievement. The findings are discussed in term of influences of socio-cultural factors.

This study was supported by the grant from the Russian Science Foundation №17-78-30028.

**PPA0329**

**The Learning Entities and Benefits Investigation of the Ecological Approach Supervision Group for Novice School Counselors**

**Yu - Kuang Kevin Hsu, *National Tsing Hua University***

Based on the tertiary prevention framework and responsive to the school system, the practice model of school psychological service emphasized ecological perspectives and the need to consider more about the environment resource when conceptualizing the direct and indirect intervention. The pilot study was designed for updating the supervision group project and then finally form the procedure. Two supervision groups, which included fifteen supervisees, each conducted eight sessions of four meetings for a total of 12 hours, then gathered the attendees' feedback on their learning and reflections. Pre-post analysis of the Scale of Student Treatment Competencies (S-STC) (Lin, Wang, Tien, 2001) presented all dimensions in which Student Interviewing, Information Gathering, Problem Evaluation and Diagnosis, Treatment Processing, Working with Parents, and Working with Teachers, were significantly improved. Qualitative analysis through their reflections showed that learning entities included six main components: Clarifying the problem and further directions, Goal setting and practice strategies gaining, System intervention with the teacher and parent, Collaboration building and resource providing, Installing Insight and practice reflection, and Benefit on professional development. Further modifications of the Ecological Approach Supervision Group for Novice School Counselors are proposed and discussed.

**PPA0328**

**The effects of classroom atmosphere and children's perception of their classroom teachers on their moral judgments about aggressive behaviors**

**Yuka Kanetsuna, *Local associations***

The aim of this study was to examine the effects of the classroom atmosphere and children's perception to their classroom teachers on their moral judgments about aggressive behaviors on the basis of the social domain theory.

326 junior-high-school students (M166 , F157 , Unknown 3) were presented different hypothetical scenarios of aggressive behavior and asked how bad they thought the perpetrator and the victim of each scenario was, and the reasons for their judgments. They also asked how they thought about their classroom atmosphere and their classroom teachers. The results showed that: (1) in the retaliatory aggression scenario, students who perceived their teachers as affable tended to be more permissive and forgiving towards victims who were considered at fault, while (2) students who perceived their teachers as fair and objective tended to judge both perpetrator and victim as at fault. (3) As for the aggression scenarios against the victim who behaved like an honor student in front of the teacher, students who perceived closed relationships in their classroom or perceived their teachers as fair and objective tended to judge the victim as forgiven.

In sum, the study revealed the importance of teacher's fair and objective attitude for promoting children's desirable moral judgments.

**PPA0327****Emotional Quotients and School Adaptation of Japanese High School Students (2)**

**Daisuke Akamatsu, *Nagoya University***  
**Ryuhei Koizumi, *Kindai University***

Many students at high schools on the daytime system struggle to adapt to school. Igarashi (2017) states that increasing self-esteem is effective in promoting school adaptation. Koizumi and Akamatsu (2017) report that emotional quotients (EQs) promote self-esteem. We examined how and when EQs affect self-esteem.

We conducted surveys in April 2016 (Time 1), October 2016 (Time 2), April 2017 (Time 3), and October 2017 (Time 4). The participants were 115 (Time 1) Japanese high school students. The questionnaire measured EQs and self-esteem.

We used only three factors: executive function, empathy, and flexibility, because the fourth factor had low reliability at Time 2-4. Multiple regression analysis revealed that self-esteem was significantly increased only by executive function at Time 1, by executive function and flexibility at Time 2 and 3, and by empathy and flexibility at Time 4.

The  $R^2$  value increased with time. It showed that EQs and self-esteem become more closely related as students live in school. This study also showed that executive function and flexibility are important in increasing self-esteem. In addition, empathy enhanced self-esteem at Time 4. This implies that self-esteem increased as students became more engaged with others after getting used to school life.

**PPA0326****Emotional Quotients and school adaptation of Japanese High School Students (1)**

**Ryuhei Koizumi, *Kindai University***  
**Daisuke Akamatsu, *Nagoya University***

Seeking to elucidate the mechanisms underlying students' school adaptation, we surveyed high schools operating on daytime attendance system, which has many students with difficulty adapting to school, using Emotional Quotient Scales.

The surveys were conducted in April 2016. The participants were 115 Japanese high school students. The questionnaire measured EQs (Intra-personal area, Inter-personal area, Flexibility) .

Although we expected to find three factors (intra-personal area, inter-personal area, flexibility), an exploratory factor analysis revealed the existence of four factors. The first factor was named "Executive function", the second was named "Empathy", the third was named "Coping with difficulties", and the fourth was named "Flexibility".

We extracted four factors: executive function, empathy, coping with difficulty, and flexibility, which differed from traditional three factor structure. The executive function factor comprises items related to coping with self (intra-personal area), while the empathy factor mainly comprises items related to coping with others (inter-personal area). The coping with difficulty factor included items related to overcoming conflicts. The flexibility factor comprised items related to adjustability. The latter two factors covered key skills the students needed to improve.

**PPA0217****Function of career resilience in coping with stress induced by job hunting****Makiko Kodama, *Hiroshima University***

Job hunting is stressful for students and could be a trigger of crisis. This study aimed to clarify the effectiveness of career resilience in coping with stress induced by job hunting. We defined career resilience as psychological traits that help people cope with risks and that facilitate career development. Career resilience comprised five factors: ability to cope with problems and changes; social skills; interest in novelty; optimism about the future; and willingness to help others. The participants were university students with experience of job hunting (133 seeking public service employment; 478 seeking private-sector employment). They completed an online survey to assess career resilience and job-hunting stressors. The results of correlation analysis identified four factors of career resilience in decreasing job-hunting stressors; the exception was willingness to help others. These findings suggest that career resilience is beneficial in coping with job-hunting stress. To some extent, the function of career resilience differed according to the type of targeted employment. This result would appear to reflect differences in the respective approaches to job hunting: individuals seeking public service employment tended to spend more time studying; those seeking private-sector employment spent more time visiting companies.

**PPA0324****A meta-analysis of help-seeking among Japanese studies (3): An association with gender differences**

**Satoru Nagai, *Rissho University***  
**Masahiro Honda, *Hokkaido University of Education***  
**Haruhisa Mizuno, *Osaka Kyoiku University***  
**Masato Kimura, *Osaka International University***  
**Toshiharu Iida, *Rissho University***

This study aims to investigate the potential relation between help-seeking and gender differences among Japanese studies. Studies have repeatedly reported that women tend to seek help more frequently than men across many cultures. However, gender differences in help-seeking among Japanese people have not been sufficiently examined. We conducted a meta-analysis on gender differences. As with previous report, we selected Citation Information by National Institute of Informatics (CiNii) as a database to search studies. At the first search, 551 articles were found. The results of the meta-analysis indicated the following: (a) globally, help-seeking is more prevalent in women than in men; (b) women have a higher tendency of help-seeking toward informal source such friends and family members; and (c) there are weaker gender differences in help-seeking toward psychologists. Although gender differences in help-seeking were confirmed in the sample of Japanese people, some indexes of help-seeking did not show any gender differences. Further studies are necessary to determine the reason for this discrepancy.



**PPA0323**

**Teachers' questioning and help-seeking practices:  
The association between classroom climate and  
help-seeking intentions toward the teacher and  
between classmates**

**Ayafumi Goto, *University of Fukui*  
Motoyuki Nakaya, *Nagoya University***

This study investigated how teachers' practices of encouraging questions and help-seeking affected the classroom climate and the help-seeking intentions of junior high school students. A teacher's practice of encouraging questions and help-seeking, from the teacher or from each other, translates into students' beliefs that their teacher gives specific instructions, emotional responses, value, and opportunities for questions and help-seeking.

Participants were 834 students in 28 classes. Multilevel structural equation modeling suggested that, at the group level, a teacher's teaching practice of encouraging questions and help-seeking promoted students' help-seeking intentions toward the teacher, and encouragement of help-seeking between students promoted that intention toward classmates. At the individual level, a high perception of a teacher's practice of encouraging questions and help-seeking toward the teacher predicted high help-seeking intentions toward the teacher; a high perception of the teacher's practice of encouraging questions and help-seeking from classmates is associated with the classroom climate, leading to high help-seeking intentions toward the teacher and classmates. The results are discussed in terms of teacher-student interactions. Teachers can coordinate and integrate their classroom climates to encourage students to ask questions and seek help, allowing their students to ask questions and seek help to resolve problems with little hesitation.

**PPA0322**

**What Kind of Roles do Itinerant Psychologists Play  
for Improving Special Education in Japan?**

**Natsuko Munakata,  
Chiyoda - ku Board of Education, Tokyo  
Toshinori Ishikuma, *Tokyo Seitoku University***

Since 2007 in Japan, local education boards have sent itinerant psychologists to schools to consult teachers on special education. The purpose of this study was to identify the roles of itinerant psychologists. The survey on the roles of itinerant psychologists was administered to 827 schools in 2014, 854 in 2015, 855 in 2016. It was found that highest rate of itinerant psychologists' roles was "observation of students and advising to teachers", more than 95%. Itinerant psychologists' main role of assessment and consultation in Japan is like that of school psychologists in the U.S.A. (NASP, 2010). It was also found that 'consultation on school support system', 'consultation on individualized instruction plans', 'consultation on individualized educational support plans, and 'consultation to in-school special education committees.' were conducted as psychologists' roles. Especially, the rate of 'consultation on individualized instruction plans' jumped up from 19.9 % in 2014 to 38.3% in 2016. It is considered that this increase was due to the Disability Discrimination Act enforced in 2016, which obliged public schools to practice reasonable accommodations for disabled children. It is indicated that itinerant psychologists are expected to contribute to special education through joining the special education committees and case meetings at schools.

**PPA0321****Assessment of Japanese Students' Sense of Happiness via the Sentence Completion Test (2): Comparison with Japanese Adults**

**Asuka Nomura, *Nihon Fukushi University***  
**Mariko Matsumoto, *Nagoya University***  
**Yuki Ninomiya, *Nagoya University***  
**Mihiro Inagaki, *Nagoya University***  
**Nobuko Suzuki, *Aichi University of Education***  
**Hiroko Tsuboi, *Nagoya City University***  
**Miyako Morita, *Chubu University***

**Introduction**

The purpose of this study was to compare Japanese students' sense of happiness with Japanese adults using Sentence Completion Test (SCT), as part of a research on well-being.

**Methods**

**Participants:** The sample consisted of 469 Japanese students from 4<sup>th</sup> grade to 6<sup>th</sup> grade (same as presentation (1)). The data on adults were cited from Oyama (2012) and included 1,221 participants aged from 18 years old to maturity.

**Questionnaires:** Participants were required to complete the SCT which consisted of 3 items.

**Analysis:** The collected data were analyzed through quantitative text analysis. Category coding was performed as with Oyama (2012).

**Ethics:** The Institutional Review Board of Nagoya University approved this research.

**Results and Discussion**

The chi-square tests revealed that the students' sense of happiness was affected by the relationship with significant others and participating in recreational activities. While the adults considered sense of happiness as maintaining positive relationships with generalized others, being in the company of others, having a sense of capability and achievement, and the absence of unfortunate events. These results suggested that the students' sense of happiness was different from the adults'. Thus, cognitive development, acquiring knowledge and skills and various life experiences might influence the sense of happiness.

**PPA0320****A comparison of School Adaptation and Social Information Processing Skills among Bullies and Victims**

**Takashi Nakamura, *Hiroshima University***

Bullying among peer is a serious issue that school teachers encounter on a daily basis. To prevent bullying, it is important to look as to why some students are not victimized. In this study a survey was conducted on 455 5-6graders in 5 Elementary schools in Japan, consisting of ASSESS (Adaptation Scale for School Environments on Six Spheres: Kurihara & Inoue, 2016), SIP (Social Information Processing skills: Nakamura & Kurihara, 2016; original idea from Crick & Dodge (1994)) and Proactive and Reactive Aggression Scales (Sakai & Yamazaki, 2004). Students were divided into 4 groups by their results of Aggression Scales as follow 1) None Aggressive-None Victimized [NA-NV ( $N=331$ )], 2) None Aggressive-Victimized [NA-V ( $N=52$ )], 3) Aggressive-None Victimized [A-NV ( $N=29$ )], and 4) Aggressive-Victimized [A-V ( $N=43$ )]. The results of one-way ANOVA between groups revealed that NA-NV students were more significantly adapted and higher in SIP skills than the other groups, whereas A-NV was not significantly different from A-V in School adaption nor SIP skills. The data also showed that there was no significant difference in Learning Adaptation between groups. The Data also revealed that NA-NV students were more significantly higher in "Mental Representations" and "Enactment" than NA-V students. This data suggests the importance of improving SIP skills to prevent bullying.

## PPA0319

What do hearing impaired students care about when they talk?

**Masato Hirono, Tokyo Gakugei University**  
**Soichi Hashimoto, Tokyo Gakugei University**

**Aims:** Hearing impaired students tend to be ineffective at talking with strangers who do not know the students' hearing conditions, and have little confidence about the contents of the conversation. This study examined what hearing impaired students care about when they talk.

**Methods:** A questionnaire was administered twice, in May and March, to students of a high school for the deaf.

**Results:** Values of awareness of talking in the 2<sup>nd</sup>-grade students were lower, compared to the 1<sup>st</sup> and 3<sup>rd</sup>-grade students. It is suggested that they evaluated themselves more strictly about talking from the perspective of sociality, based on the experience of workplace training.

**Discussion:** It is important to help 2<sup>nd</sup>-grade students recognize their speech problems and accept those problems, as well as provide guidance by correlating their curriculums and courses to improve the awareness of talking.

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## PPA0318

Gender and age difference in trajectories of parenting - related stress among parents of children with autism

**Takahiro Yamane, Kobe University**  
**Aya Taniguchi, Kobe University**

Researchers commonly report that parents of children with autism spectrum disorder (ASD) face especially strong parenting stressors (Heys & Watson, 2013). Few studies have examined change in parenting-related stress over time; therefore, little is known about how parenting stressors change for parents, particularly fathers (Woodman, 2014). The present study used longitudinal data to investigate change trajectories in parenting-related stressors. The Developmental Disorder Parenting Stressor Index (Yamane, 2013), which measures experience and undesirability of parenting stressors, was administered online to 292 Japanese parents (65% female) of children with ASD aged 2–18 years, at 4 times in a year. Latent curve model analyses showed a slow downward trend in both experience and undesirability of parenting stressors, with high variability in mean levels of all parenting stressors, and mean changes over time in two dimensions of undesirability of parenting stressors: Inadequate Understanding of Child's Disorder and Conflicting Emotions with Regard to Child's Disorder. Gender differences in mean scores were observed in relation to both experience and undesirability of parenting stressors; however, differences in change trajectories associated with gender and parent's age were not observed. These findings indicate the importance of individual differences in changes in cognition with regard to parenting stressors.

## PPA0317

### Learning of the student as a peer-supporter in education of Peer-Support in junior high school

Kazuya Minamino, *Morinomiya mental clinic*  
Yuki Kubota, *Kyushu Sangyo University*

Peer-Support in school has a purpose that peers support mutually, and can raise interpersonal relationship skills and self-esteem for children. The present study implemented peer-support-training to all students of a junior high school and investigated the effects of the training on perceived a tendency to estimate a good result to helping behaviors and class satisfaction (Study 1). Then, eighth and ninth grade class leaders of the school perform peer-support-practice and then we investigated what junior high school students learn to perform peer-support-practice (Study 2). In Study 1, 680 seventh ~ ninth graders in B public junior high school in the A prefecture completed a questionnaire. In Study 2, 12 eighth grade class leaders and 14 ninth grade class leaders who joined Study 1 were interviewed. Study 1 showed that peer-support-training didn't affect a tendency to estimate a good result to helping behaviors and class satisfaction. However, Study 2 showed that the leaders learned not only relation as a leader, but an importance of classmates and of an interrelationship of classmates. These results suggest that Peer-Support has a potential that students can learn an importance of an interrelationship of peers. The implications of these findings for active importation of Peer-Support in Japanese junior high school are discussed.

## PPA0316

### Development of Children's Prosocial Behavior in Regular Class: Considerations Based on the Clinical Validity of the Strength and Difficulties Questionnaire(SDQ)

Kosuke Iketani, *Okayama University*

The purpose of this study was to test whether Strengths and Difficulties Questionnaire(SDQ) is an appropriate questionnaire for discerning certain truths about children in regular class. An analysis was done using this questionnaire on children who frequently help others and children who were selected at random, respectively. The results revealed that ratings for pro-social behavior were significantly higher in the children who frequently help others compared to the children chosen at random. As a result of this research, we understood that it was effective to use this question paper in regular class. Then the significant difference about other problem behavior was not seen between children who was not so with children who frequently help others. In other words, we understood that a child of various personality carried out a pro-social behavior.

## PPA0315

### Resilience for the High School Evening Classes Students in Japan

**Keiko Yoshida,**  
*Takasaki University of Health and Welfare*

The system of school counselor in the public high school evening classes began last year in Gunma. Students have personal problems. They refused to go to the elementary school or junior high school for bullying, delinquency, or child abuse.

How should they promote their resilience toward life-long happiness? There seems to be a difference on the conflict resolution between Commercial high school students and the others. It may be presumed that Commercial high school students have common ideas or some tendency on the resolution, and some aspects of resilience are easy to imbibe by the learning of double entry bookkeeping. The concept of bookkeeping includes factors that enhance acquired resilience. The meaning of commerce is to negotiate, and the students learn discussing human relations theory from bookkeeping.

The premise of the logic of double entry bookkeeping is that gains and losses are always balanced. I used some idea of the commercial bookkeeping theory and double entry bookkeeping to examine some aspects of resilience in the lecture and the school counseling. It was found that the learning of human relationship from bookkeeping is helpful to acquire resilience for the high school evening classes students.

## PPA0314

### The Service Models of Halfway Home for the Handicapped Children and Adolescents in Taiwan

**Chwen-Chyong Tsau,**  
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**Reiko Yoshikawa,** *Tokai University*  
**Morihiro Okada,** *University of Tokyo Health Sciences*

Children and adolescents abuse cases have been increasing during these two decades. Among these cases, handicap was one of the very reasons that caused family abuse. These abused handicapped children and adolescents should therefore receive appropriate care and protection to meet their and families' needs. Yet, usually the placement services in certain institutions were mainly offered to those with deviant behavior or abused; the handicapped were rare or even rejected. Finally, a halfway house named 'Angel Home' was built during 2009 especially for the abused, homeless and emergency resettled handicapped children and adolescents. Though interior renovation was just recently completed, this halfway house still needed to face many challenges: equipment and funds shortage, professional personnel shortage and weak capabilities, interfacing between institutions and families/early intervention centers or preschools/schools and so on just like other place institutions. This study aimed to investigate the necessity and feasibility of the halfway houses for the handicapped children and adolescents. Based on Bronfenbrenner's ecological systems theory, and referred to the total milieu therapy used in Japanese short-term-therapy institute for the emotional disabilities, the halfway homes such as Angel Home could cope with this challenge and advanced development.

**PPA0313**

**Facilitators of Mental Health Help-seeking among Undergraduates in Nigeria: A Qualitative Study.**

**Utek Grace Ishaku,**  
*Nagoya University, University of Jos*  
**Mariko Matsumoto, Nagoya University**

**Introduction**

The past decade has witnessed an unprecedented increase in the number of students living with untreated mental health problems in the university, especially in developing countries. This study explored the perceptions of Nigerian undergraduates on the individual, social and institutional support required to promote help-seeking for mental disorders on campus.

**Methods**

*Participants:* The participants were 16 mentally distressed university students at a public university (12 males and 4 females) assessed by the GHQ-12.

*Instruments and procedure:* A semi-structured interview protocol comprised of 7 items and probes was used to conduct face-to-face interviews.

*Analysis:* Qualitative content analysis was utilized to systematically extract key codes and content related categories from the participants' narratives.

**Results and Discussion**

Participants' identified 9 types of support including introspection, taking positive actions, information and advisory, policy, and infrastructure. These were categorized into three groups of facilitators of help-seeking in accordance with the ecological model: intrapersonal support, interpersonal support, and institutional support. These findings suggest that to improve the mental health of Nigerian students, it is pertinent for institutions to promote a cordial relationship between students and staff; incorporate mental health education in the academic curriculum and establish a strategic policy on mental health.

**PPA0312**

**Social skills training for high school students  
—Focusing on evaluation of training in schools—**

**Eriko Harada, Tokyo University of Information Sciences**  
**Yayoi Watanabe, Hosei University**

There has been criticism regarding self-assessment methods to measure effects of social skills training since there are many sources of bias such as subjective distortion and individual differences. It is important to demonstrate validity of such methods by measuring objective aspects, like student academic performance and other objective behaviors. The purpose of this research was to examine the effects of social skills training of high school students by methods including objective scales. 248 high school students were given five training sessions in order to systematically learn and acquire four specific social skills. These target skills were; a) communicating thoughts and feelings, b) listening to others, c) controlling emotions, d) showing compassion. The Social Skills Scale was used for assessment at both before and after the social skills training. The results showed that the social skills of boys increased more than those of girls and also showed that these programs encouraged students to actively attend school and decreased the necessity to visit the school nurse.



## PPA0311

**Emergency support roles played by professionals with education, psychological work, and welfare work at school crisis**

**Shoichi Matsuura, *Teikyo Heisei University***  
**Toshinori Ishikuma, *Tokyo Seitoku University***

This study aimed to find the characteristics of emergency support roles played by professionals with education, psychological work, and welfare work at school crisis. The study focused on common support roles among them, and specific support roles to each professional. Two hundred participants to the training session on emergency support were administered the questionnaire, which included the number of emergency support that they experienced at school crisis, and the contents of emergency support. Seventy-eight professionals, including 12 professionals with education, 54 with psychological work, and 12 with welfare, were found to have experienced the emergency support. The results of these professionals were analyzed. It was found that the common roles of emergency support are assessment of school crisis and consultation to teachers. The main role of professionals related to school education in Japan is like that of school psychologists in the U.A. (NASP, 2010). It was also found that the specific role of professionals with education, psychology, and welfare were respectively coordination of emergency services, psychoeducation of children on how to cope with emergency, and intervention to the environment. It was indicated that developing training programs based on the characteristics of emergency support roles will be necessary.

## PPA0309

**School Bullying Prevention: Why Are Youth with Friends Bullied Less?**

**Solomon I. Song, *North Creek High School***

School bullying significantly threatens children's school success and healthy adjustment (Olweus & Limber, 1999). The peer group is an innovative and powerful means of addressing the complexity of bullying (Song & Stoiber, 2008). Still, we do not know why these children with peer affiliations are bullied less. For effective school bullying prevention, we need to understand clearly which positive peer relationships factors lead to decreased bullying, how they operate, and the conditions under which they operate (Smith et al, 2004). The purpose of this study was to examine the processes that explain why children with positive peer affiliations are bullied less. It was hypothesized that social difficulty and peer reinforcement would partially mediate the relationship between peer affiliations and being bullied.

A total of 478 children in the sixth, seventh, and eighth grades from middle schools in New England. Forty-seven percent were male, 53% were female, and 74.5% were white European American. Students completed a brief survey containing validated measures of bullying others, being bullied, and positive peer relationships, and protective peers.

The mediational role of protective peers was examined by a series of three regressions. All hypotheses were supported. Implications will be discussed for school practice.



## PPA0306

### The relationship between Views of School Attendance and Mental Health for Chinese Junior High School Students

**Yansong Wang, *University of Tsukuba***  
**Ichiko Shoji, *University of Tsukuba***

In Japan, students' school absenteeism is still a serious problem that needs to be solved. In China, although students are stressed under their parents' high expectations, they still keep going to school (Wang & Shoji, 2015). However, how about the mental health of Chinese students who are keep going to school? The purpose of this study is to examine the relationship between views of school attendance and mental health. In this study, the researcher employed the Views of School Attendance Scale (VSAS; Wang & Shoji, 2017) to measure the students' external pressure, norm/obligation, school attractiveness, and habits and used Subjective School Adjustment Scale (SSAS; Okubo, 2005), Tiredness Scale (TS; Shoji, 1998) to measure student's mental health. 952 junior high school students from four cities in China were selected to participant this study. The data was analyzed using Multiple regression analysis in order to test hypothesis. The results indicate that there is a positive relationship between school attractiveness and school adjustment. The research also found a negative effect of school attractiveness on students' tiredness. Additionally this study indicates that external pressure and habit has a positive effect on students' tiredness whereas negative relationship between them and school adjustment.

## PPA0301

### An investigation on confusion after entrance into higher education

**Shin Harada, *Okayama University***  
**Kosuke Iketani, *Okayama University***

**Aim:** There are various differences between college and high school in both academic and living aspects. Although many freshmen at college feel strong confusion for their differences, they gradually become accustomed to such differences and feel no confusion afterward. Meanwhile, it was pointed out that freshmen with developmental disorders were likely to feel confusion continuously and, as a result, such confusion would lead them to maladaptation in college. In this research, focus was on the relationships between confusion after entrance to higher education and traits of autism spectrum disorder (ASD) and attention deficit / hyperactivity disorder (ADHD), and to identify the situations in which freshmen, with developmental disorders, especially feel confusion.

**Methods:** Firstly, items were collected in relation to confusion after entrance into higher education. Then, 259 freshmen at college completed a questionnaire which consisted of the scale measuring confusion after the entrance to higher education and traits of ASD and ADHD.

**Results & Conclusions:** Correlation analyses showed that traits of ASD were more strongly correlated with the confusion of living aspects than the confusion of academic aspects, while traits of ADHD were weakly correlated with both confusions of academic and living aspects.

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## PPA0298

### A Cross-Cultural Comparison of Self-Regulation between Russian and Kyrgyz Adolescents

**Sergey Malykh, *Psychological Institute of RAE***

Effective self-regulation (SR) is the bedrock of healthy psychological functioning. Effective SR, by which people control their thoughts, feelings, and behaviors, is essential for adaptive functioning (Hoyle R., 2010). Improving SR with practice can explain why the average level of personality traits grows in the socially desirable direction over the years (Roberts, 2006). This corresponds to previous findings that the development of personality depends on the improvement of SR. Based on the current point of view, such interventions will focus on SR mechanisms. In our study we performed the cross-cultural analysis of SR between Russian and Kyrgyz adolescents. The structure of the construct was examined in both cultural groups and the average scores were compared. Sample were 852 Russian and 1015 Kyrgyz adolescents (from 15 to 18 y.o.). SR was assessed using self-report questionnaire. In order to investigate the structure of the individual differences in SR, confirmatory factor analysis was conducted. The differences in the level of SR between two groups were analyzed using a t-test. The results provided the evidence that SR has the same structure and the same level between two groups. The reasons of the differences will be discussed.

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## PPA0220

### The relationship between help-seeking intentions of elementary school pupils and perceived bullying victimization

**Haruhisa Mizuno, *Osaka Kyoiku University***

**Satoru Nagai, *Rissho University***

**Masahiro Honda, *Hokkaido University of Education***

The effect of primary school pupils' help-seeking intention on their score on the Perceived Bullying Victimization Scale was examined. Fifth and sixth-grade pupils in Japan (N = 279) were asked to complete a set of questionnaires consisting of the Perceived Bullying Victimization Scale, School Morale Scale, Social Skills Scale and Help-Seeking intentions Scale on June (time 1), 2017 and November and December of 2017 (time 2). The Perceived Bullying Victimization Scale revealed the two following factors: overt victimization and relational victimization. Multiple regression analysis was conducted and it was found that: (1) the score of time 1 victimization predicted time 2 victimization for boys and girls, (2) the score of help seeking intention of time 1 and time 2 had no significant effects on victimizations, but for girls' relational victimization, time 2 help-seeking intention had 10% level significant trend effects towards time 2 relational victimization score, (3) school morale for classroom atmosphere had negative effects for overt victimization for girls, whereas school morale for study had positive effects for overt victimization. Also, the school morale scale for study had positive effects for relational victimization for boys, (4) score of social skills on time 1 had no effects toward victimization scale.

**PPA0285**

**Experiences of school crises as revealed through retrospective questionnaires to college students (2):An analysis of free descriptions of teachers' support**

**Takanori Hiwatash,**  
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**Youhei Yamashita, University of Human Environments**  
**Yuki Kubota, Kyushu Sangyo University**

The purpose of this study was to examine the support provided by teachers during a school crisis, which was described in retrospective questionnaires completed by college students.

The questionnaires were conducted as an online survey. This research was approved by the ethical committee of the Graduate School of Education and Human Development, Nagoya University. We asked for free description responses about what they wanted teachers to do in a crisis and what they did not want them to do. The analysis was conducted according to the KJ method, using 220 answers from students who had experienced a crisis.

The results showed that there were 12 categories related to requests and 7 categories related to dissatisfaction. The most frequent categories were requests for "explanation/question." The most common request was for teachers to explain the event adequately and the students wanted a chance to ask questions. However, there was also a category in which they did not want teachers to explain the crisis. Similarly, it was observed that they wanted both "caring support" and "they did not want teachers to do anything." The findings indicate that, during a crisis, the same response can be viewed as positive or negative.

**PPA0284**

**Teacher Training Effectiveness at Correspondence Study High School: on Symptoms of Developmental Disorders**

**Atsuko Ishii, Osaka University**

The present study introduced a Teacher Training (TT) program (Ohonishi, Mutoh, Iwasaka, 2015) to correspondence study high school teachers, made from Parent Training for children with ADHD (Iwasaka et.al, 2005), based on behavioral therapy. Participating teachers of 35 target students 15-18 years of age with developmental disorders or the tendencies were assigned to either an Immediate Treatment Group (n=15) or a Delayed Treatment Control Group (n=20) to evaluate the effectiveness.

This program comprised five 90-minute sessions with groups of 2-6 participants, for two and half months. It included: observing the student's behaviors, giving positive attention, providing clear instructions, waiting to praise, setting limitations, and emotion-control. Psychological assessment scales of Teacher's Report Form (TRF) (Achenbach, Rescorla, 2001), Social Responsiveness Scale-2 (SRS-2) (Constantino, Gruber, 2012), and teacher's Confidence Degree (CD) (Iwasaka, 2001) were used for statistical analyzing.

Results indicate the students significantly improved their social-maladaptive behaviors on the total score of TRF [ $F(1, 33)=15.71$   $p<0.01$ ] and reduced the display of aggravation as a social response on SRS-2 [ $F(1, 33)=8.69$   $p<0.01$ ]; and teachers significantly improved their confidence in making relaxing spaces for students on CD [ $F(1, 33)=4.99$   $p=0.03$ ]. Therefore, the effectiveness of TT was shown.

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## PPA0282

**Gender identity and attitudes towards LGB (Lesbian, Gay, and Bisexual) people of Japanese heterosexual adolescents**

**Yosuke Sato, *University of Tsukuba***

This study examined Japanese heterosexual students' attitudes towards LGB (lesbian, gay, and bisexual) people from the perspective of their gender identity, which did not depend on specific sexual role. Four hundred and eleven cisgender and heterosexual undergraduate students (199 male and 212 female) rated their attitudes toward LGB on 101-point feeling thermometers and completed a questionnaire about their gender identity. The results of an analysis of variance indicated that heterosexual male respondents rated LGB lower than heterosexual female respondents, and gay men were rated the worst among four sexualities (gay male, lesbian, bisexual male, and bisexual female) by both heterosexual male and female respondents. Furthermore, correlation analysis showed that heterosexual males' attitudes toward gay men were positively associated with "social-realistic gender identity," which means feeling of connectedness between their gender and society. These results suggest that gay men are more likely exposed to negative attitudes than other sexualities regardless of gender. Especially, heterosexual men who cannot position their gender in social situations may give lower ratings to their homosexual peers.

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## PPA0279

**Failed retrieval facilitates learning IV: effect of longer delay.**

**Saeko Tanaka, *Tokushima Bunri University*  
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It is known that if one tries to retrieve the to-be learned information beforehand, even if the retrieval fails, later learning is facilitated; this is called the "failed retrieval" effect. Many previous studies have shown that, when there is a delay to correct feedback after retrieval, learning facilitation will not occur. However, the authors repeatedly showed that learning facilitation occurs even after a delay. Moreover, from the study that manipulated delay time (Tanaka & Miyatani, 2017), it was suggested that extension of delay time could affect the effect of failed retrieval. Therefore, in this study, the authors examined the size of failed retrieval effect by setting the delay time from retrieval to feedback, to 15 - 25 minutes. Furthermore, based on the other report that learning facilitation occurs when the amount of information to be activated at the time of retrieving increases even if feedback is delayed (Kornell, 2014), conditions for retrieving multiple items were also provided. Results showed that failed retrieval effect occurred independent of feedback delay, and there was no influence due to multiple retrieval. The authors' previous researches, showing that that learning facilitation occurs in case of delayed feedback, are reproduced.

## PPA0278

**Meta-analysis of help-seeking among Japanese studies (2): An association with social support**

**Toshiharu Iida, *Rissho University***  
**Satoru Nagai, *Rissho University***  
**Masahiro Honda, *Hokkaido University of Education***  
**Haruhisa Mizuno, *Osaka Kyoiku University***  
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This study aims to investigate the potential relation between help-seeking and social support among Japanese studies. Social support represents a source of help and, as a result, those with larger support networks have been considered to be more likely to seek help. We conducted a meta-analysis on the relation between help-seeking and social support. As with previous report, we selected Citation Information by National Institute of Informatics (CiNii) as a database to search studies. At the first search, we found 551 articles. Using pre-defined criteria, 11 studies comprising a total of 3,655 participants were identified. The results indicated that overall correlation between social support and help-seeking was weak ( $r = .32$ ). Furthermore, we divided study samples on the basis of whether a source of help and a source of social support corresponded. Although an integrated correlation between social support and non-corresponding help-seeking (e.g., support from friends and help-seeking toward those who are not friends) was still weak ( $r = .30$ ), integrated correlation between social support and corresponding help-seeking (e.g., support from friends and help-seeking toward friends) was moderate ( $r = .50$ ). Therefore, the importance of social support as a source of help was confirmed.

## PPA0276

**Education students' attitude toward children with attention-deficit/hyperactivity disorder: Relationship with empathy**

**Aya Taniguchi, *Kobe University***  
**Takahiro Yamane, *Kobe University***

Much research has investigated what factors influence people's attitude toward those with a disability; such research has highlighted the relationship between empathy and prosocial behavior (Mussen & Eisenberg-Berg, 1980). However, the effect of empathy on attitudes toward people with attention-deficit/hyperactivity disorder (ADHD) has not been sufficiently examined. In the present study, the effect of empathy on education students' attitude toward children with ADHD was examined. A questionnaire survey was conducted with 256 Japanese university students enrolled in a teacher-training course. Subjects rated their attitudes toward vignettes that described children who met ADHD symptom criteria, and that did or did not include the label, "ADHD." The questionnaire assessed knowledge about ADHD, social desirability, and empathy. Multiple regression analysis showed that participants with high emotional susceptibility had a high degree of confidence about treatment, and that high perspective taking decreased stress scores. In contrast, high other-oriented emotional reactivity increased stress scores, high self-oriented emotional reactivity decreased intervene scores, and high fantasy decreased Put in time and effort and learning assistance scores. These results suggest that empathy has both a positive and negative influence on the attitude toward children with ADHD. High empathy does not necessarily create a positive attitude toward children with ADHD.

## PPA0275

**The relationship between how to use unpleasant images, coping style and defense mechanism in the collage scene.**

**Chisato Oikawa, *Tokyo Gakugei University***

Art therapy, which includes collage, is well known as a less invasive therapy. In recent years collage has been used not only in clinical situations but also in regular classes. The purpose of this study was to clarify the relationship between how to use unpleasant images, coping style (Ozeki, 1993) and defense mechanism (Nakanishi, 1998) in the collage scene. Moreover, almost all prior studies did not mention controlling materials. In order to create a control situation, collage materials were chosen based on IAPS statistics.

100 university students and graduate students were invited (m:49,f:51), and they evaluated whether each image was pleasant or unpleasant after creating collage. Students who placed multiple materials on the left side got immature defense and those on the right side tended not to take passive coping. According to the Space Symbol Theory, the left side expresses unconscious and inner world while the right side represents consciousness and outer world. Therefore, those who place multiple disgusting materials on the left side can not properly handle the stress and take immature defense. In contrast, people who puts materials on the right side are consciously facing the stress.

Collage therapy will become an indicator of people's defense style and coping style.

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## PPA0274

**Factors Related to Help-Seeking among Elementary School Teachers in Japan; Focus on the Academic Achievement Problem**

**Makiko Sakai, *Nagoya University***

**Yuki Kubota, *Kyusyu Sangyo University***

The purpose of this study was to examine factors affecting elementary school teachers' help-seeking for their colleagues, when they had difficulty with a student's academic achievement in class. This study focused on "help-seeking preference" as individual attitude for help-seeking, "collaborative climate" as environmental factors, "personal internal attributions", and "predictions of internal attributions by colleagues" referring to the help-seeker's predictions about how much colleagues will attribute help seeker's problem to internal factors. The study investigated how these factors affected "help-seeking intention".

Participants were 176 elementary school teachers in Japan. The results from hierarchical regression analysis showed that "help-seeking preference" positively related to help-seeking intention for colleagues. The interaction was observed between "personal internal attributions" and "collaborative climate". In low collaborative climate group, "personal internal attributions" promoted to help-seeking intention, whereas they had no relation in high collaborative climate group. The interaction was observed between "predictions of internal attributions by colleagues" and "collaborative climate". In low collaborative climate group, "predictions of internal attributions by colleagues" significantly negatively related to help-seeking intention, whereas, they had no relation in the high collaborative climate group. These results suggested that enhancing collaborative climate would reduce the effect of teacher attribution on help-seeking.



## Day 2 Friday 27<sup>th</sup> July

Detailed Program1 9:00 ~ 10:30  
Single paper, Workshop, Symposium, Roundtable p.79~

Detailed Program2 13:30 ~ 15:00  
Single paper, Workshop, Symposium, Roundtable p.89~

Detailed Program3 15:30 ~ 17:00  
Single paper, Workshop, Symposium, Roundtable p.100~

Detailed Program4 9:00 ~ 10:30  
Poster Presentation p.106~

Detailed Program5 13:30 ~ 15:00  
Poster Presentation p.116~

Detailed Program6 15:30 ~ 17:30  
Poster Presentation p.126~



### SPA0128

#### The Role of Schools and Teachers within the School to Prison Pipeline

**Cynthia Valencia, *UC Berkeley***

Juvenile incarceration rates in the United States far exceed the rates of juvenile incarceration in other developed nations. Black and Latino youth, youth with disabilities, and youth from low-income families are most at-risk of becoming suspended or expelled from school, further increasing their chances of becoming incarcerated. The school-based factors that increase the likelihood of juvenile delinquency is a process known as the school to prison pipeline. Though much literature has studied the school to prison pipeline, there is little to no research on the characteristics and role that teachers play in this process. Thus, this paper examines the school to prison pipeline and analyzes the role that schools and teacher characteristics play in promoting or weakening the pipeline. The education-based factors that promote this punitive process and the students most at-risk of being victimized are examined. Teacher effects, teacher expectations, and teacher bias are also examined in order to highlight their relationship to student outcomes as they relate to the pipeline. Interventions aimed at reducing teacher bias, low expectations, and punitive policies will be reviewed.

Keywords: school to prison pipeline, education-based factors, punitive policy, teacher expectations, implicit bias

### SPA0195

#### Navigating Youth and Intimacy in the Age of Porn

**Sara Chaabi, *Brooklyn College, CUNY***

Secretly accessing pornography is a common adolescent narrative (1, 2), which has undergone a drastic transformation within the last years, as pornography became widely available through the Internet (3). Minors all over the world are exposed to sexually explicit internet material (SEIM), with the majority of kids in Germany (4), Sweden (5), Netherlands (6), Taiwan (7) and Korea (8) reporting experience with pornography. SEIM accessibility has become so ubiquitous that children are exposed to it at an alarmingly young age (9) and often through accidental or unwanted exposure (10, 11, 12).

SEIM is increasingly recognized as harmful and possibly addictive (3, 13, 14) in addition to being linked to aggression, sexual perpetration and victimization (3, 15, 16, 17, 18). Overall, pornography consumption is beginning to be recognized as a public health crisis (19). In this presentation, focus will be on school-aged children, whose neurological, emotional, and interpersonal developmental stages constitute vulnerabilities to the adverse effects of pornography. Finally, the session will present school-wide interventions aimed at decreasing violence and negative health outcomes related to SEIM exposure, and will consider how schools can collaboratively engage parents to understand the effects of SEIM.

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**Ada Eliza Dragowski, *Brooklyn College CUNY***

## SPA0294

A culture specific approach to school - based interventions designed to build resilience and prevent the Commercial Sexual Exploitation of Children: Lessons Learned

**Joel Meyers, Georgia State University**

**Catherine Perkins, Georgia State University**

Commercial sexual exploitation of children (CSEC) has world-wide psychological and physical effects. African American girls living in Atlanta, Georgia, ages 12 to 13, are at high risk for CSEC. School-based preventative programs in high-need urban school districts could address individual vulnerabilities, support children's psychological development, and build resilience. To address the CSEC crisis in Atlanta, a university-school collaboration was established using the Participatory Culture-Specific Intervention Model (PCSIM). A preventive curriculum tailored to be culturally relevant and engaging for African American adolescent girls was created and implemented in urban Atlanta schools. This work is challenging to conduct in public schools. Therefore, this presentation describes our challenges and successes throughout the stages of implementation: conducting a needs assessment as well as developing, implementing, and evaluating our school-based prevention program for adolescent girls living in neighborhoods stressed by CSEC. Lessons learned from our approaches to cultivating relationships and building trust with the school community and participating middle school girls are described, including how relationships and trust are critical to facilitating the effective development and implementation of school-based interventions. Further, we show how practice and research interact in an iterative mutually beneficial cycle. Implications are considered for school-based practices that promote resilience.

### **Contributors/Co-Authors:**

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## SPA0058

Elementary school children's response to teacher praise following failure

**Ai Mizokawa, Sugiyama Jogakuen University**

How and when children should be praised is one of the main concerns in education. Teachers sometimes praise children in failure situation to boost their self-esteem. However, very few attempts have been made to examine the impact of insincere praise following failure. A total of 455 Japanese elementary school children from 6- to 12-years-old answered a questionnaire that included tasks assessing their responses to praise following failure in a hypothetical scenario and their academic engagement (Skinner et al., 2009). In the hypothetical scenario, a child experienced failure in a mathematical question, but a teacher nevertheless provided praise for their performance (outcome condition) or their effort (effort condition). The results showed that, after the praise, older children felt less positive emotion in both conditions, and showed lower motivation to persevere in additional mathematical questions in the outcome condition than younger children. It was also found that children with low academic engagement felt less positive emotion and lost their motivation to persevere in both conditions, and showed lower self-rating of their effort in the effort condition. These findings highlight the importance of understanding age differences in response to praise and individual differences of academic engagement when giving children a praise.

## SPA0059

Promoting teachers and students' well-being in elementary schools

**Maria S. Poulou, *University of Patras***

One fundamental topic in the literature concerns whether and how classroom processes are influenced by teachers' psychological functioning. Although teachers' psychological needs have been addressed, the degree to which teachers' perceived psychological needs are linked to their ability to maintain positive teacher-student interactions and promote students' well-being in elementary schools, is little understood.

The study aimed to address: a) the extent to which teachers' need satisfaction are beneficial to teacher-student relationships, b) the unique roles played by teachers' need satisfaction, teacher-student relationships and students' perceptions of well-being in predicting students' emotional and behavioral difficulties, and c) whether teacher-student relationships and students' well-being play mediating roles in linking teachers' need satisfaction and students' difficulties.

One-hundred eighty-three elementary teachers in central Greece rated the 1) Basic Need Satisfaction at Work scale, and 2) the Student-Teacher Relationships Scale-Short Form. In turn, 202 sixth grade students rated 3) the Subjective Well-Being measure, and 4) the Strengths and Difficulties Questionnaire.

Analyses demonstrated that teachers' perceptions of their needs are an important source of influence on their relationships with students, which in turn influence students' perceptions of their well-being and emotional and behavioral difficulties. These findings and their implications for research and practice are discussed.

## SPA0375

Teachers' Emotional Self-regulation and Their Perceived Relationships with Students: Voices from the Classroom

**Donna Schnorr, *CSU, San Bernardino***

Emotional self-regulation, a multi-dimensional construct broadly defined as the management of internal states or expression of emotion (e.g., Eisenberg, Spinrad, & Smith, 2004), is an important contributor to the ways in which we interact with others (e.g., Trentacosta & Shaw, 2009). Further, inquiry into teacher-student relationships has revealed many positive educational outcomes, including academic achievement and improved social skills (e.g., McCormick, O'Connor, Capella, & McClowry, 2013). However, the role of teachers' emotional self-regulation and its association with teacher-student relationships has not been as thoroughly explored.

At a rural school district in Southern California, this study examined correlations between teachers' emotional self-regulation and perceived relationships with their students. Additionally, open-ended survey items and interviews were conducted to explore patterns about teachers' perspectives regarding how teacher and school based practices can promote teacher-student relationships. Positive relationships were found between aspects of teachers' emotional self-regulation such as "not expressing negative emotions" and aspects of teacher-student relationships such as "dealing with my students drains my energy". The presentation will also include teacher perceptions regarding challenging student behaviors and teacher and school based practices that could promote the development of positive relationships with students. Recommendations for professional development and school based practices will be outlined.

**Contributor/Co-Author:**  
**Sherri Franklin**

## SPA0008-1a

### Chinese Language Universal Behavioral Screener: Adaptation and Validation

**Tat Shing Yeung, *Northeastern University***

Universal screening is considered one of the best practices for Multi-Tiered System of Supports to identify at-risk students and provide early intervention. This paper will present a study that validated the Chinese language translation of the Integrated Screening and Intervention System Teacher Rating Form (ITRF) as a universal behavioral screener.

The Chinese ITRF was validated through identifying factor structure using exploratory factor analysis and evaluating internal consistency, temporal stability, convergent validity, and discriminant validity. Thirty-one secondary school teachers completed the Chinese ITRF and Strengths and Difficulties Questionnaire (SDQ) as the criterion measure for 10 students with a subset of 27 teachers repeating the procedure two to five weeks later for test-retest analysis.

Results support a two-factor structure as identified in the original ITRF and German ITRF with the same subscales – Oppositional/Disruptive and Academic Productivity/Disorganization. The Chinese ITRF demonstrated adequate internal consistency ( $\alpha s > .90$ ) and temporal stability ( $r s > .80$ ). Correlation coefficients between similar ( $r s = .54 - .74$ ) and dissimilar ( $r s = .06 - .24$ ) ITRF and SDQ subscales supported its convergent validity and discriminant validity, respectively. The findings imply the measurement invariance of the ITRF and usability of the Chinese ITRF as a validated universal screener for behavior.

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## SPA0017

### Resiliency Scales for Children and Adolescents: Profiles of Students with and without Learning Disabilities in Elementary Schools in Oman

**Mahmoud Mohamed Emam Amer,  
*Sultan Qaboos University***

An exploratory study of resiliency profiles of male and female students with and without learning disabilities (LD) was conducted. The goal of the present study was to examine students with LD positive characteristics compared to normally achieving students (NAS) (e.g., adaptability, optimism, self-efficacy, tolerance of differences). The Resiliency Scales for Children and Adolescents were administered to two samples. Cluster analyses with the three global scores (RSCA) were used to determine personal resiliency profiles within NAS (300) and students with LD (200) samples of youth aged 9 to 18 years. Profiles for both samples were compared with each other and the profiles students with LD were then compared with profiles previously found for previous research. Three profiles were identified for the NAS sample indicating high resiliency (31%), average resiliency (44%), and low resource vulnerability (25%). The four profiles that were found in the predominately LD sample matched profiles found in previous research and represented average resiliency (23%), low resource vulnerability (26%), high vulnerability (31%), and very high vulnerability (20%). Comparison of the NAS and LD samples indicated differences in resiliency profiles as well as overlap. Implications for preventive screening and treatment of youth in Oman are discussed.

## SPA0351

### Development of a Hyperactivity Scale for Children in The Context of Bangladesh

**Saiara Subah,**  
*ARC Centre for Counselling and Psychotherapy*

The present study was conducted to develop a scale for measuring Hyperactivity of children in our culture. The scale was developed through systematic procedure of item construction, item selection and item analysis. After several careful revisions of the initial items pool (56 items), a total of 29 items were presented to 36 judges (Psychiatrists and Clinical Psychologists) for evaluation. Based on three stages judge evaluation, 25 items which met the selection criterion were compiled in the first draft of the scale using 5 point Likert format. Only those items that were able to fulfill the criterion of discrimination value, corrected item-total correlation and factor analysis (factor loading above 0.6) were selected for the final scale. Criterion related validity of the scale was ensured by significant correlation. Internal consistency reliability measured by split-half and Cronbach alpha indicates high internal consistency of the present scale. Test-retest reliability also revealed satisfactory result. Both screening and severity norms were developed for the scale. Screening norm was developed using sensitivity and specificity calculation. The ideal cut-off score for screening Hyperactivity was found to be 53. Severity norm was constructed using percentile method. Diagnostic performance of the scale was assessed using ROC curve.

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## SPA0097

### A Qualitative Analysis of School Teachers' Career Well - being

**Peter Yang,**  
*National Taichung University of Education*

**A brief rationale** – As it is one decade since the establishment of Kidd's (2008) model, an analysis of the career well-being (CWB) experienced by school teachers is both timely and necessary. In this study, individual perceptions of teachers' CWB were explored in the context of a Chinese culture. By taking the cultural context into account, a qualitative analysis was conducted in Taiwan to establish a preliminary conceptualization of Chinese CWB.

**Methodology** – An open-ended questionnaire was established to collect 135 school teachers' CWB experiences. The participants were asked to recall the sequence of jobs they had over the course of their teaching life and then to identify a period of time in which they felt particularly positive about their career. A qualitative content analysis involving four steps was employed.

**Findings and implications** –The multidimensional components of CWB demonstrated a wide range of wellness experienced throughout the teaching career (self-development and learning, work performance and achievement, interpersonal relationships and support at work, career transition and changes, a sense of purpose and direction for the future, work-life balance, autonomy at work, and participation in decision-making). Implications for workplace counseling with teachers were discussed.

## SPA0266

**Collaborative organizational climate alleviates teachers' risk for burnout: An interaction between help-seeking preferences and organizational climate**

**Hirofumi Hashimoto, *Yasuda Women's University*  
Kaede Maeda, *Yasuda Women's University***

The purpose of this study was to examine the influence of personal help-seeking preferences (HSP) and perceptions of organizational climate on teachers' mental health. Previous studies have reported that HSP is negatively associated with risk for burnout, suggesting that teachers who hesitate to seek help from colleagues are more inclined to have mental health problems. The current study hypothesized that collaborative organizational climates would alleviate the previously identified negative association. To test this hypothesis, a newly developed scale of teachers' perception of organizational climate was used to assess the relationship between teachers' burnout risk, HSP, and perceptions of organizational climate. Using a sample of 506 Japanese elementary and junior high school teachers, multiple regression analyses predicted burnout risk from five variables (age, gender, HSP, and two types of organizational climate scores). The results of the main effects showed that younger teachers, low level of HSP, a less collaborative climate, and a more closed climate increased teacher burnout risk. As hypothesized, a significant interaction indicated that HSP was less closely associated with the teachers' burnout risk if the organization was perceived to have a collaborative, not closed, climate.

## SPA0378-1

**Chicana STEM Faculty: Narratives of isolation, challenging norms, and institutional leadership**

**Yvette Gisele Flores,  
*Chicana/o Studies, University of California, Davis***

Currently, Latinas regardless of race or ethnicity represent less than 3% of STEM doctoral degrees. Once in academia they are unlikely to advance to senior university professorial and leadership ranks. Currently, we lack accurate measures truly capturing the percentages of Chicana women in academia. Although research exists on the experience of faculty of color, scant research has been conducted on the career paths of Latina STEM, much less a focus on Chicana scholars and the challenges they face in academia. This interdisciplinary study, aimed at investigating the educational paths of Latina STEM faculty across the nation through in-depth, semi-structured interviews. Findings point to the importance of Latina positionality in the academy and transformational career pathways as a result of mentorship. This presentation is focused on only one of the findings from the Social Science Research Initiative pointing at the isolation Chicanas face in academic in STEM fields. Furthermore, it shares the multiple ways in which these Chicanas challenge norms and are pioneers in academia in STEM sciences.

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## RTA0359

**Practice Working Group: Round Table Discussion on Membership: Membership in ISPA: Webbing Practitioners Across the World**

**Sally Antoinette Baas, *Concordia University***

The Membership Committee with the goal of supporting ISPA Organization of scholars and practitioners across the world will join for a conversation about how to recruit additional members and establish a cadre of Ambassadors to represent both full members and student members who represent their country and locale for sharing information locally, building stronger affiliate relationships. Discussion will center on vision, mission and goals to inspire and envision the future of ISPA relationships across and within continents for the betterment of the profession of School and Educational Psychology.

We will seek to build consensus on the “big picture” outcomes; focus on developing a written document built around answering five questions:

- a. Where are we now?
- b. What is changing in the environment that will affect us?
- c. Where do we want to be by 2019 and in five years?
- d. How do we get there?
- e. How will we know when we get there (data)?

Our goal will be to be truly strategic, responsive, focused and stretch the committee for successful future planning that includes a long term vision beyond our current thoughts about recruiting members. We will discuss how we will measure our priorities.

## WSA0041-2

**School psychologists and the digital office**

**Andrew Harrison Stephens,  
*New South Wales Department of Education*  
Denise Hardingham  
*New South Wales Department of Education***

This workshop will teach participants to use common software packages to streamline case note recording, archiving data (emails, reports, etc.), and sharing information easily and securely.

Participants will learn skills of great benefit to psychologists in an increasingly digital world. Skills taught will be accessible and practical – participants will not require any special training, or technical expertise beyond what they will learn in this workshop. They will be able to integrate these skills into their everyday practice immediately.

Participants will learn to:

- use Microsoft Excel to record case notes in a searchable, filterable database from which useful data can be extracted and reports generated;
- use Microsoft Word’s Mail Merge feature to create attractive, printable case notes;
- automate the printing of digital documents (when hard copies are required);
- create and use an electronic signature to make signing and report writing easy;
- go paperless with the power of cloud-based systems and use one’s computer, iPad/tablet and smartphone in perfect harmony.

The workshop will include demonstrations and hands-on practice.

All of these tools will increase participants’ efficiency, reduce reliance on paper, and increase confidence using technology in the school psychologist’s office.

Instructional handouts and documents will be made available to participants.



## RTA0299

### Fostering Post-National Identity among Multicultural Children in Japanese Schools

**Lorinda Robertson Kiyama,**  
*Tokyo Institute of Technology*

With the Tokyo Olympics fewer than two years away, Japanese public schools have started to distribute booklets on the games as part of social studies education. The Olympics encourages individuals to identify with one nation state, whereas an increasing number of children in Japanese schools are born to parents of different nationalities, or to non-Japanese. Children and their families take different strategies to survive: some whose appearance allows them to conceal their background try to assimilate; for those who cannot pass as Japanese, negotiating national identity becomes an unavoidable task.

This round table discussion invites school psychologists, educators, and parents to share how they support children who are in the process of crafting a personal identity that encompasses loyalties to more than one culture. Participants will exchange information on their work building resilience among ethnic minority children in sometimes hostile interpersonal environments. Skillful ways to challenge the single-nationality narrative conveyed in textbooks and classrooms will be suggested. Participants will have the opportunity to exchange ideas about structural interventions that would help make Japanese schools more welcoming of diversity in general.

## WSA0020-2

### Training Students to Set Intrinsic Life Goals: Promoting Engagement, Achievement and Happiness

**John Mark Froiland, *Purdue University***  
**Frank C. Worrell, *Univ. of California-Berkeley***  
**Hyejeong Oh, *Purdue University***

Intrinsic life goals predict achievement and happiness, yet students are rarely taught how to set them. This workshop will share the results of recent studies examining the effects of mixed methods intervention research that involves teaching late elementary school students how to set intrinsic life goals applied to learning. Participants will learn how school psychologists can teach children to set intrinsic life goals directly in counseling sessions, or via parents and teachers. Rich examples of student generated intrinsic life goals will be provided, as well as descriptions of how students progressed motivationally, emotionally, and academically. Next, participants will have the opportunity to generate their own intrinsic life goals and combine them with implementation intentions to enhance behavior. Participants will receive feedback about how to refine their goals or further clarify them. By the end of the session, participants will be equipped with a new tool for helping to promote academic engagement and happiness.

## WSA0033

### Care for the caregiver during a Crisis at School. Working with creative cards

**Odeth Bloemberg, *ESPCT***  
**Olanda Momcilovic, *ESPCT***

Care for the caregiver should be a well-known concept for school psychologists working in the field of school crisis response. Those caring for others must care for themselves (Roth, 2015). While helping others, crisis responders might ignore their own physical and emotional needs. Caregivers can learn to be aware of their own needs and monitor the needs of colleagues. Creative cards can be an important resource for caregivers during and after a crisis. The Creative cards' images encourage associations and projections. They also facilitate expressing and articulating. Gaining the skills of using the creative cards in various techniques, will also enhance the ability to create supportive dialogs with students, teachers, school personnel and parents.

#### Workshop goals:

1. Get an idea how to prepare caregivers for a crisis
2. Get to know strategies to take care of your own health during a crisis response

## SYA0381

### The Indigenization of Counseling Psychology in Asia

**Chih-Hung Wang,**  
***National Changhua University of Education(NCUE)***  
**Reiko Yoshikawa, *Tokai University***

Modern counselling psychology originated in Western countries. Ever Since counselling psychology knowledge spread to Asian countries, counseling psychologists in Asia countries have been following the practice of Western countries. However, the practice of counseling psychology has both contextual sensitivity and cultural sensitivity. The principle of culture psychology, "one mind, many mentalities", advocates the construction of psychological theory that may represent the universal mind of human beings, as well as the particular mentalities of people living in specific cultures (Hwang, 2012; Shweder, et al., 1998). Counseling psychology has it's universal aspect and indigenous aspect. For example, Confucianism is an important philosophical perspective of Chinese and East Asian culture. Due to the point of view of indigenous counseling psychology (ICP), the indigenization of counseling psychology emphasizes the combination of cultural traditions and local life experience with counseling psychology (Wang, 2017). Confucianism can be discussed as a theoretical basis for the construction of ICP theory of Chinese & East Asian. This is also true of other Asian cultural traditions such as Buddhism, Taoism, and so on. This symposium will provide a good platform for discussions on the localization and indigenization of counselling psychology in Asia society as well as global society.

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**SYA0283**

Transforming students' lives through social and emotional learning (SEL) programs and strategies

**Coosje Griffiths,**  
***School Psychologists' Association of Western Australia (SPA WA);***  
***Australian Psychologists and Counsellors in Schools (APACS)***

The role of SEL programs and strategies in transforming students' lives will be explored including ways to improve student wellbeing and peer relationships and address bullying and conflict in schools.

The role of school psychologists in supporting the school leadership in ways to teach and model values that permeate a school community will be explored. Ways to enhance peer relationships and a sense of belonging, as well as values such as mindfulness, kindness, tolerance, forgiveness and gratitude will be included.

A decision-making framework for schools to choose and implement effective SEL programs and strategies through a step by step process involving:

- assessing the SEL program/ strategy - theory, evidence and application;
- considering existing school programs and vision - underpinning values, suitability, feasibility and fidelity; and
- monitoring and measuring success - adjustments, teacher support and sustainability.

This presentation will provide current research and evidence to practice examples of what does and does not work in improving students' sense of wellbeing, connectedness to others and learning outcomes. This presentation promises to be stimulating and provide food for thought on the role of school psychologists as change agents in schools to improve the lives of students.

## SPA0011

### Crisis in K - 12 Online Learning Environments: Frequency and Preparedness

**Dawn Tysinger, Georgia Southern University**  
**Jeffrey Tysinger, Georgia Southern University**  
**Terry Diamanduros,**  
**Georgia Southern University**

K-12 online learning is proliferating around the globe with hundreds of thousands of students in fully online schools and millions in the various forms of supplemental online learning. Although K-12 online learning institutions may be protected from certain school safety concerns (i.e. physical violence on a student or a teacher), physical distance does not offer protection from all potential crises that may impact individual students or the online school environment. The current research explored educators' perceptions of and preparedness for the following crisis frequencies in the online learning environment: suspected child/adolescent neglect, suspected child/adolescent abuse, suspected student suicidal ideation, suspected student homicidal ideation, unexpected death of a student or teacher, and emotional aftermath of natural disasters or terrorist incidents. Across the sample, the crisis events were noted as occurring at least one to two times per year by some participants. Even more striking, 80 – 95% of participants noted having no training for recognizing the warning signs of various crisis events in online content, and at least 1 in 4 participants in every category indicated that they feel unprepared to respond based on their school's current crisis plan. Implications of the findings and recommendations for online crisis preparedness will be discussed.

## SPA0300

### Understanding student achievement and wellbeing through the appreciative, interactive perspective of Situational Analysis.

**Jean Ann Annan, Positively Psychology**

Situational Analysis is a framework for analysing complex situations and identifying key principles for effective activity. The interactive, appreciative inquiry process balances structure to support predictability with flexibility to accommodate the range of sense-making processes present in diverse environments. The framework was developed to guide school psychologists' ecological practice and is now used by a range of health and education professionals. Situational Analysis is one of many inquiry frameworks available to networks of schools working to raise the achievement and wellbeing of all children. The framework offers a coherent option for those professionals seeking a process that aligns with contemporary interactive pedagogies, is inherently positive and collaboratively produces practice-based evidence. In this presentation, Situational Analysis will be described making particular reference to the work of interdisciplinary networks in which shared activity is a key driver for strengthening professional practice and student learning and wellbeing. Ten discrete steps are divided into four broad stages and each step is detailed to guide the facilitation of inquiry projects. The presentation will include discussion about the use of Situational Analysis for school psychology practice and ways in which psychologists can support the shared activity and development of learning networks.

### SPA0308

#### A search for the factors building resilience among teachers in Bangladesh

**Saira Hossain, *Dhaka University***

Teaching is regarded as one of the less attractive jobs in Bangladesh with low pay scale, poor job security and less job satisfaction even though every year quite a lot of qualified people opt for teaching and choose to continue in this profession. Despite the multifarious challenges of teaching profession, what actually motivates a teacher to be resilient and thrive in this profession? The present research aims to identify the factors that teachers consider as important in promoting their resilience. Here, resilience is an ability to bounce back the adverse challenges one faces in school as teacher. The study followed a qualitative research method; particularly a phenomenological approach was used to understand the teachers' view of resilience and identifying the factors they find useful in building their resilience. A semi structured interview schedule was used to elicit data from 20 experienced high school teachers purposively sampled for the study. The thematic analysis of data revealed that there exists an interaction of both personal (e.g., positive self, positive feeling, confidence) and environmental factors (e.g., job appraisal, realistic role expectation, flexibility) facilitating teachers' resilience. The findings have implications for both policies and practices that cater for a school environment that promote resilience.

### SPA0001

#### The Relationship Between Cumulative Risk Exposure, Protective Factors and Early Adolescent Girls' Emotional Symptoms.

**Ola Demkowicz, *University of Manchester***

Evidence indicates a significant increase in the level of emotional distress among adolescent girls in recent years, alongside increased demands on schools to support young people's mental health. Accordingly, there is a need for research exploring the risk and protective factors associated with such symptoms for adolescent girls. The current study uses a mixed methods design to investigate the relationship between cumulative risk exposure (CRE), protective factors and early adolescent girls' emotional symptoms. Quantitative data from approx. 8,000 girls aged 11-12 years from 118 schools across six disadvantaged areas within England is analysed using multilevel structural equation modelling to explore pathways between variables. Limitations within CRE theory are addressed by investigating perceived stress as a mediator between CRE and symptoms, providing a large-scale exploration of the allostatic load hypothesis. The study also explores the way that protective factors, e.g. school connection, interact with CRE to influence outcomes. The qualitative strand explores the lived experience of early adolescent girls experiencing risk and emotional symptoms, utilising interpretative phenomenological analysis. The mixed methods design seeks to develop a comprehensive understanding of these phenomena in order to inform the development of school support services and interventions for adolescent girls experiencing CRE and emotional symptoms.

**SPA0191****The Effect of Mindfulness Practices on High School Adolescents**

**Pragati Goyal,**  
*Sawai Man Singh Medical College & Hospital, Jaipur*

Adolescents experience various emotional, behavioral, cognitive and social problems that can threaten their holistic development. Over the past decade, research has shown that mindfulness-based interventions can address such issues by providing a wide range of psychological benefits. However, little is known about the application of mindfulness-based practices on high school Indian adolescents. The present study assessed the effectiveness of mindfulness practices on attention, perceived stress, mental health and emotional competence among high school adolescents. The four-week mindfulness-training program consisted of 12 sessions with three weekly sessions, with each week focusing on a certain theme. Thirty-nine students participated in a single group pre-test and post-test design. Post-intervention the participants reported statistically improved attention, emotional competency and lower levels of perceived stress. The teachers of the participants reported significant improvement in internalizing and externalizing behaviors including emotional problems, conduct problems, hyperactivity problems and peer problems, as well as increase in pro-social behavior post-intervention. The findings of the study reflected that formal mindfulness-based practices for adolescents may have significant potential benefits and adds to the emerging evidences for effectiveness of mindfulness in Indian settings and provides the base for future studies.

**SPA0221****The role of private speech on executive function and emotion regulation in preschoolers**

**Gizem Öztemür,** *MEF University*

Regulation of both cognitive processes and emotions play a crucial role in many future outcomes of children (e.g. Blair et al., 2004). The development of language takes the form of external private speech in regulation of the self and becomes internal gradually (Vygotsky, 1986). The aim of this study is to investigate the relations among private speech(PS), executive functioning(EF), and emotionality(ER) in preschoolers aged from 4-to-5 years in a cross-sectional design.

The sample included 62 children, their parents and teachers. PS was measured by direct observation during a categorization task and then coded according to Berk's (1986) coding scheme. EF was measured by parent reports on CHEXI (Thorell & Nyberg, 2008). ER was measured by direct observation during the "ATTB" task of Pre-School Version of LAB-TAB battery (Goldsmith et al., 1999), also by mother and teacher reports on the CBQ-SF (Putnam & Rothbart, 2006). Turkish Expressive Language Test (Berument & Güven, 2013) was also used to control language abilities.

Preliminary analysis showed that EF and ER variables are closely related, while PS correlated with both of them negatively. Possible moderation models are expected to show that lower and medium levels, but not high level of PS moderate the relationship between negative ER and EF deficiency.

## SPA0086

### Teachers and parents' promotion of healthy conducts and its association with academic underachievement

**Pedro Antonio Sánchez Miguel,**  
*Teacher Training College. University of Extremadura*

The purpose of the current study was to test the association between teachers and parents' promotion of healthy behaviors, and children's academic achievement. Participants were 342 students, both male (n = 218) and female (n = 224), ranging in age from 11 to 13 years old (M=12.17; SD=.91), belonging to different High Schools from the Region of Extremadura (Spain). Furthermore, 20 teachers and 424 parents (father or mother or both) were examined. Students were asked about their marks in Mathematics, Language, English and Physical Education. Later, all their qualifications were requested to the department. Teachers filled the Attitude Towards Healthism Scale (ATHS), and parents filled the Global Physical Activity Questionnaire (GPAQ). Sociodemographics issues were tested. Descriptive, correlation and regression analysis were used to know the relationships and predictions with the variables studied. Outcomes showed significant relationships between the promotion of healthy conducts by teachers, parents' physical activity levels and children's academic achievement. Further, parents' sociocultural aspects emerged as predictor of students' academic achievement. To conclude, these results showed the relevance of the significant others (teachers and parents) to promote healthy habits and their relationship with academic achievement. Finally, strategies and some practical implications at High School are shared.

This research was supported by the Government of Extremadura under their IB16193 project.

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## SPA0214

### Teachers and parents' promotion of healthy conducts and its association with academic underachievement

**Hsing - Ning Lee, *National Taiwan Normal University***  
**Man - Chi Lai, *National Taiwan Normal University***

Due to the linguistic complexity of Chinese writing, such as the non obvious sound-to-script correspondence and the large number of homophonic-heterography characters, learning Chinese words is also a challenging task for native beginning learners especially for those with learning difficulties. In modern Chinese, 90% of characters are semantic-phonetic compounds, which means most Chinese characters contain both visual and verbal information. In order to explore an effective Chinese character instruction, the imagery coding method was employed. Based on the dual coding theory, this method emphasizes the meaning inherent in a symbol and expresses the meaning of a character in one picture.

The participants were three 2nd-grade students with learning difficulties, their average age was 7y8m. The results showed that the use of imagery benefited the correct rate of recall in the immediate, 1st-week and 2nd-week tests, but in the 3rd-week test the correct rate decreased. It suggests that imagery coding method can be used as a mnemonics strategy in the early learning phases. The pictorial method mainly elicited perceptual visual patterns which failed to support sustained memory. The results are discussed in view of the theory and findings of past research.



## SPA0145

### Reducing Learning Anxiety in Children Learning English by Providing a Personal Adjustable Video Caption System

**Chien - I Lee, National University of Tainan**

How to teach children to learn English in Non-English speaking countries is always a major task for education. Today, learning for fun and learning from life experience would be a better policy for learning English, especially for children. Video would be a good media suitable for learning languages. However, while the child watches an English video with caption, they would be interfered by the pop-up caption when the words in caption are familiar. On the other hand, the caption may result in high learning anxiety and heavy cognitive load for the children when most of the words in caption are unfamiliar. Therefore, in this paper, we proposed a new mechanism, called a Personal Adjustable Video Caption System, which can automatically, adjustably hide English words involved in the video caption according to their own current English word ability. Research subjects were 70 children selected from two classes of an elementary school in Taiwan; one class as the experimental group using the proposed learning system, while the other class as the control group. From the experiment results, it was found that there were significant differences between the experimental group and the control group on reducing the learning anxiety and increasing learning effectiveness.

## SPA0140

### How a Young Man with LD Tells about Resilience in His Life

**Li - Yu Hung, *National Taiwan Normal University***

YC is a master student with learning disabilities who suffered academic failure in grade school. After college, he decided to come back as design major for master degree. The study aimed to explore the resources and path to support YC study with LD in schools through the narrative approach.

YC was a difficulty baby and referred to early intervention in early age. YC experienced great difficult in the first grade. "The characters were jumping above the line so that I couldn't catch them. Therefore, I always skipped the character line." Finishing the daily homework in the first few years exhausted him and his mother. They were seldom to go to bed by 12 o'clock. YC's mother started to learn about learning disabilities and tried any strategies learned from the lectures, workshops, or parents' group. Positive attachment with family, finding out the new identify from the strength, accepting the label of learning disability diagnosed in primary school, and learning from the failures experienced before, were the major supports for his sustaining learning. Ann Masten's theory of resilience, focusing on developmental approach, is the framework to illustrate how YC developed his resilience from difficult early years and life-span disabilities.

## SPA0251

**Relations of characteristics of Autism Spectrum Disorder and state of mental health in Japanese high school students**

**Takanobu Sakai, *Konan Women's University***

### **Objectives**

The number of diagnoses of ASD increased by 78% from 2002 to 2012 (Brock et al., 2014). In the consultation rooms of higher education organizations, the consultation of students with ASD tendency reached the highest ratios in Japan (Sato & Tokuoka, 2006). The necessity of support for mental health maintenance and improvement is high for adolescent students with ASD. The purpose of this study was to examine the strength of the characteristics of ASD and mental health condition.

### **Methods**

The subjects were 1706 high school students in Japan. Subjects filled the Autism spectrum Quotient (AQ)'s Japanese version and Profile of Mood State (POMS).

### **Results**

Forty-three students scored more than 33 on AQ, which suggested the students who scored over 33 points had high ASD tendency. Their mental health state was the general result. There was a statistically significant positive correlation between AQ and POMS (except for vigor that is one of the subscales of POMS.).

### **Discussion**

In Japanese high school students, it was shown that the strength of ASD trend is related to poor mental health condition. This result means that educational support that is tailored to each student is necessary regardless of the diagnosis of ASD.

## SPA0161

**The Study of Civic Participation among College Students: A Case Study on Taiwan and Hong Kong**

**Mein - Woei Suen, *Asia University***

The new generation was always being identified as the future of a society, their sense of belonging, involvement, and attitudes towards society do matters. There were 2 large – scale movements during 2014 in Taiwan and Hong Kong. The present study tries to investigate the overall situation of political participation among adolescents. This study aims to compare the situation between Taiwan and Hong Kong. An online questionnaire was conducted among adolescents who are aged from 18 to 25. The questionnaire is mainly focus on four orientations: (1) Perceived Political Self-Efficacy (P-PSE), (2) Attitudes on Political Participation, (3) Civic Involvement Justifications, and (4) Political Participation. Eventually, 101 data in Taiwan and Hong Kong were included for analysis respectively. There are significant differences between Taiwan and Hong Kong on attitude towards political participation ( $F = 13.66, p < .05$ ), their civic involvement justifications ( $F = 7.66, p < .05$ ), and political participation ( $F = 5.05, p < .05$ ). The present study brings the P-PSE measure out of western countries and try to conduct in Taiwan and Hong Kong. There once support that perceived political self-efficacy correlates with attitudes on political participation. And attitudes on political participation would correlates with actual political participation.

### **Contributors/Co-Authors:**

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## RTA0112

### Adolescent Suicide and School Response

**Ronda A. Goodale,**  
*Cambridge College, William James College,*  
*University of Massachusetts-Boston,*  
*Northeastern University*

Although suicide rates have remained stable worldwide, for young people (15-19), and particularly males, the suicide rate continues to rise. Except for China, Cuba, Ecuador, El Salvador and Sri Lanka, the suicide rate for young males was more than twice the rate for young females. Contributory factors given for the rise in suicide rates are social isolation, a feeling of helplessness, breakdown of family structures, economic instability and the increased prevalence of depressive disorders. The connection to social media also seems related to suicidal increase. Copycat suicides also often occur when suicides are reported in the media. The countries that have the greatest youth suicide rates can be seen in a range of nations from different continents. The size of the country does not seem to impact the occurrence. School psychologists need to identify at risk students and provide some psychological inoculation. School staff must be supported in helping to identify these students. The roundtable discussion will focus on effective school mental health interventions that will translate into more effective identification tools that can be used by all school personnel. Participants can share their best practices and most useful models.

## WSA0186

### Juggling competing commitments: Consulting to identify and resolve competing demands

**Sharone Maital,** *Jezreel Valley Academic College*  
**Reuvena Shalhevet - Kaniel,**  
*Hebrew University of Jerusalem*

As consultants, school psychologists, as well as their consultees, confront the need to recognize and resolve competing commitments associated with multiple roles and work relating to different levels of the educational eco-system. Consultees face competing demands – for high academic achievement, but also inclusion of children with difficulties. As Dutch management experts Nistelrooij & Caluwe (2016) suggested, we often know what needs to be changed, but we “find ourselves moving around in circles.”

In this workshop, we propose that such competing demands often lead to resistance to change and difficulties in implementing interventions. Beyond overt competing commitments, there are “hidden” underlying forces pulling in different directions, leading to “immunity to change” (Kagan & Lahey, 2001).

This workshop aims to help participants gain understanding of the influences of competing commitments on resistance to change and implementation of interventions. We then present practical ways to identify competing commitments (especially hidden ones) and reconcile them using structured protocols for integrative, creative thinking.

Learning outcomes: Participants will

- a) Gain increased awareness of competing commitments as a source of resistance in consultation;
- b) Acquire tools to evaluate and resolve competing commitments.

## WSA0295

### PPPPREASSURE: Navigating the cultural and social impact of academic performance and expectations on Korean Adolescents

**Deanna Park,**  
*Alliant International University, California School of Professional Psychology*  
**Dominique Eugene, Fielding Graduate University**

This workshop will examine various issues that affect the psychological welfare among Korean adolescents. Little efforts have been established to address issues that contribute towards their academic performance. Literature reveals that, barriers such as peer pressure, family pressure, and family stressors can lead to psychological distress such as depression, suicide, substance use, and bullying. Discussion will include gender differences and impact of shame. Clinical implications such as how school base programs, family interventions, and advocacy programs will be addressed.

#### Learning Objective:

1. Educational Values within the Korean Families
2. Academic Culture among the Korean population
3. Factors and issues that may impact learning
  - Peer Pressure (Bullying)
  - Family Pressure (academic pressure to get into "SKY" – AKA Ivy league schools)
  - Family stressors (i.e., DV, Alcoholism)
4. Psychological Impact
  - Depression
  - Suicide
  - Bullying
  - Substance Use
  - Pitfalls and shaming
  - Understanding aversion to mental health programs
5. Clinical application and recommendations
  - School base programs
  - Family interventions
  - Cultural relevant support
  - Advocacy programs

## RTA0286

### Universal Monitoring of Students' Positive Mental Wellness: International Approaches

**Michael James Furlong,**  
*University of California Santa Barbara*  
**Ayako Ito, Ochanomizu University**  
**Jia - shu Xie, Hunan Normal University**  
**Olympia Palikara, University of Roehampton, London**

This Round Table Discussion will examine research and school-based applications grounded in the CoVitality wellness model. All participants are colleagues who have used the Social Emotional Health Survey System(SEHSS) in schools to monitor core mindsets associated with students' wellbeing. Each presenter (USA, Japan, China, and UK) will give a description about how they have used the SEHSS in research/practice. Sufficient time is planned for the panel to engage participants in a discussion about how to use positive psychology assessments to support students' thriving development.

Country: USA

#### Project CoVitality: Universal Wellness Screening in California Schools

Presenter and Organizer: Michael J. Furlong, PhD

Project CoVitality, is a four-year effort funded by the U.S. Institute of Education Sciences that is refining the SEHS-Secondary measure in support of school-based universal wellness screening/monitoring. Participants will be given an overview of this project and access to practical related resources.

Country: Japan

#### Assessing Japanese Students Social Emotional Health

Presenter: Dr. Ayako Ito

The purpose of this study was to investigate the validity of the Social and Emotional Health Survey (SEHS-P; Furlong et al., 2013) among Japanese elementary school students. The questionnaires were conducted to elementary school students attending elementary schools in and nearby Tokyo.

Country: China

**Applications of Social-Emotional Health Survey –  
Primary in Intervention Studies in China**

Presenter: Dr. Jia-shu Xie,

This presentation will discuss the application of SEHS-Primary in intervention studies. The first study used SEHS-Primary to assess the effectiveness of an 8-week group-based bullying intervention among 162 Chinese students; the second study used SEHS-Primary to assess the effectiveness of positive parenting training among 24 Chinese families.

Country: UK

**Utilizing a strength-based approach in the assessment  
of secondary school pupils' socio-emotional well-  
being in the UK**

Presenters: Dr. Olympia Palikara

A summary will be given of a study that assessed aspects of pupils' socio-emotional well-being using the SEHS-S in the UK. Findings on the psychometric properties of the scale in a UK population are presented and considerations for potential future use in UK secondary schools will be provided.

**Contributor/Co-Author:**

**Susana Castro, University of Roehampton, London**

## SYA0234

## Practice of Social - Emotional Learning (SEL) in Japan and challenges

Ikuko Aoyama, *Shizuoka University*

Reizo Koizumi,

*University of Teacher Education Fukuoka*Akira Miyazaki, *Rissho University*Yu Takizawa, *University of Queensland*

Recently, Social-Emotional Learning (SEL) has been getting more prevalent in Japanese schools. However, it is often difficult to introduce it to Japanese schools due to various reasons. In this symposium, we will present the reality and challenges of SEL practice, and introduce the practice and effectiveness of two SEL programs.

**The past experience of psychoeducational program during elementary and junior high school and its relationship with their communication skills: frequency and perceived effectiveness of the program**  
Ikuko Aoyama

The present study examined how often high school students had chances to learn preventive psycho-education in their elementary and junior high schools and how these experiences were perceived. This study also aimed to investigate the relationship between those educational backgrounds with current communication skills. The participants were 498 high school students (Male: 47.0%,  $M = 16.87$  yrs,  $SD = .84$ ) and they were asked about their past experiences on ten preventive psycho-educational programs (e.g., social skill training) and perceived effectiveness of each program. Communication skills were also measured. The results showed that programs such as “peer support program”, “self-esteem education”, and “bullying prevention” were taught more frequently in elementary schools than junior high schools. In contrast, “anger control” and “stress management” were taught more frequently in junior high schools than elementary schools. No significant school differences in social skill training and assertive training were found. As for the relationship between communication skills,

perceived effectiveness, and frequency they were significantly correlated, but most of the correlations were weak ( $r < .20$ ). Students who had learned psychoeducational programs more frequently and perceived higher effectiveness also reported higher social skills than those who had less chance to learn and reported lower perceived effectiveness.

**Two types of SEL programming**

Reizo Koizumi

School curriculum in Japan is strictly controlled by government course guidelines. Both subjects' content and their numbers of class hours are stated in the guidelines. This means “firmly structured social-emotional learning (SEL) programming” is not easy to implement in Japanese schools. In this programming, program sessions are fixed in number and order as well as in contents. Instead of this programming, most SEL programs being conducted in Japanese schools belong to the other type of programming, “segment-based SEL programming”, in which only the contents of program sessions are proposed and each school constitutes its own SEL curriculum with those program segments. The strengths of this programming are flexibility and accessibility: schools can try and experience parts of SEL programs. One of the biggest weaknesses, however, is that the effectiveness of SEL programming is tied to the level of curriculum management at each school. One successful example is explained in terms of principal's leadership, the SEL coordinator (teacher), selecting a proper SEL program (segments/ sessions), a trial in one grade level, SEL curriculum construction, the committee of teachers in charge of SEL, training workshops, classroom and school environment (e.g., posters, slogans), and coordination with parents.

**Reviewing the cultural adaptation and challenges of cognitive behavioral therapy program for school children within Japanese context**

Yu Takizawa

Japanese society has long been concerned with the issue of school adjustment, such as emotional and behavioral problems exhibited by first graders which can impair their psychological well-being and academic attainment. The presentation reviews the findings and socio-cultural implications from a study that examined

the efficacy of a cognitive behavioral therapy (CBT) program designed for improving school adjustment among Japanese young children. The reviewed study was a single-arm study with Japanese first grade students (N=43, aged 6–7 years) who participated into the Fun FRIENDS program. The study employed the teacher and parent versions of the Strengths and Difficulties Questionnaire (SDQ) for evaluating the emotional and behavioral functioning of children. The study also employed a child-report measure of support resource awareness which previous studies found to be a protective factor and a mediator of child mental health problems. Changes in SDQ scores indicated that teachers recognized improvements in students' social and behavioral competencies after implementing the program. The scores of child-report measure indicated an improved awareness of support resources. These findings support the socio-cultural benefits of applying the CBT program for improving school adjustment within universal Japanese school settings.

#### **SEL program for abused youth**

Akira Miyazaki

Miyazaki & Takahashi (2014) developed the SEL program "Third Step" for abused youth. The program consisted of seven units (Psychoeducation, Somatic exercise, Emotion regulation, Problem solving skills, Life line, Gentleman-ship, Crime prevention education). We made a study of the effect of the program by comparing the score of School Social Behavior Scale (SSBS) between two children's homes where the program was implemented and two children's homes where the program was not implemented. The prosocial score of the implementation group was higher than the control group ( $F=4.264$ ,  $p<0.05$ , Hedge's  $g=.70$ ). On the subscale, the self-control score of the implementation group was higher than the control group ( $F=5.313$ ,  $p<0.05$ , Hedge's  $g=.78$ ). It was shown that implementation of the SEL program "Third Step" over a long period improved the prosocial ability of youth in child care facilities.



**SPA0062****The Missing Link: School Psychologists as Early Childhood Mental Health Consultants****Kizzy Albritton, *Kent State University***

Approximately 1 in 4 children between the ages 0 and 5 are at risk of developmental, behavioral, or social delay (National Survey of Children's Health, 2011-2012). Much is known about school psychologists' involvement in the identification and evaluation of young children who may exhibit developmental delays; however, the opposite is true regarding their role in mental health consultation to address behavioral and/or social-emotional concerns in early childhood settings. Understanding the involvement of school psychologists as early childhood mental health consultants is important for several reasons, primarily due to the short- and long-term negative outcomes associated with the early onset of behavioral and/or social-emotional difficulties. Furthermore, school psychologists are well qualified to provide mental health consultation services in school settings. A systematic review of the school psychology literature will be conducted to examine the implementation of mental health consultation services with early childhood populations. Once articles have been identified, articles will be coded to identify specific themes related to best practices in early childhood mental health consultation. Inter-rater reliability will be established through the use of coding procedures consistent with previous systematic literature reviews in school psychology (e.g., Maggin, Chafouleas, Goddard, & Johnson, 2011; Price Floyd, Fagan, & Smithson, 2011).

**SPA0084****Collaborating with your Vocational Rehabilitation Colleagues****Dustin Ducharme, *Georgia State University***

Vocational Rehabilitation (VR) is a program that assists people with disabilities obtain services that help them prepare for, and obtain, employment. Collaborating with VR counselors aligns with the ISPA mission statement for school psychologists to broaden their sphere of influence by engaging in communication and collaboration with other professionals. This paper will present data from a mixed-methods investigation of collaboration between school psychologists and vocational rehabilitation counselors in relation to employment-focused transition services. Quantitative data from the state of Georgia (graduation rate, dropout rate, and employment pre- and post-graduation) was examined for trends in districts receiving additional VR resources. Concurrent to quantitative data analysis, the research team collected data on the current standing of collaboration between school psychologists and VR counselors by conducting a focus group consisting of 6 VR counselors and 6 school psychologists. The focus group protocol included prompts on (a) participants experiences with employment-focused transition; (b) the values that guide participants' collaboration around transitions services; and (c) aspirations and visions for collaborative efforts to improved transition services in participants' schools and communities. Focus group outcome data will be used to identify current areas of strength and targets for improving the continuum of transition services in the future.

**SPA0189**

**Development of School as a Team for All School Staff via School Triage Method Focused on Consultation**

**Kazunori Eda***hiro, Nagoya City University*  
**Makiko Ibaraki**, *Shujitsu Junior College*

In recent years problems among children have become diversified and complicated (Ministry of Education, Culture, Sports, Science and Technology, 2012, 2015). The present study has developed School as a Team for all school staff via the School Triage Method focused on consultation. The School Triage Method makes pupils and students' support and care smooth and efficient by quickly determining the priority for educational and psychological approaches (Eda<sup>h</sup>iro, 2010). The judgment is not the absolute judgment by morbidity but relative judgment with corresponding capability (Tsugawa, 2005). This study analyzed questionnaires and clinical interviews with about 700 pupils or students and 55 teachers or school staffs. After this analysis, 4 typical cases were selected. Results indicated that (a) the behavioral problems of pupils and students had decreased significantly, (b) the symptoms of pupils and students had decreased significantly, (c) a wide variety of educational and psychological approaches had been instituted, (d) School Climate as a Team had increased significantly through collaboration of all school staff. Information gathering for School Triage is the most important as consultation (Conoley et al, 1992). More longitudinal research for such points remains as a matter to be discussed further.

**SPA0349**

**What effects the change of school enjoyment in the first year of secondary school?**

**Yuejiang Hou**, *Hokkaido University*

In Japan, school non-attendance (futoko) increases dramatically during the 1st year of secondary school, which shows big problems in adolescents' school enjoyment and causes social concern.

This study investigated how the change of an individual factor (gender) and contextual factors (relationship with friends and teachers) may influence the change of school enjoyment. 297 students from 2 secondary schools were employed, and 2 time points longitudinal research was conducted.

Results revealed a common mechanism in both schools. Students showed significant variance on change of school enjoyment and the level of reliance on friends and teachers had positive influence on the level of school enjoyment.

On the other hand, a different mechanism was also shown. In one school, it was the increase of reliance on friends, while in the other school, it was the increase of autonomy in friendship, which were linked to the increase of school enjoyment.

The results implied that school adjustment support should be conducted based on general mechanism and specific school context.

**Contributors/Co-Authors:**

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**Masayoshi Ota**, *Tokoha University*

**SPA0166****The Role of Intergenerational Trauma in Predicting School Readiness****Lizbeth Ramirez - Thornton, *University of Oregon***

The association between family socioeconomic status (SES), childhood trauma, and academic achievement is complex. Low SES families are more likely to have parents and children who have experienced adversity, both of which are independently associated with lower school readiness. Parent stress, which is also related to parent history of adversity and SES, has also been found to be negatively associated with children's school readiness. However, researchers have yet to explore the nature of the association between parent and child adverse childhood experiences (ACEs), family SES, parent stress, and school readiness among high-risk preschoolers. The present study included 75 mother-preschooler dyads. Mothers completed self-report measures of parent and child history of adversity, parent stress, family demographics, and child socioemotional maturity (via the BASC-3 Behavioral and Emotional Screening System, which includes externalizing and internalizing behavior). Academic school readiness was measured using the Bracken School Readiness assessment. A structural equation model analysis revealed a negative association between family SES and mother ACEs, a negative association between mother ACEs and academic readiness, and that mother stress mediates the association between mother ACEs and child internalizing behaviors. Results suggest that school readiness may be specifically susceptible to the intergenerational effects of childhood trauma and poverty.

**Contributors/Co-Authors:****Nicole Giuliani, *University of Oregon*****Lindsay Christine Kraft, *University of Oregon*****SPA0225****Informal Mentoring for Youth, through Crises and Beyond****Ann Ling Mok, *Chinese International School***

Teens growing up through the stormy adolescent years have found refuge in adults giving them guidance and practical help. Recent studies (globally) have confirmed that informal mentoring is correlated with enhanced academic performance, relationship with parents, peers, self worth and well-being. For young people with minimal family support and struggling with crises and personal issues, the natural setting to meet positive adults is school. A study at an international school in Hong Kong confirmed the positive effects of informal mentoring and explored the processes, qualities, and contents of informal mentoring that made it work.

Implications are that school personnel (software) must be combined with the school environment (hardware) to cultivate mentoring relationships; system strategies include regular small groups with specific goals, a school schedule that allows for informal chats with students, and the expectation that teachers are available to guide students. Students should choose their own mentor to gain most from and take credit for the relationship. Skills to help initiate and relate to mentors/mentees should be taught to students and potential mentors.

The present paper aims to inform and motivate school personnel, students, and parents to engage in informal mentoring to make a positive difference in crises and beyond.

**RTA0141****The Mindfulness - based SEL Program for Elementary School Students in Taiwan****Chi - He Su, Jane - Der primary school**

Many studies have pointed out that social and emotional learning (SEL) and mindfulness-based education can effectively promote mental health and resilience of children in elementary school. The researcher combined these studies to design the mindfulness-based SEL (MBSEL) program, and to provide some suggestions for implementing this program.

The author is a school counselor in the elementary school in Taiwan. The MBSEL program was implemented for the fourth grade students during the last semester. There were 11 classes and about 310 students participating in this program. The researcher provides the following suggestions for implementing the MBSEL program in the elementary school:

1. Integrate it into different subjects to create an atmosphere for discussing emotions in the class.
2. Use animal metaphors to explain the relationship between emotions and the brain.
3. Use visible, vivid and interesting materials in the class, like emotional cards, magic bottles, balloons and mindful games.
4. Encourage children to be aware of their feelings, thoughts and physical reactions but not to judge.
5. Arrange 3 minutes of meditation time for children before going to class.
6. Teachers need to lead by example and practice mindfulness in life.

**WSA0110****School Safety and Emotional Wellness through Intervention, Prevention, and Assessment: Adherence to Best Practices and Legal Compliance for School Psychologists**

**Jessica Katherine Dirsmith,  
State College Area School District and The  
Pennsylvania State University  
Rebecca Heaton Hall, Weiss Burkhardt Kramer**

This workshop will provide clinicians with research based, best practices to promote safe schools, focusing on students requiring intensive emotional and behavioral support. It will be presented jointly by a school psychologist and school attorney and will discuss the collaboration of both professions to promote student well-being. Laws promoting safe schools and emotional well-being will be analyzed with both an international lens and a focus on the complex United States legal system. Discussion will involve culturally relevant psychoeducational assessments targeting emotional and behavioral needs. In sum, this workshop aims to increase the school psychologist's knowledge base and clinical skills in helping schools become safe, legally compliant, effective learning environments for students.

Research and organizational frameworks promoting safe schools, emotional and behavioral supports, laws, court decisions, and legally defensible assessments relating to the emotional and behavioral needs of children will be included. Legal analysis will focus on the United States system while comparing international laws.

Emphasis will be placed on promotion of school-wide positive behavioral supports, school climate, reduction of disproportionate discipline, assessment, and legal compliance.

Participants will gain knowledge on prevention, intervention, and assessment of students with emotional and behavioral needs in a legally compliant manner.

**WSA0196****Developing Social Skills in an Electronic Age****Judith Kaufman, *Fairleigh Dickinson University***

Reciprocity, empathy, perspective taking and emotional recognition and regulation are critical components of healthy development and contribute to pro-social behavior and resiliency across the life span, particularly among children and adolescents. However our electronic age with the extensive use of social media, many of these skills are diminished and face-to-face communication significantly reduced. Recent research suggests that young children have challenges with facial recognition of emotions and emotional regulation, potentially causing high risk behavior. Many adolescents report having “hundreds of Facebook friends”, but no one to reach out to for help in challenging situations. A direct relationship between time on electronic media and levels of depression and anxiety. While there are clearly benefits of social media, there are also significant interactive and social skills losses which have ultimate impact on quality of life issues. This workshop will focus on programs, techniques and social skill building exercises for children and adolescents integrating contemporary practices within the backdrop of an electronic world. Active modelling, role playing and audience participation will be an integral part of the workshop. Participants are encouraged to bring their own electronic devices to the workshop!

**WSA0096****Supporting the Foundation for Resilience and Success: Prevention and Intervention through Early Childhood Mental Health Consultation****Annie Kai Liang,  
*StarVista; University of California, Berkeley***

In response to high and disproportionate rates of preschool expulsion in US early childhood education settings (Gilliam, 2005), mental health consultation has been identified an important prevention and intervention strategy for improving quality care and promoting positive social, emotional, and behavioral outcomes in children.

This workshop explores core skills, concepts, and tenets underlying the practice of ECMHC and its role in strengthening caregivers’ capacity to respond to children’s varied needs and challenging behaviors. We will provide a brief overview of the research behind ECMHC, examine core theory, concepts and activities, and utilize case studies to explore complex challenges and considerations that arise in the practice of ECMHC. At the conclusion of the workshop, attendees will be able to respond the follow questions:

- What are the core practices of ECMHC and how are they guided by underlying theory, values, and goals? What are the advantages and disadvantages of this capacity-building, indirect service delivery model?
- What are the essential ingredients, components, and catalysts of effective ECMHC?
- Which practices and conditions promote high-quality relationships between consultants and consultees?
- What are common challenges and pitfalls in the practice of ECMHC?
- How might practices vary across diverse contexts (e.g. varying age groups, cultural and national contexts, etc.)?
- What are important considerations for training, supervision, program development and sustainability?

SYA0372

**Implementing School Guidance and Counseling in Asian Countries: Focusing on Psychological Services at Schools**

**Hisako Nishiyama,**  
*University of Teacher Education Fukuoka*  
**Chih-Hung Wang,**  
*National Changhua University of Education*  
**Brian Shiu Fung Lee, University of Hong Kong**

Asian countries have developed some unique systems of support among teachers and other supporting personnel. This symposium covers psychological services aiming at development of student as a whole person, including their Academic, Social Emotional, and Career Development. Three reports cover Hong Kong, Taiwan, Japan, and focus on their systems, curriculum, and contents, including psycho-educational services. Schools must support students in a systemic collaboration between educators and supporting professions. This collaboration relies on teachers possessing certain knowledge and abilities which foster healthy school adjustment of all students. The specialist teachers' abilities allow use of external resources such as school counselors and assisting homeroom teachers. Homeroom teachers have the longest contact with all the students in class and also gather school adjustment issues schoolwide. Additionally, specialist teachers work closely with their principal to organize the counseling system in their school. The role of specialist teachers includes screening the whole school, identifying students with needs, and forming appropriate support systems in a constant manner. This unique role enables school adjustment support not only for responsive services, but also proactive services to foster a safe and peaceful school environment. The three countries and regions examined have some commonalities in the roles of teachers, psychologists and counselors, which are discussed.

**Prof. Chih-Hung Wang, Professor of Department of Guidance and Counseling, National Changhua University of Education(NCUE) in Taiwan**

**The Development of School Psychology (student support system) in Taiwan.**

The school psychology staffs in Taiwan includes guidance teachers and professional guidance counselors (including: counseling psychologist, clinical psychologists and social workers). Because Taiwan has legislation on "Psychologists' Act" and "Student Guidance and Counseling Act", the training and practice of school counseling staff is deeply influenced by the law. Guidance teachers must receive professional guidance training on the undergraduate level, get a bachelor's degree, and obtain a teacher's license. Counseling psychologists need to get a master's degree with a major in counseling psychology, complete internship for at least one year, and obtain counseling psychologist license. The content of school guidance service includes developmental guidance (all teachers's duty), intervention counseling (guidance teachers's duty), and remedial counseling (professional guidance counselors's duty). Primary schools with 24 classes shall employ one full-time guidance teacher, the Junior high schools with 15 classes, and senior high schools with 12 classes shall do also. College with 1,200 students shall employ one full-time professional guidance counselor.

**Mr. Brian SF Lee, Research Associate, Centre for the Advancement of Inclusive and Special Education, Faculty of Education, University of Hong Kong**

**Topic: Promoting Students' Mental Well-being in Hong Kong**

All along, mental well-being of students is a major concern in Hong Kong, with various programmes in schools and community to develop the students' mental well-being. In response to the suicide spate among students in the period of March and April 2016, the Committee on Prevention of Student Suicides (the Committee) was set up. After thoroughly studied the cases of student suicides in 2014 – 2016 and the global



and local data and information on suicidal behaviours, the Committee recommended the intervention of three levels, “Universal”, “Selective” and “Indicated”. This presentation focuses on the universal intervention to improve and maintain the mental well-being of all students.

For example, the Department of Health and the Education Bureau jointly launched the Joyful@School Campaign in schools in 2016. By November 2017, about 410 schools joined the Campaign by running related activities to promote the mental well-being for their students, parents and teachers under the themes of sharing, positive thinking and enjoyment of life. The handbooks, *Detecting, Supporting and Making Referral for Students with Suicidal Behaviours* and *Teacher's Resource Handbook on Understanding and Supporting Students with Mental Illness* were developed and published for school social workers and teachers. An Information Kit on Enhancing Life Resilience was distributed to students, parents and schools. There are programmes to promote resilience and self-confidence for primary and secondary students, such as *Understanding Adolescent Project* and *Enhanced Smart Teen Project*. Under the Adolescent Health Programme, doctors, nurses, dietitians, social workers and clinical psychologists visit 300 secondary schools each year.

In response to the Committee's recommendation to improve the parents' skills and strategies to promote students' mental well-being, the Task Force on Home-school Co-operation and Parent Education was set up in December 2017. In July 2018, the Task Force released the consultation paper which outlines the proposed directions, strategies and improvement measurements to help parents nurture their children's happy and healthy development.

**Hisako Nishiyama, *Professor, University of Teacher Education Fukuoka, Japan***

### **Implementing School Guidance and Counseling by Teachers in Japan**

Schools have been developing their own unique ways to support their students' well-being and healthy development in different cultures. Unlike the US, UK and other countries and regions, in Japan roles that take care of students' healthy school adjustment were

not branched out to professional staff such as school counselors or any other professions. Japanese teachers play major roles to support students success at school. However, the regular teachers' certification curriculum does not cover the integration of psycho-educational services among inside and outside resources; furthermore, that is not included in the in-service training program. Therefore, it is crucial to clarify the special skills and training contents to coordinate among homeroom teachers, school counseling teachers, and other resources such as school counselors, school psychologists, etc. to support students with educational needs.

Attempts to place proper staff at school have been made by some local educational bodies and university programs. As a trial program, the specialist training is provided for middle leaders who intend to study School Psychology in a graduate program at University of Teacher Education Fukuoka. The experimental program has been reviewed and progress was observed. Furthermore, the clarification of competencies for special skills has to be investigated in the practical research.



## PPA0270

Experiences of school crises as revealed through retrospective questionnaires to college students  
(1)

**Yuki Kubota, Kyushu Sangyo University**  
**Takanori Hiwatari, Kitakyushu City**  
**Yohei Yamashita, University of Human Environments**

This study aims to clearly demonstrate the experiences of students during school crises using retrospective questionnaires distributed to college students through an online research system. This research was approved by the ethical committee of the Graduate School of Education and Human Development, Nagoya University. Questions were asked regarding the experience of school crises, the crisis event itself, degree of shock caused by the event, reliable people during the crisis, treatments provided by the school at the time of crisis, and so on.

The questionnaire showed that out of 516 students, 220 (42.6%) endured a school crisis at some point. Friends from the same school proved most reliable at the time of crisis. Family came second, followed by the class teacher. The reliability of the school nurse and counselor was relatively low.

The degree of people's reliability varied in accordance with the level of shock from crisis events. The reliability of the family and class teacher was higher in cases of high- and middle-level shocks than in cases of low-level shocks.

Students during crises relied on people available nearby, such as friends family, and class teachers. Such people require backup from mental-health professionals to help students in crises stabilize.

## PPA0267

Teachers' understanding toward a new way of disaster prevention education: The case of *Inochi-tendenko*

**Kaede Maeda, Yasuda Women's University**  
**Hirofumi Hashimoto, Yasuda Women's University**

Since Japan is a country where natural disasters tend to occur frequently, disaster prevention education in elementary and junior high school is extremely important. The present study focused on the practice of *Inochi-tendenko*, which means to run away independently to safety when disaster strikes with thoughts only for one's own safety, and investigated teachers' understanding about educating to this practice as a new way of disaster prevention education. Using a web-based survey of 293 elementary and junior high school teachers, this study demonstrated that, while most teachers perceived current disaster prevention education as appropriate, they were also aware that such education should be reformed. Also, such an awareness for reform was associated with a positive attitude toward educating the practice of *Inochi-tendenko*, suggesting that incorporating this practice into public education was acceptable for teachers with awareness of crisis in current disaster prevention education. Furthermore, it was also found a non-negligible organizational climate effect toward positivity in educating the practice of *Inochi-tendenko*. Results revealed that a collaborative organizational climate was necessary for teaching the practice of *Inochi-tendenko* as a new way of disaster prevention education.

**PPA0265**

**Passion for the use of smartphones: Physical and psychological problems in university students.**

**Takahiro Kubo, *University of Tsukuba***

The Dualistic Model of Passion (Vallerand et al., 2003) has shown that people can experience harmonious or obsessive passion toward certain activities. Harmonious passion is an internal force that causes one to intentionally choose to engage in activities that are associated with positive outcomes. Obsessive passion is an internal pressure that forces one to engage in activities, that are associated with negative outcomes. The purpose of the current study was to investigate the relationship between passion for the use of smartphones and physical and psychological problems in university students. A survey was conducted by distributing questionnaires to students (N = 274) who were divided into the following three groups: harmoniously passionate, obsessively passionate, and non-passionate. Findings revealed that sleep quality, depression, and anxiety scores were higher, while well-being was lower for students in the obsessively passionate group than those in the other groups. Almost no difference between students in the harmoniously passionate group and those in the non-passionate group was found, with the exception of smartphone usage time and addiction scores. The results indicated that physical and psychological problems are associated with various types of passion.

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**PPA0263**

**Skills considered necessary by nursery teacher trainees in promoting their competence in supporting parents**

**Ai Takahashi, *Hosei University***

Nursery school teachers, as part of their role, provide childcare and support for parents. A previous study reported that teachers, regardless of years of experience, need to learn receptive social skills to communicate with parents (e.g., listening to parents' feelings and thoughts, considering and caring for parents' circumstances). In teacher training curriculum, nursery teacher trainees practice childcare skills in a classroom setting, but have few opportunities for social skills training to improve their interaction with parents. Before formal employment, most trainees do not have enough confidence to build a trusting relationship with parents. This study aimed to clarify the skills required for effectively supporting parents. A total of 129 nursery teacher trainees responded to a questionnaire. The questionnaire results showed that trainees evaluated cognitive reframing skills, writing skills for parent-teacher communication, and listening skills to be more useful. The results also suggested that in order to develop nursery teacher trainees' competence in supporting parents, it is necessary to teach them not only practical communication skills but also cognitive skills such as the ability to regard other people's speech and behavior receptively.

**PPA0260****Meta - analysis of help-seeking among Japanese studies (4): An association with subjective distress**

**Masahiro Honda, *Hokkaido University of Education***  
**Haruhisa Mizuno, *Osaka Kyoiku University***  
**Masato Kimura, *Osaka International University***  
**Toshiharu Ida, *Rissho University***  
**Satoru Nagai, *Rissho University***

This study aims to investigate the potential relation between help-seeking and subjective distress across Japanese studies. Some studies indicate that subjective distress facilitates help-seeking because it represents the need for helping themselves. On the contrary, other studies have reported that subjective distress does not necessarily facilitate help-seeking. To examine these contradictory results, a meta-analysis on the relation between help-seeking and subjective distress was conducted. As with the previous report, we selected Citation Information by National Institute of Informatics (CiNii) as a database to search studies. At the first search, we found 551 articles. Using pre-defined criteria, 29 studies comprising a total of 14,700 participants were identified. Although an integrated correlation between subjective distress and non-corresponding help-seeking (e.g., daily concerns as subjective distress and help-seeking regarding depressive symptoms) was quite weak ( $r = .00$ ), integrated correlation between subjective distress and corresponding help-seeking (e.g., daily concerns as subjective distress and help-seeking regarding daily concerns) was stronger ( $r = .27$ ). These results suggest that while subjective distress itself has little impact on help-seeking, as it relates to subjective needs, it can still facilitate help-seeking.

**PPA0259****Classroom Management Method to Reduce Off - Task and Problem Behaviors**

**Shane R. Jimerson,**  
***University of California, Santa Barbara***  
**Yuexin Zhang, *University of California, Santa Barbara***

Identifying evidence-based classroom management strategies is critical to promote environments conducive to learning. Effective classroom management predicts student achievement (Schiefel, 2017) and links to teacher and student motivation. Additionally, appropriate teacher responses to student behaviors relates to lower incidents of challenging behaviors in the classroom (Owens et al., 2017) and early interventions promoting self-control strategies help to reduce delinquent behaviors (Piquero et al., 2016). Given the benefits of effective classroom management strategies and providing students with self-regulation skills, this study sought to examine the effectiveness of a classroom behavioral management strategy in reducing problem behaviors.

The Raising Lions behavior management technique emphasizes immediate action responses from teachers, encourages a positive or neutral tone of voice, and consequences for students that allow them the opportunity to exercise self-control. The present study examined the effectiveness of this classroom management strategy in reducing the number of off-task behaviors in elementary school classrooms. Thousands of classroom observations were conducted in 18 classrooms (TK-6th grade). One-way ANOVAs comparing off-task behaviors across pre and post-intervention revealed statistically significant results, indicating that this method benefited elementary grade teachers in reducing the number of off-task behaviors.

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## PPA0255

How are people moved by stories? – A study on the relationship with true self by life story research

Yukiko Ishii, *University of Tokyo*

People are often moved by stories. In previous research, commonalities of the contents and processes of the stories were studied. However, individual differences have not yet been considered: for example, some people may be moved by stories while others people may not.

It was hypothesized that individual differences would be derived from a personal perspective. Therefore, the purpose of this research was to clarify how people are moved by stories, by investigating the differences in their life story.

Thirteen male and female university students were studied (SD=22.6). First they were asked for their life story, and then asked about the two stories each participants were moved by; the outline, the particular scene, the characters they identified with, and the relationship between the story and their life story. Grounded Theory Approach was used to analyze them.

As a result, the data related to the life story was summarized in the upper category "Discovering your true self". Subordinate categories were "admire the characters going ahead," "partial overlap with characters and yourself," "affirmation of present self," "finding a new way of thinking you want to absorb."

## PPA0254

Relationship between amount of emotional vocabulary and emotional intelligence in junior high school students

Nozomi Tsukahara, *Waseda University*  
Koji Takano, *Waseda University*

#### Purpose

In the present study, the correlation between the emotional vocabulary of junior high school students and their emotional intelligence was examined.

#### Methods

Three scales were administered to 50 students in their first and second years of junior high school: ① the Emotional Vocabulary Survey, a worksheet, designed by the author with reference to Kodama et al. (2016), that required students to write as many words expressing emotion as they could within a set time, and ② the J-WLEIS (Won & Law Emotional Intelligence Scales) and ③ J-ESCQ (Emotional Skills & Competence Questionnaire) for junior high school students, which measure emotional intelligence. The correlations between these measures were assessed.

#### Results and discussion

Students wrote a mean of 15.2 expressive words each. The number of words did not correlate with any of the study variables, which suggests that having a large emotional vocabulary is not related to the ability to adjust, evaluate, or express emotion. In other words, there are students who can potentially write many emotional words but cannot adjust their emotions well, and students who can write few emotional words but can successfully adjust their emotions.

## PPA0253

Behavioral Activation System and Positive Affect Moderate the Association between Morningness–Eveningness and Mental Health in Undergraduate Students

**Kei Tanaka, *University of Tsukuba***

**Takahiro Kubo, *University of Tsukuba***

**Yosuke Sato, *University of Tsukuba***

**Hikari Namatame, *University of Tsukuba***

**Objective:** There is considerable evidence of circadian rhythm abnormalities in mental health. Hasler et al. (2010) says that individual differences in the Behavioral Activation System (BAS) sensitivity and levels of positive affect (PA), but not the Behavioral Inhibition System (BIS) and negative affect (NA), would explain the association between morningness–eveningness and depression. This study reviewed the association of circadian rhythms with mental health via BAS, BIS, PA, and NA by adding subjective happiness as the indicator of mental health to the results of Hasler et al. (2010).

**Method:** A questionnaire survey was conducted on 433 university students (116 females, 156 males, and 1 who did not identify their gender; mean age = 19.44, SD = 1.19). Results: The model of Hasler et al. (2010) was partially supported. Morningness–eveningness were associated with depression via PA but not via BAS.

**Conclusion:** It was suggested that there is bidirectional causal relationship of circadian rhythms and depression.

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## PPA0250

Evaluation of an anger management program for aggressive or withdrawn children.

**Masahiro Enta, *Waseda University***

The purpose of this study was to investigate effects of an anger management program for aggressive or withdrawn children. This program was held twice a year and had 8 sessions for a 5-month period. This program was conducted to control negative emotions, to reveal adaptive behavior and to increase awareness of own emotions and self-statement skill.

Targets of survey were 12 children between 3<sup>rd</sup> and 6<sup>th</sup> grade. They expressed maladapted behaviors such as aggressive or withdrawn and tended to repress negative emotions. For 8 sessions, they were studying, searching own emotion, revealing desire, modeling and rehearsing of adaptive self-statements.

In order to assess effects of the training, their parents and teachers estimated that children decreased problem behavior and expressed adaptive self-statement. The results of the “Egogram” questionnaire completed by children showed that Nurturing Parent (NP), Free Child (FC) scores increased significantly than before. Therefore, it was thought that children were kind not only for themselves but also for others and used an adaptive self-statement skill.

## PPA0249

Experience process of Yogo teachers who experienced students' traffic accident death

**Shiho Ohno, *Kwassui Women's University***  
**Yuki Kubota, *Kyushu Sangyo University***

This study examined the experience process of *Yogo* teachers (school nurse/ health teacher in the Japanese school system) of high schools who encountered traffic accident death of students. Interviews were conducted with three school *Yogo* teachers who experienced traffic accident death of students under different conditions such as school size, support of school counselors, processes from accident to death, after confirming the death of students. Their responses after assessing the whole school were analyzed. As a result, the *Yogo* teachers specially cared students who were familiar with the deceased student or who needed more consideration than usual, tried to get help from school counselors of their school and external counselors, and took such role as to minimize the confusion of stakeholders and whole schools. In the background to fulfill such role, the coordinator function of *Yogo* teachers, the atmosphere of schools from day to day, the leadership of management positions, and the relationship between faculty and staff were greatly affected.

## PPA0248

The Influence of Interparental Conflict on Children's Adjustment Based on Emotional Security Theory in Japan

**Akiko Hirose, *University of Tsukuba***

This study aimed to examine the influence of interparental conflict on children's adjustment in Japan, based on Emotional Security Theory (EST). EST conceptualizes emotional security in the interparental relationship as mediating the direct pathways between interparental conflict and child adjustment. Prior studies supported the relationship between high levels of interparental conflict and children's psychological problems; however, there are few studies based on EST in Japan. Participants were 379 middle school children between 13 and 15 years old ( $M=13.77$  years; 191 boys, 188 girls), who completed measures appraising their parents' interparental conflict, emotional security in the interparental relationship, their anxious/depressed feelings and aggression. The results showed a direct relationship between interparental conflict and children adjustment. Children's emotional security in the interparental relationship mediated associations between interparental conflict and both their anxious/depressed feelings and aggression, which supported the model of EST. These findings indicated that interparental relationship is important for children's adjustment, and EST is appropriate to explain the influence of interparental conflict on children's adjustment in Japan.

## PPA0247

**The Characteristics of Mongolian Children's Shape Copying Skills : Comparing Tanaka - Binet Intelligence Test V(TB-V) Results with a Japanese Standardized Document**

**Rie Fukumoto, Nagoya University**  
**Sumino Wakabayashi, Nagoya University**  
**Asuka Nomura, Nihon Fukushi University**  
**Takanobu Sakai, Konan Women's University**  
**Kenji Nomura, Nagoya University**  
**Miyako Morita, Chubu University**

### Objectives

In Mongolia, there are currently no nationally standardized developmental and intelligence tests. As such, it is difficult to formulate educational measures that match each developmental phase in children. For this reason, Nagoya University collaborated with the Mongolian National University of Education to develop a Mongolian version of TB-V.

TB-V includes shape copying tasks that are given in accordance with a child's age, which involve four shapes of a vertical line, circle, triangle, and rhombus. In this study, the results of the shape-copying task conducted in preliminary research will be used to examine the characteristics of Mongolian children's shape copying skills.

### Methods

The subjects were 180 children in Mongolia (ages 1-9 years old: 20 children for each age). All drawings were scored using the TB-V scoring standard and the passage rate for each age for each task was calculated.

### Results

The passing rates of Mongolian children for vertical line and circle and triangle tasks for each corresponding age class were generally on the same level as that of Japan. The passing rate of the rhombus was lower than that of Japan. Therefore, the trends of incorrect answers among Mongolian children for rhombus tasks need to be examined in more detail.

## PPA0246

**Effects of a psychoeducational program on conflict resolution skills in junior high school students**

**Hirohito Mashiko,**  
**Hokkaido University of Education Sapporo**  
**Masahiro Honda,**  
**Hokkaido University of Education Hakodate**

The purpose of this study was to investigate the effects of a psychoeducational program to increase the assessed Integrating Conflict Resolution Skills (ICRS) in junior high school students. This program was conducted over two 50-minute sessions in February 2016 and December 2017. The sample included 143 students who completed the questionnaires. Questionnaires were given to the students by teachers before, immediately after, and two weeks following the program, and were completed anonymously. The questionnaires included: 1) The four factors from the ICRS scale (concerns for integrating resolution, persistence, acceptance and empathetic understanding, and assertion with consideration); 2) three factors examining the psychological stress reaction (anger, distraction, and anxiety and depression); 3) friendship satisfaction; and 4) school satisfaction. Statistical analyses were accomplished using the software package R. Each measures'  $\omega$  ranged from .77 to .97. Results from a repeated-measures ANOVA demonstrated that all of the ICRS scale factors and school satisfaction increased significantly from the start of the program to the completion of the program and were maintained at the two-week follow-up. However, factors on the psychological stress reaction and friendship satisfaction did not show significant change over time. These results offer some evidence of the efficacy of the program.



### PPA0245

**Report on the teaching method of dialogue in assembly as part of grade management: Teacher's practices of active learning on special activities and moral lesson**

**Toshihiro Mori, *Waseda University***  
**Takuma Yamamoto, *Waseda University***

The present study reported the practice of teaching method of dialogue in assembly, which is a part of grade management in primary school.

The subjects of this report were 101 fourth-grade children (54 boys, 47 girls) at a primary school in Japan. Teachers held grade assembly four times aiming at children to understand how to be exemplary for lower grade children and set three themes, a) tidying themselves up, b) good wording, c) three points of walking along hallway. Details of these practices are presented on poster.

For measuring the effects of practice, children filled up the Kawamura & Tagami's (1997) scale to detect bullying and isolation in class two times, in November 2017 (time 1) and March 2018 (time 2).

IBM SPSS Statistics 24 was used in this study. Time 1 score was better than time 2 ( $t = 4.16, p < .01$ ).

There was one key finding from this study. These practices in assembly had good effect for children. Teachers and children should have the attitude that "we are in a unit in same grade". Therefore, these practices can contribute to grade management and class management.

### PPA0244

**The relationship between past experiences on delinquency, and attitudes, opinions and perceived efficacies for delinquents in college teacher candidate students**

**Haruka Komizo, *Tokyo Gakugei University***  
**Naohiro Matsuo, *Tokyo Gakugei University***

The purpose of this study was to examine the influence of past experiences related to delinquency on attitudes, opinions, teacher efficacy against juvenile delinquents in college teacher candidate students. Subjects were 499 college students enrolled in the Faculty of Education, who will acquire one or more teacher license. A questionnaire was administered asking teacher efficacies, attitudes, and opinions on juvenile delinquents. As a result of the t-test, students who had delinquent siblings or friends tended to be less worried about dealing with delinquency than students who didn't have delinquent siblings or friends. Teacher candidate students who had established a friendly relationship with delinquent juveniles were showing understanding attitudes to juvenile delinquents as compared with those who had not. Furthermore, as a result of partial correlation analysis, those who felt that "teachers did not do anything in particular" tended to be more indifferent, and those who felt that "teachers supported rehabilitation" tended to be more collaborative. Therefore, it was suggested that not only the experience of themselves, but also the correspondence of their schools and teachers attitudes in the past days, affected understanding attitudes to delinquency and delinquent juveniles.

### PPA0243

Japanese mothers' child-rearing goals:  
Relations to their parental practices

**Ai Nakane, NTT**

Cultural values affect parental child-rearing goals (Trommsdorff, 2006), which should influence parent-child interactions. This study investigated Japanese mothers' child-rearing goals that affect their child-rearing practices. Semi-structured interviews were conducted with nine mothers of 1- to 2-year-olds. We asked them about how they interact with their children, what kinds of materials and experiences they provide, and why they do that. Their responses were analyzed using the M-GTA. The results revealed six long-term child-rearing goals for their children to have a "good" life. They were categorized into two groups: 1) personal development and 2) relationship development. Although many of the goals were similar to those found in previous studies conducted in Western cultures, the relationship-development goals, which involve building close family connections for support, were unique to Japanese culture. As previous research has shown, mothers have child-rearing goals "to build or maintain love, trust, and close family connections" (Hasting & Grusec, 1998), but this study further demonstrated that, for Japanese mothers, the reason for building close family connections is for the family to serve as a secure base and to offer support and help when their children encounter difficulties. Implications will be discussed in relation to cultural values.

### PPA0240

Working memory, age and semantic language skills  
predict academic achievement in children with  
ADHD across samples

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Graduate University*  
**Chi - Ching Chuang,**  
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Attention deficit hyperactivity disorder (ADHD) is a common and debilitating neurodevelopmental disorder affecting approximately 5% of children worldwide. As many as 80% of children with the disorder experience academic difficulties, leading to increased risk of grade retention and high school dropout. Identifying the factors contributing to such academic underachievement is critical to developing effective classroom interventions. Two samples of elementary age children from New Zealand (sample 1  $n = 102$ ; sample 2  $n = 140$ ), diagnosed with ADHD following multi-method multi-informant diagnostic assessments, completed measures of cognitive functioning and academic achievement. These data were submitted to sequential multiple regression analyses. Verbal working memory explained significant variance in reading, math and spelling performance over and above the effects of IQ. Semantic language skills predicted significant variance in reading and spelling scores. Standardized academic achievement was negatively correlated with age, suggesting many children with ADHD are not making expected academic gains. Parent reported ADHD symptom severity did not predict academic achievement across subjects. These findings highlight the importance of early identification of ADHD and associated academic and cognitive weaknesses. Teaching and assessment strategies should focus on accommodating reduced working memory capacity and verbal language skills throughout the school years.

## PPA0239

**Adult attachment and Help - seeking Intentions among Chinese International College Students: The Mediating Roles of Anticipated Benefits and costs**

**Jiayi Chen, *Nagoya University***  
**Mariko Matsumoto, *Nagoya University***

**Introduction**

Generally, university students studying abroad are susceptible to psychological problems because of the cross-cultural adaptation and other factors. Chinese students studying in Japan are the object in this investigation. The present study investigated whether the anticipated benefits and costs of help-seeking mediates the relationship between adult attachment and the intentions to seek help from family, Chinese friends and Japanese friends.

**Methods**

221 (80 males, 141 females) Chinese students were recruited from universities across Japan through snowball sampling method on social media and friend recommendation. Participants completed an online survey which consisted of 1) adult attachment style scale (ECR); 2) anticipated benefits and costs of help-seeking scale; and 3) help-seeking intentions scale.

**Results and Discussion**

Structural equation modeling results indicated that there was a significant direct relationship between attachment avoidance and help-seeking intentions only for Chinese friends but an indirect relationship via the anticipated benefits of help-seeking for family, Chinese and Japanese friends. Furthermore, the anticipated benefits of help-seeking mediated the link between adult attachment and intentions to seek help from both family and friends. These findings suggest that attachment avoidance influenced the anticipated benefits of help-seeking, which in turn influenced help-seeking intentions.

## PPA0237

**Support Needs of Students with Disabilities during Teaching Practice for Student Teachers**

**Ryo Kumagai,**  
***University of Teacher Education Fukuoka***  
**Hiromitsu Aizawa,**  
***University of Teacher Education Fukuoka***

**Aim:** Providing reasonable accommodation is mandatory after the act to eliminate discrimination against persons with disabilities was enacted in April. As a result, equal opportunities must be secured for students with disabilities to teach in educational settings. However, few regular classrooms have experienced accepting disabled teachers. Therefore, we focused on hearing impairments and investigated the support needs for accepting students with hearing impairments for teaching practice.

**Method:** A questionnaire survey was conducted with all elementary and middle schools (1,126) in a prefecture.

**Result:** Approximately 60% of schools responded that they could accept students with hearing impairment if they had support from the university. The support required by schools included sending people who ensure information, providing past practice cases and holding training program for supervisor in advance. The information sharing content that schools required included basic explanations on impairments, concrete support methods and establishing cooperation networks with universities during the teaching practice.

**Conclusion:** Guidelines that incorporate the above findings should be developed. Moreover, disabled students should express their needs so that appropriate support could be provided during their teaching practice.

## PPA0236

## Effects of children's humor on school adaptation in Japan

**Nanae Kojima, *Tohoku University***  
**Ryota Tsukawaki, *Hijiyama University***  
**Tomoya Imura, *Saga University***

Effects of children's humor on school adaptation were investigated in this study. Three types of humor (aggressive humor, self-defeating humor, and playful humor) and four aspects of school adaptation (school interest, learning motivation, relationship with teachers, and relationship with classmates) were measured. Five hundred elementary school children (4th-6th grade) and junior high school students (7th-9th) answered the questionnaires. First, a simple model showing the three humor types to affect the four aspects of school adaptation was tested with structural equation modeling (SEM) but did not show good fit. Next, a different model showing the three types of humor to affect schoolwork aspects of school adaptation (school interest and learning motivation) mediating relationship aspects of school adaptation (relationship with teachers and classmates) was also tested with SEM. After non-significant paths were deleted from the model, the model showed good fit. The final model showed that aggressive humor limits relationship with teachers and classmates, resulting to decrease school interest and learning motivation. The final model also showed that self-defeating humor strengthens relationship with teachers and classmates, resulting to increase learning motivation and school interest.

## PPA0235

## Effects of Social and Emotional Learning on English Education at Japanese Junior High School

**Shoichi Sakai,**  
***University of Teacher Education Fukuoka***  
**Reizo Koizumi,**  
***University of Teacher Education Fukuoka***

This research examined effects of English lessons related to Social and Emotional Learning (SEL) at Japanese junior high school. Four classes were divided into two groups (42 students in two control classes, 51 students in two intervention classes) based on SEL-8S self-assessment scale for junior high school students (Koizumi, 2011). Both of the groups took three English lessons of the unit 'Let's introduce myself'. The intervention groups took the lessons which were related to SEL, while the control group also took three lessons, only the third lesson of which was related to SEL. The effects were evaluated from students' comments on the worksheets and their mutual evaluation of speaking and listening. Compared to the control, favorable results were observed in the intervention group as follows: (1) the number of letters of students' comments to the lessons increased, (2) the acquisition of English learning contents was promoted, (3) the number of the students who felt that English communication was fun increased, (4) listening attitudes to their partners were improved in the third lesson. This research suggests that lessons based on SEL not only promote students' awareness of listening, but also foster their attitudes of communication in consideration for others.

**PPA0233**

**An initial validation of the UNIT2 for culturally and linguistically diverse populations in Japan**

**Naoko Shimada, *Rissho University***  
**Yumiko Imamura,**  
**Junko Iida, *University of Tsukuba***

In a globalizing society, multicultural support in the field of psychological services has become increasingly important. However, an appropriate procedure for multicultural assessment has not been developed in Japan. In order to contribute to solving this issue, the present study examined the validity of the scores of the Universal Nonverbal Intelligence Test—Second Edition (UNIT 2), which was developed as a culturally and linguistically reduced test in the US, for diverse children and adolescents living in Japan. The participants included those with Japanese, Chinese, Korean, Filipino, and Brazilian cultural backgrounds ( $n = 60$ ). The mean and standard deviation of the UNIT2 scores were obtained by utilizing the US standardization sample ( $M = 107.02$ ,  $SD = 11.31$ ). The results suggest that the UNIT2 has a potential to function as a culturally-reduced cognitive measure for children living in Japan. Although it was difficult to match SES of the present population to those of the US standardization sample, independent sample t-tests were conducted to compare to the US standardization ( $M = 100$ ,  $SD = 15$ ). The results and discussion will be presented.

**PPA0232**

**Relationships among children's humor, psychological health and well-being**

**Ryota Tsukawaki, *Hijiyama University***  
**Nanae Kojima, *Tohoku University***  
**Tomoya Imura, *Saga University***

Relationships between children's humor with psychological health and well-being were investigated in this study. Three types of humor (aggressive humor, self-defeating humor, and playful humor), stress reactions (physical states, depressive-anxious feeling, irritated-angry feeling, and helplessness) as four indexes for psychological health, and emotional well-being and self-esteem as two indexes for well-being, were measured. Five hundred elementary school children (4th-6th grade) and junior high school students (7th-9th) answered the questionnaires. Aggressive humor showed positive correlation with all four stress reactions and negative correlations with the two well-being indexes; and playful humor showed positive correlations with physical states and helplessness. In contrast, self-defeating humor showed negative correlations with physical states, depressive-anxious feeling, and helplessness, and positive correlations with the two well-being indexes. Self-defeating humor is considered to be maladapting according to previous studies done in Western countries. But compared to Western countries where people are more individualistic, in Asian countries people are more collective, hence they may be trying to build up relationship by sacrificing one's self, resulting in self-defeating humor to be considered adapting.

## PPA0229

Importance of school psychologists' self-reflection in their professional activities

**Albina Kepalaite, Vytautas Magnus University**

School psychologists encounter diverse problems and clients of different age in their workplaces. Thus, the competency of solving problems and making appropriate solutions is the most important professional feature. This feature could be based on the analysis of their own and other people's behaviour, interactions and overview of their own thoughts and feelings. This could serve as a basis for changing interactions, behaviour, and education of oneself as a professional. Data of the level of self-reflection would be helpful while organising qualification courses and seminars for prospective and already working school psychologists. Thus, the aim of this research is to disclose the structure of self-reflection regarding gender and work experience.

The research participants were 172 school psychologists. Self-reflection was assessed employing the self-reflection questionnaire (Grant, Franklin, Langford, 2002). The statements had to be evaluated using the Likert scale.

The research demonstrated that women had higher level of self-reflection than men. School psychologists with bigger work experience had higher level of self-reflection than those with less work experience. These distinctions might mean different orientation to problem solving. The appropriate seminars on choosing adequate orientation to problem solving would be helpful for students of school psychology and already working school psychologists to become more effective professionals.

## PPA0228

It matters which specific intelligence test is applied: individual results vary importantly

**Anette Buenger, University of Basel**

To understand a school-aged child's needs and potential, psychologists often assess various developmental skills such as socio-emotional, psychomotor and cognitive skills. The intellectual ability is frequently assessed given predictive validity for real-life success such as school-readiness, academic and professional achievement as well as mental and physical health. Intelligence seems reliably measurable with a wide range of state-of-the-art intelligence tests. It is broadly assumed that different intelligence tests yield comparable results. However, little evidence exists whether this assumption holds empirically. Previous studies showed important correlations between different intelligence tests on group level. However, less is known about the comparability of these tests on individual level. The goal of this study was to examine the comparability of seven established intelligence tests with a sample of 360 children and adolescents aged 4 to 20 years. Preliminary results show a correlation of  $r = .48$  to  $r = .71$  between the seven tests on group level. However, considering the 90% confidence interval, intelligence test scores differed significantly for 30 to 70% of the children across the seven tests. These results indicate that it matters with which specific test a child's intelligence is assessed. We discuss the implication of this result for school psychological routines.

## PPA0226

### Influence of children's time management on motivation to study after the long vacation

**Tomoya Imura, Saga University**  
**Nanae Kojima, Tohoku University**  
**Ryota Tsukawaki, Hijiyama University**

The authors developed a scale to assess time management by children and evaluated its reliability and validity. This scale was then used to examine the influence of time management on studying during the long vacation and the motivation to study after the long vacation. In Study 1, the authors developed a scale for evaluating time management in children and tested its internal consistency and criterion-related validity. Factor analysis indicated that children's time management consisted of two types of time use: "planned" and "unplanned." The planned time use showed a positive correlation with perseverance and negative correlations with apathy, and anger. Moreover, unplanned time use showed a negative correlation with perseverance and positive correlations with apathy, and anger. In Study 2, the authors examined the influence of time management on children's study plan for the long vacation, actual study time, and the motivation to study after the long vacation. The results suggested that children with higher planned time-use scores approved the study plan and doing their homework, and had longer study times. It was also indicated that planned time-use increased motivation to study after the long vacation.

## PPA0224

### The Relationships of Teachers' Praise with Their Burnout and Work Engagement

**Yuya Iijima, Waseda University**

Teachers' burnout is one of the psychological crises occurring in contemporary schools. While recent studies show that teachers' praise decreases students' disruptive behavior in class, a decrease in students' maladjusted behaviors also decreases teachers' stressors. Therefore, teachers' praise could solve problems related to teachers' mental health. This study investigated the relationships of teachers' praise with their burnout and work engagement. A questionnaire was administered to 147 public elementary or junior high school teachers. It included scales measuring the participants' frequency of praising students, cognitions about their students, self-efficacy as a teacher, burnout, and work engagement. A hypothetical model was examined using multiple sample structural equation modeling. Results revealed a good model fit ( $GFI=.967$ ,  $AGFI=.900$ ,  $CFI=.946$ ,  $RMSEA=.097$ ). According to this model, teachers' frequency of praising had a negative influence on their burnout and a positive influence on their work engagement, through more positive cognitions about their students and higher self-efficacy. Positive cognitions about students also influenced teachers' self-efficacy positively. These results indicate a positive relationship between teachers' praise and their mental health. Therefore, this study recommends that teachers praise their students to decrease their own burnout, increase their work engagement, and improve their mental health.

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## PPA0222

## Suicide and Suicidal Behaviors Among Adolescents

**Riley Chu, *University of California, Berkeley***

Globally, suicide accounts for an estimated 6% of all deaths among adolescents. In the United States, suicide is the third leading cause of death for adolescents between the ages of 12 to 19. Despite this phenomenon, most suicides are preventable with timely and effective interventions and support. Given that adolescents spend a significant amount of time at school, it is critical to inform those who work most frequently with adolescents such as teachers, psychologists, and counselors. This group of school personnel has a unique opportunity to identify, prevent, and intervene with adolescents who are at-risk of suicide. In this paper, I provide an overview of suicide and suicidal behaviors among adolescents, intending to be a resource that will increase awareness of adolescent suicide, as well as aid prevention and intervention efforts for school personnel. In particular, I first define and describe suicide and suicidal behaviors. Next, I review rates and prevalence. Then, I discuss the risk and protective factors, assessment, prevention strategies for school-based professionals, and interventions that have demonstrated effectiveness in reducing rates of suicide and suicidal behaviors. Finally, I discuss implications for educators and psychologists.

## PPA0290

## Meta - analysis of help - seeking among Japanese studies (1): An association with self - esteem

**Masato Kimura, *Osaka International University***

**Toshiharu Iida, *Rissho University***

**Satoru Nagai, *Rissho University***

**Masahiro Honda, *Hokkaido University of Education***

**Haruhisa Mizuno, *Osaka Kyoiku University***

This study aims to investigate the potential influence of some considerable factors on help-seeking among Japanese studies. For the past 20 years, Japanese researchers have conducted a number of studies to identify determinants of help-seeking. However, these studies had inconsistent results, and this study points out the necessity of integrating these results. Especially, two hypotheses about the relation between these two factors have been proposed: consistency hypothesis and vulnerability hypothesis. The consistency hypothesis assumes a positive relation between help-seeking and self-esteem, whereas the latter assumes a negative relation between the two. A meta-analysis was conducted on the relation between help-seeking and certain major factors, focusing on self-esteem. Citation Information by National Institute of Informatics (CiNii) was selected as a database to search studies. In the first search, 551 articles were found. Using pre-defined criteria, 11 studies, comprising a total of 3,558 participants, were identified. The results of the meta-analysis indicated that the relation between help-seeking and self-esteem was weak ( $r = .03$ ). Our results do not support either of the hypotheses, suggesting that a simple correlation between help-seeking and self-esteem may not exist. Further research is required to investigate the influence of threat to self-esteem on help-seeking.

## PPA0216

**Validation of the Social Emotional Health Survey -  
Primary among Japanese Elementary School  
Students**

**Junko Iida, *University of Tsukuba***  
**Ayako Ito, *Ochanomizu University***  
**Ikuko Aoyama, *Shizuoka University***  
**Hiroko Endo, *Miyagi Gakuin Women's University***  
**Kie Sugimoto, *Meiji University***

The purpose of this study was to investigate the validity of the Social and Emotional Health Survey (SEHS-P; Furlong et al., 2013) among Japanese elementary school students. The questionnaires were conducted to 1,008 elementary school students attending one of 4 elementary schools in and nearby Tokyo. The SEHS-P has 21 items, with 5-6 items each assessing gratitude, optimism, zest, and persistence; they are considered as psychological dispositions associated with positive youth development. A Confirmatory factor analysis was conducted to test the fit of the SEHS factor structure. The model adequately fits the data:  $\chi^2=1438.457$ ,  $df=185$ ,  $p<.00$ ,  $CFI=.910$ ,  $RMSEA=.082$ . As expected, each item showed good factor loading on the corresponding factor. All parameter estimates were found to be statistically significant ( $p<.01$ ). Also, the correlation of the SEHS-P and other psychological scales (psychological distress, prosocial behavior, and satisfaction with the classroom life) was .37-.57, thereby showing the moderate relationship. Therefore, validation of the Survey was supported in several aspects. Reliability was good in each subscales (Cronbach's  $\alpha = .83-.91$  ) The development of the Japanese version of SEHS-P will be a step toward introducing the whole school universal screening approach to Japanese schools.

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## PPA0325

**Personal tutoring for an elementary school student  
who has difficulty with solving mathematics by  
cognitive counseling**

**Ikumi Ozawa, *Hiroshima University***  
**Takumi Nakagoshi, *Hiroshima University***  
**Naoki Oka, *Tokushima Bunri University***

Study support for children with developmental disorders is important. This is a case study about the cognitive counseling for a child who has difficulty with solving mathematical problems. Cognitive counseling is the individual support for learners. The cognitive counselor finds causes of learner's cognitive problem through interviews with the learner and provides support for the learner. The learner in this report was a boy who was sixth grade elementary school student with an Asperger syndrome. Especially, he was not good at graphics and fractional problems. In the study supports, we used worksheets composed with small steps. Also, we emphasized the importance of understanding the meaning of the concept, and taught him the meanings of some concepts using concrete objects. For example, we taught the concept of fractions by illustration of pizza. After all study supports, he became able to solve problems about graphics and calculating fractions. It is thought that the effect of support by cognitive counseling was obtained.

**PPA0213****Intervention on Place - Value Concept for Children Struggling with Mathematics****Winnie Wai Lan Chan, *The University of Hong Kong***

Place-value concept (i.e. the principle governing the values carried by individual digits in a number) is essential for making sense of multi-digit numbers and doing arithmetic. Yet, children who have difficulties in mathematics often struggle with it in the elementary grades. This study aimed to develop intervention strategies to help these children to understand the place-value concept, and more importantly, apply it in everyday mathematics. Forty-seven Chinese second graders participated. All of them were low-achievers in mathematics. Twenty-five of them were randomly chosen to join an eight-session place-value intervention program. The cardinal meaning of individual digits in a number was first illustrated with base-ten blocks, which was gradually replaced by symbolic representations on a columnar operation chart. Children in the intervention program also practiced making up and breaking down multi-digit numbers according to the place-values of the individual digits. Results showed that children who had joined the intervention program had better place-value concept, number fact retrieval, numerical transcoding, and subtraction skills, when compared with the control. The place-value intervention program developed for this study was proved to be effective to help children having difficulties in mathematics to acquire the place-value concept and transfer it to master other mathematics skills.

**Contributor/Co-Author:****Josh Sze Long Ma, *The University of Hong Kong***

Special thanks to the Educational Psychology Service (New Territories East) Section, Education Bureau, the Government of the Hong Kong Special Administrative Region for their continuous support in this study, from inviting schools to participate, to the development and implementation of the intervention program.

**PPA0208****What do school children learn in club - activity in school?****Mariko Takagi, *Toyooka College***

Sports club activity in school aims to give experience of sports to students. In elementary and junior high school, children learn necessary skills to play sports, cooperation with other members as well as ways of thinking about things.

Selection of members as representatives for sports matches is required. In the selection, there are two opinions; one is to give priority to elder member regardless of their skills, while another puts more emphasis on the skills.

The purpose of this study was to examine the two opinions. University students were required to select a member for a sports match from two candidates: one was skillful and younger, and another was slightly less skillful and elder. The students discussed about the reason of their choice. Depending on the purpose of the school sports club, students adequately accepted the double standard, the conservative cultural one and fair sportsmanship. Respect for elder person is important, especially in Asian societies. However, in a match, the person who is a good player should be chosen as representative, in order to win.

In junior high school, students are sometimes given the opportunity of participation in a certain order. They may learn relationship harmony (term from Uchida, 2008), rather than competitiveness.

## PPA0207

### Survey on mental health of Japanese high school students

**Shiori Nakano, Tokyo Gakugei University**  
**Soichi Hashimoto, Tokyo Gakugei University**  
**Kotaro Kusaka, Tokyo Gakugei University**  
**Saeko Yamanaka, Tokyo Gakugei University**  
**Takuya Miura, Tokyo University of Agriculture and Technology**

**Aim:** To clarify the mental health conditions of high school students in Japan. **Method:** A questionnaire survey was submitted to school nurses at 272 high schools (HS) in the Tokyo metropolitan area, and upper-secondary sections of 313 special needs schools(SS) throughout Japan. **Results and discussion:** It was inquired whether students with mental health problems were enrolled in the schools. Results indicated that many students were suffering from mental health problems in HS, most of the items exceeding 80%. Both types of schools had commonly had a high rate of hypochondria, sleep disorders and absenteeism. Only 33% of SS had school counselors, and only 4% of HS had a psychiatrist. There were many school social workers and child psychiatrists in both types of schools as responses of the jobs that they wanted to cooperate with. Teachers were struggling to provide support to families that had difficulties in dealing with and to correspond problems peculiar to puberty and adolescence. In conclusion, it is necessary for both types of schools to support students and parents in cooperation with different professionals because many students are suffering from mental health problems. Government of the Hong Kong Special Administrative Region for their continuous support in this study, from inviting schools to participate, to the development and implementation of the intervention program.

## PPA0206

### The impact of "PEACE" program on children with developmental disorders in community settings

**Yuma Ishimoto, Tottori University**  
**Takahiro Yamane, Kobe University**

Anxiety symptoms are common among children with developmental disorders. Cognitive Behavior Therapy (CBT) has been recognized as an effective treatment for anxiety in this population. However, treatments based on CBT are scarce in Japanese special education. The authors utilized the day-care services for children with disabilities (DCCD) in a community setting, and developed a CBT based program "PEACE" (Program of Emotional Awareness for Child Empowerment) consisting of ten, 20-minute sessions, which non-professionals of CBT could deliver in the setting after training. The present study examined the PEACE in DCCD settings.

A total of 122 children in 24 DCCD participated in the program and their parents completed a series of questionnaires before and after the program including the Spence Children's Anxiety Scale (SCAS), the Strength and Difficulties Questionnaire (SDQ), and the Problematic Behavior Scale (PBS).

The data of 69 children (they were not absent more than 2 sessions and their parents answered both questionnaires) were used for analysis. The significant positive changes were found in the Emotional Symptoms, the Hyperactivity/Inattention, the Peer Relationship Problems and the Total Difficulties Score of SDQ as well as the Internal and External Problems of PBS. The findings indicate usefulness and limitations of the program.

**PPA0205****Enhancement of Counseling and Guidance System in Japan****Hiroshi Yoshihara, *Hirosaki University***

The purpose of this research was to clarify the awareness of teachers, on what kind of efforts are necessary to improve the counseling and guidance system. Based on the discussion of three teachers who specialize in counseling and guidance, a provisional scale of 25 items was prepared. A questionnaire survey was conducted on 71 teachers of primary school, junior high school and high school. As a result of factor analysis (maximum likelihood method, Promax rotation), 20 items of 4 factors were extracted. Factors were "leadership" "team support" "information sharing" and "collaboration with school counselors". Regarding the reliability,  $\alpha = .86 - .90$ , and sufficient reliability was obtained. In the comparison among the school types, the elementary school and the junior high school had a significant score higher than the high school in "team support". Discussions were held on the improvement of counseling and guidance system based on the results.

**PPA0204****Collaboration between a Child Welfare Center and School : A Qualitative Perspective of Welfare Worker Using a Modified Version of Grounded Theory****Michiko Ishikawa, *Tokoha University***

The child guidance center is the central countermeasure administrative organization to prevent child abuse in Japan. Although there is an increase of interest in understanding the importance of child welfare centers and school, with relation to child abuse, research in this area remains sparse. The purpose of this article is to use the method of grounded theory to study the relation between child guidance center and school. A total of 18 welfare workers (seven of them were temporary teachers) were chosen for the study. The results of grounded theory revealed that welfare workers encountered problems such as 'Parents do not know about the abuse', 'Parents have distrust of the school in order to hear the notification sources from children', 'If the teacher notifies me, it is considered that all parents and children are away from each other', 'Teachers do not have the image of the treatment (progress) after the separation of parents and child', and 'The difficulty of the informative cooperation at the child guidance centers / schools'.

## PPA0203

## Peculiarities of teachers' self-encouragement

**Albina Kepalaite, Vytautas Magnus University**

In order to increase the resilience of pupils, it is necessary that teachers may feel resilient of themselves. One of the means that could be used for enlargement of resilience is the competency of encouragement and self-encouragement. Encouragement means inspiration of courage, hope in successful management of life challenges. There are synonyms of encouragement/self-encouragement: power, control, and so on. The results of peculiarities of self-empowering/self-encouragement could help to improve teachers' resilience and capacity to encourage/empower pupils.

The aim of this study – to disclose teachers self-empowerment peculiarities according demographic characteristic. 221 teachers were investigated. For self-encouragement/self-empowerment, the Psychological Empowerment Questionnaire (LPEQ – 9) was used. Respondents needed to rate statements from 1 to 6 points. Questionnaire consisted of 3 subscales: decision making, trust in competencies and meaning.

Research results showed that most of teachers of this sample have low and moderate self-empowerment. Differences of self/empowerment structure according to demographic characteristics were found. These results could be used for organising appropriate and adequate psychological help of teachers to prevent damaging experiences of crisis, stress and relevant help to pupils in increasing their resilience as well.

## PPA0199

## A New Perspective of Food Education from the Autobiographical Memory on Confectionery

**Hisako Tsuboi, Tokyo Future University**

This investigation aimed to define a new perspective about food education from previous research of autobiographical memory on confectionery (Tsuboi 2016a,b). Autobiographical memory is the memory of personal experience which has an important meaning to the present self. Confectioneries are for us a familiar presence from an early age. Food education about confectioneries is an important matter for children in modern Japanese society, and it is influenced by the past experience.

Tsuboi (2016a) has investigated the interpersonal situation in the autobiographical memory on confectionery. As a result, in the case of "eating with someone" there were higher scores in vividness and importance of the episode than "eating alone". Tsuboi (2016b) has also investigated the autobiographical memory on some types of Japanese cheap confectionery ("da-gashi"). Each of the confectioneries has been recalled along with the activity of play.

Confectionery has various problems including overfeeding at time of full stress. On the other hand, it also makes a contribution to the health of both mind and body through the involvement of rich socio-cultural and personal experiences of the confectioneries. Finally, it may also be considered from school study (for example, in home economics).

**PPA0194**

**Study on the process of building school-based support system centered around coordinator - Change due to introduction of school social worker**

**Tomoko Okayasu, *University of Tsukuba***  
**Junko Iida, *University of Tsukuba***

In this research, we tried to construct an in-school support system centered on the school coordinator at a school where school social worker was arranged, and examined the usefulness and challenges of the school-based system. As a process of constructing an in-school support system, there were four stages: (1) preparation for introduction of school social worker, (2) construction of school support system by mutual consultation between school coordinator and school social worker, (3) operation of in-school support system, and (4) stages of reviewing, evaluating, and fixing the in-school support system. In (3), we presented several cases corresponding to the in-school support system, and examined the usefulness of the in-school support system. The points in each step of the process of building the school support system, the usefulness of the school support system and future direction of the research were discussed.

**PPA0192**

**Review of stigma surrounding mental illness amongst youth in developing countries**

**Amulya Mandavalli, *University of North Florida***

According to a 2014 UN report, more than 100 countries were classified as developing economies. These countries face high levels of poverty and, consequently, a lack of human resources. In such areas where people struggle for sanitary drinking water, identification and treatment for mental illness is often not prioritized. In addition to difficulties in accessing services, those in need of mental health care often find stigma to be an additional barrier. While gains have been made in terms of understanding and breaking down stigma, research in these countries continues to lag. Likewise, research focusing on youth, especially in rural regions where the outreach programs may be limited, is also sparse. This study reviews research around mental health attitudes and beliefs amongst youth in developing countries. 106 countries were selected based on their economic state in 2014. Studies examining their attitudes over the past 18 years were included. Common themes and recommendations from the literature were identified. Our findings suggest that stigma stems from a variety of sources and has serious implications for children's perceptions of mental illness. Additionally, interventions that have been attempted or suggested have been evaluated so that potential improvement in understanding may be possible, improving inclusivity.

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## PPA0188

Survey on learning activities that encourage deep learning used in special needs education in Japan

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**Aim:** Japanese education cherishes whether learners themselves do not simply participate in classes but rather understand and accept the contents of learning properly. A survey of the actual situation focusing on "goal setting and self-review" by the learner was conducted to improve the quality of learning by intellectually handicapped children. Teaching methods and their improvement were examined.

**Method:** A questionnaire survey was conducted with teachers in elementary and lower secondary classes of special need schools for children with intellectual disabilities (n = 567) and teachers in elementary schools for children with special needs (n = 204).

**Results:** Certain students had difficulties in conducting "goal setting and self-review." The cause was often difficult to express verbally. Goal setting methods based on the actual condition of students, and presenting concrete objects, were emphasized in supporting such students.

**Conclusion:** Many teachers responded that they conduct "goal setting and self-review" by the learner. However, the diversity of student's condition and the busy schedule of teachers might make them just a formality. It is important to accurately understand the actual conditions of students in the class among others and prepare the supportive environment according to the needs of individual students and improve learning activities.

## PPA0185

Examination of effects on a universal prevention program based on Brief Cognitive Behavioral Therapy with mindfulness meditation for mental health of junior high school students in Japan

Kiun Kato, *Osaka University*

In this study, the effect of a preventive program based on the emotional regulation model for mental health of junior high school students was evaluated. The author aimed to develop and examine a mental health prevention program, Brief Cognitive Behavioral Therapy (BCBT), for Japanese adolescents. BCBT is a shortened version of CBT consisting of "psychological education" and "skill training / practice" (Beidas et al., 2013). The present BCBT program mainly focused on mindfulness meditation for improvement in emotional control to alleviate, reduce depression and anxiety. It consisted of 8 sessions (20 minutes each) which a school counselor could deliver in a universal setting in school. All participants (N = 348) in the study were adolescents, aged 12 to 13 years, from 9 classes of two schools in the capital's metropolitan area in Japan. The intervention group program was provided by the first author, wherein students learned emotional expression, cognition of emotion, and emotional regulation. Compared to the control group with school counselor services conducted as usual, the intervention group showed significant improvements in emotional regulation and decrease in feelings of depression and generalized anxiety. The mental health prevention programs' feasibility for junior high school students, and its limitations in Japanese school settings, will be discussed.

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**PPA0184****Practice of Comprehensive Model (Fuji-san Model) to Nurture Child Resilience****Tomoko Kobayashi, *Shizuoka University***

Japan is a country that has had a great deal of difficulties, such as great damage from disasters and wars (atomic bomb), and has experience of rebuilding itself. For these reasons, it seems that factors of nurturing child resilience are embedded in the society, culture, and life in Japan. Hence, we devised the "Fuji-san model" incorporating "mental," "skill-based," and "physical" elements that have been addressed in the society, culture, and school education in Japan. This is a comprehensive resilience model in which practices consisting of three factors are integrated in a balanced manner. In "mental" elements, children learn control of emotions to get along well with your heart. In "skill-based" elements, they can properly engage with people around and learn social skills to make it more accessible in the surroundings. Finally, "physical" elements include understanding the state of one's own body, including how to engage in "stress management," such as relaxation principles, and an appropriate lifestyle, which is the basis of daily life. In elementary schools that adopted and continuously practiced this model, children's resilience increased and junior high schools could suppress the decline in resilience occurring in puberty.

**PPA0183****Current understanding and support for students having difficulties in emotional control in Japan**

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**Soichi Hashimoto, *Tokyo Gakugei University***  
**Chihiro Sugioka, *Tokyo Gakugei University***  
**Shiori Nakano, *Tokyo Gakugei University***

A questionnaire survey was conducted with resource room teachers of children with emotional disorders in elementary schools in Japan to identify current understanding and support available for children with difficulties in controlling their emotions. As a result, 196 responses were obtained. The questionnaire inquired teachers to focus on one student that had improved his or her emotional control in the past few months to one year, compared to before that period. Teachers reported such student's class year, traits, and support provided by teachers. As a result, students were classified into four clusters based on their traits: Difficulty in behavioral control (Cluster 1), Difficulty in interpersonal relationships (Cluster 2), Introverted appearance (Cluster 3), and having multiple traits (Cluster 4). Also, 46.8% of the students in the first grade started to show better emotional control than before. However, students with low self-esteem and high anxiety (Cluster 3) tended to participate in there for a longer period. Moreover, learning social skills, active listening, and practice in noticing their emotions was repeatedly conducted with these students.

**PPA0181**

**Self-Differentiation Mediates Adult Attachment and Parent-Child Relationship: A Dyadic Analysis**

**Xiaolu Lai, *South China Normal University***  
**Xuelan Liu, *South China Normal University***

According to attachment theory, parent's own attachment experience may interfere with the ability to respond to the needs of child and affect the quality of parenting. However, few studies had examined whether and how adult attachment related to parent-child relationship. Bowen suggests that self-differentiation is essential for relational and psychological adjustment. Thus, the present study examined the role of self-differentiation in the relationship between adult attachment and parent-child relationship among Chinese families using the Actor-Partner Interdependent Model. Participants of the current study included 567 pairs of parents, who self-reported individual adult attachment, self-differentiation and parent-child relationship. The results showed that: (1) attachment insecurity had significant negative actor effect on parent-child relationship, but no partner effect; (2) parents' own self-differentiation mediated their actor effects; (3) mothers' self-differentiation played a mediating role between the maternal attachment and father-child relationship. Our results highlight the role of self-differentiation in the relationship between marriage system and parent-child system and underscore the importance of considering the family as an interdependent dynamic system.

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**PPA0179**

**Impact of Low-Cost Relaxation Strategies to Regulate Physiological Arousal Induced by Academic-Related Stress in Youth**

**Heather Taylor, *University of Minnesota***

Stress negatively impacts students' ability to function and perform well in school (Lupien et al., 2009). In addition, individuals with more efficient stress-regulation strategies have better academic outcomes, highlighting the need for feasible and effective interventions to enhance self-regulation among youth (McEwen, 2007; O'Bryan et al., 2017). The following research study was guided by the questions: (1) Does participating in a brief relaxation activity or distraction activity following a frustration task reduce heightened autonomic stress arousal; and (2) Is physiological arousal differentially impacted by the type of relaxation activity used? Participants include 120 children, ranging from five to 15 years of age. Physiological arousal (i.e., electrodermal activity) was measured using an FDA-approved, ambulatory device (Picard et al., 2015). To assess the impact of relaxation activities on child physiological arousal, participants completed a task designed to increase academic-related stress followed by the use of one of four relaxation tasks (i.e., breathing exercises, soles of the feet, self-soothing, virtual reality). All study data have been collected. Data will be analyzed using R. Analysis of variance (ANOVA) will be employed to examine the impact of relaxation tasks on physiological arousal induced by academic-related stress. Results and discussion will be presented.

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**PPA0178**

**Social Networking, Risk Perception, and Risk-Taking Behavior among Junior College Students: The Influence of Sex Education and Intensive School Counseling**

**Miyuki Tamura, *Shukutoku University Junior College***

The effects of sex education and intensive school counseling on junior college students were investigated. In June 2017, a standardized anonymous questionnaire was administered to a sample of female college students (N = 390). The self-administered questionnaire developed by the Japanese Association for Sex Education (JASE) included questions about: age, use of social networking sites (SNS; e.g., LINE, Facebook, Twitter, and Instagram), knowledge of sexual information, risk perception (unwanted pregnancy, abortion, and sexuality transmitted diseases), and risk-taking behavior (meeting someone met over the internet). Moreover, participants received interventions of sex education and intensive counseling; all participants had met with their school counselor at least once a year. Through path analysis, a model was identified in which interventions of sex education and intensive counseling directly influenced risk perception, risk-taking, and SNS use. The relationship observed between educational intervention and risk-taking behavior may be a key factor in reducing risky behavior among young adults. If such associations prove to be causal, the examined factors should be understood to be important targets for prevention and intervention.

**PPA0165**

**Emotion regulation moderates associations between executive functions and mathematical achievement in children and adolescents**

**Tobias Kahl, *University of Basel***

Mathematics can be stressful. Coping with stress and negative emotions can result in higher academic achievement (Eisenberg, 2005). Little evidence exists about the relation between emotion regulation skills and mathematics. Several studies showed links between cognitive regulation skills as executive functions (EFs) and mathematics (Cragg & Gilmore, 2014). However, it is not investigated whether this relation is moderated by emotion regulation skills. The current study examined whether students' emotion regulation skills influence mathematical achievement and whether emotion regulation moderates the association between EFs and mathematics. Emotion regulation, mathematical achievement, and EFs were assessed with the Intelligence and Development Scales-2 (IDS-2; Grob & Hagmann-von Arx, 2018). With a sample of 777 10- to 16-year-old adolescents from the IDS-2 standardization study, regression analyses revealed that emotion regulation and EFs predicted mathematical achievement (all  $\beta$ s  $> .16$ ,  $ps < .05$ ; controlled for age, sex, and maternal education. The interaction terms of EFs x emotion regulation were significant for most of the EF components (all  $\beta$ s  $> .03$ ,  $ps < .01$ ). Simple slope patterns indicated a compensation effect of emotion regulation in those students who scored low on EFs. Implications for school psychological practice and potential interventions to train emotion regulation are discussed.

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**PPA0163**

**Exploring a School based Self-advocacy Program for Students with Developmental Disabilities: An Analysis of Six Case Studies**

**Mika Kataoka, Kagoshima University**

Since 2016, reasonable accommodation can be arranged if requested. However, when asking, one should know how to express their needs clearly. This is difficult for students with developmental disabilities due to cognitive distortion and poor communication skills. The skills needed to make themselves understood and ask for assistance are known as self-advocacy skills (SAS) and teaching programs were introduced overseas. The author and her team provided a pioneering SA program in Japan. This study reviewed six cases with students, having ASD and/or other disabilities, who took and explored the SA program, although not all participated in the introduction of the school-based program. Content analysis was used and focused on three points, while the age groups of the cases ranged between high school and primary school students. The results showed: 1) key factors of the self-advocacy program seemed flexible and used narrative approaches, 2) successful points of gaining trust with SAS staff and visualizing their conversations, and 3) needed support requirement skills seemed to relate to self-understanding and experiences. To introduce the SA program at school, group sessions are recommended to have lots of conversations for practice with negotiation, and a reliable person, such as a teacher or peer, will be needed.

**PPA0162**

**The Role of School Psychologists as Organizers for Supporting University Students with Disabilities.**

**Fumiyo Araki, Fukui University of Technology**

This study examines the role of school psychologists as organizers for supporting university students with disabilities through the implementation of a support system. After we evaluated and assessed the condition of our students and existing support systems, two committees were formed to support the students with disabilities: one committee served as a management committee to develop a support system for students with disabilities, and meetings were held once a month; the other committee served as a coordination committee and support team for the students with disabilities that determined reasonable accommodations for learning at our university. School psychologists sat on the commission in the management committee and worked with administrators and other professionals to facilitate policies and practices that created and maintained supportive learning environments for students with disabilities. In the coordination committee and support team, school psychologists coordinated with the faculty and the student with disability to provide reasonable accommodations that met the students' personalized needs. Through these committees' activities, it appears that school psychologists can not only play a role as organizer but also support students with disabilities directly.

**PPA0160**

**Aggressive behavior and Prosocial behavior in bullying: Followers of the students who are high on perceived popularity**

**Yinqi Tang, *University of Tokyo***

This study examined how the follower of students who are high on perceived popularity are related to the bullying in their classes. Perceived popularity, different from likability, is based on social dominance and visibility in a group. Followers are the students who are usually nice to those who are high on perceived popularity, hence raising their status. Japanese university students (N = 253) completed retrospective questionnaires about their classmates in middle high school and reported the intimacy and friendship with the students who they thought as “the most socially central and the one who stands out in your class” (perceived popular students). Also, they were required to report their own aggressive, prosocial, and bullying behavior in their classes. The results revealed that followers (who had higher scores on intimacy and friendship scale with perceived popular students) were positively correlated with aggressive behavior, prosocial behavior, and bullying behavior. These results suggested that followers of perceived popular students were involved in bullying, even though they had higher scores on prosocial behavior, which has often negative correlation with bullying and aggressive behavior. These findings indicate the need of considering bullying from a group perspective.

**PPA0158**

**Adaptation of the Student Subjective Wellbeing Questionnaire (SSWQ) for Chinese Schools: A Validation and Generalizability Study**

**Qiong Yu, *Fordham University***

As an important topic in positive psychology, subjective wellbeing (SW) is associated with mental health, happiness and success. SW for a specific population is embedded in their key life domains (e.g. student SW (SSW) is rooted in school life). School-based research proved SSW a significant dynamic predictor for academic achievement, social/emotional/behavioral development, and life-long happiness. However, extant literature lacks validated measures specific for SSW, especially in China. Therefore, this study adapted and validated a well-established and time-efficient measure (SSWQ) for Chinese schools. The Chinese version adapted via Back-Translation was administered to a stratified random sample of 1,584 students (grade range: 7th-12th). Coefficient Omega indicated acceptable reliability ( $\omega = .87$ ). Content, criterion-related and construct validities were established via expert panel reviews, convergent measures, and Hierarchical Confirmatory Factor Analysis, respectively. The adapted SSWQ was perceived as acceptable and compatible with Chinese culture, and converged well with existing measures (range: .48 -.71;  $p < .01$ ). A psychometrically sound second-order factor structure was confirmed using model-fit indexes and relevant theories (RMSEA=.061, CFI=.91). The desirable acceptability, reliability and validities make SSWQ a handy tool helping educators/practitioners effectively assess SSW to promote a happy, efficacious and accepting learning environment for the life-long wellbeing and success of Chinese-speaking student population.

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## PPA0157

**2017 New status for psychologists in French schools. One year later...new answers for supporting children in schools especially in times of crisis?**

**Véronique Claude LE MEZEC, *AFPEN Association Française des Psychologues de l'Education Nationale***  
**Laurent CHAZELAS, *AFPEN Association Française des Psychologues de l'Education Nationale***

In 2017, psychologists in public schools have been given a specific status of psychologist, as since 1945, they needed to be teachers first. Even after becoming psychologists, they remained with the same status as teachers, which was confusing.

This governmental decision gave a stronger and clearer status to psychology in the educational system.

Has this recent decision impacted the educational system to promote resilience? And especially for "Supporting schools, families, and children in time of crises" and for "Supporting Children and school personnel in and on recovery from school crisis"?

Outline:

- Presentation of the French educational system from nursery schools to lyceum
- The Educational Psychologist and the Remedial Support Team (Réseau d'Aides aux enfants en Difficultés)
- Educational psychologists are appointed to help anyone involved in student or pupils' difficulties: parents, teachers, headmasters...
- Expectations from this new status of psychologist: for pupils, parents, teachers and the educational system? New practices and possibilities for educational psychologists? New challenges and new training?
- How school psychologists contribute in crisis intervention?
- How must they be specially trained to do so?
- What is their specific role in crisis intervention teams?

## PPA0153-2

**The Relationship between Different Patterns of Cognitive Emotion Regulation Strategies and Forgiveness**

**Takuma Yamamoto, *Waseda university***

Present study investigated the combination of cognitive emotion regulation strategies (CERS) and relationship between different patterns of CERS strategies and forgiveness.

Questionnaires, consisting of Sakakibara's Japanese-version Cognitive Emotion Regulation Questionnaire (2015) and Ishikawa & Hamaguchi's Dispositional Forgiveness Scale (2007), were filled in by 223 students (110 males, 113 females, mean age = 22.21, standard deviations = 1.56) at three universities in Japan.

IBM SPSS Statistics 24 was used in this study. The three-cluster solution of CERS was more suitable and should be carried forward for subsequent analyses. Then, to further describe the clusters, a one-way ANOVA was conducted to test for three factors of forgiveness differences.

There were two key findings from this study. First, the cluster consisted of more adoptive and less adoptive strategies which appeared in this study. Second, it was not concluded that using more adoptive strategies correlated forgiveness positively, and that using less adoptive strategies correlated forgiveness negatively. The implications from these key findings were (1) we need to evaluate the effects of combinations of CERS, not each factor, (2) this study can be a contribution to solve the contradiction that the relationships between more adoptive strategies and depression, and anxiety were not uniform.



## PPA0150

Current status and problems of Psycho-Educational Service for students with special educational needs enrolled in private junior high school in Japan

**Takuya Miura, Tokyo University of Agriculture and Technology**

**Kotaro Kusaka, Tokyo Gakugei University**

**Saeko Yamanaka, Tokyo Gakugei University**

**Shiori Nakano, Tokyo Gakugei University**

**Soichi Hashimoto, Tokyo Gakugei University**

**Background:** Issues in Psycho-Educational Services for students with special educational needs were investigated with schools' deviation value as an independent variable. **Aim:** To identify school adaptation of students with special educational needs. **Method:** In July 2017, questionnaires were mailed to school nurses in 200 private junior high schools (collect rate 38%, n=75) inquiring about students receiving Psycho-Educational Services. **Result:** School nurses were concerned about providing Psycho-Educational Service to students with difficulties in developing, maintaining, and understanding relationships. For girls, nurses in schools with a deviation value of 51 to 60 were more concerned than those in schools with a value under 50. Parents of students did not accept their child's condition, making it difficult for school nurses to collaborate with parents. **Conclusion:** Special educational services for students in private schools differed according to deviation values of schools. Psycho-Educational Services emphasizing relationships with others are needed for girls in schools in 51-60 deviation value range. Parents need to understand their daughters and develop cooperative relationships with school nurses.

## PPA0147

Effects of school consultation in Japanese part-time high school: An analysis of reports written by teachers on student's present level of performance

**Ken Ota, Seibi Gakuen College**

Students requiring special educational support in Japan are increasingly enrolling in part-time high school programs. The number of schools that require consultation is increasing but little is known about the process of effective consultation. This study examined how consultation affected teachers' comprehension of their students' needs, and involved three teachers aged 20-60 years, along with four high school students diagnosed with developmental disabilities or referred for special educational support by teachers. Each teacher received two or three consultations. The independent variables were prompts to collect wide-ranging information about their students and positive performance feedback. Text mining was utilized to analyze data from reports written by the teachers on their student's present level of performance (PLOP). As a result, the participating teachers used more words to describe their students' PLOP. Two of the three teachers extended their reports to include students' skills and performance in activities such as fine arts and physical education, discussing both the weaknesses and the strengths of their students. This poster explains the implications of these findings with regard to interventions to establish collaborative relationships and to collect a wide range of information for problem identification.

**PPA0146**

**Time management ability and its effects on academic ability of junior high school and high school students**

**Saeko Yamanaka, *Tokyo Gakugei University***  
**Soichi Hashimoto, *Tokyo Gakugei University***  
**Takuya Miura, *Tokyo University of Agriculture and Technology***  
**Shiori Nakano, *Tokyo Gakugei University***  
**Kotaro Kusaka, *Tokyo Gakugei University***

**Aim:** To clarify "time management ability" of junior and senior high school students and its relationship with academic ability. **Method:** A questionnaire was distributed by post to 500 randomly selected junior high schools and high schools (responses were received from 240 schools). **Results:** Results indicated that over 60% of schools indicated that "more than ten students in each class did not have "time management ability." Moreover, 41% of schools were taking some countermeasures to increase this ability. Comparing students that acquired "the ability to manage time" based on their academic ability indicated that the more a student increased time management ability, higher was the student's academic ability. **Conclusion:** Recently, teachers in junior high and high schools feel that students need more guidance than in the past. The lack of "ability to manage time" can be one reason for this. However, because its causes and countermeasures are different for different individuals, guidance by teachers is complicated and difficult. These findings suggest the need for students to assess their peak time management ability by themselves and decide countermeasures when needed.

**PPA0144**

**The Adaptation of the Brief Externalizing and Internalizing Screener for Youth (BEISY) in China: A Translational and Validation Study**

**Qiong Yu, *University of Minnesota-Twin Cities***

A significant proportion of students around the world, especially in countries with large populations (e.g. China), experience mental health issues, which greatly impedes students' social/ emotional/ behavioral (SEB) and academic development. A promising solution is universal screening to proactively identify students at-risk before developing into severer disorders which affect students' life-long wellbeing. However, barriers to universal screening exist in China including a high student-teacher ratio, lack of evidence-based instruments and trained professionals. Therefore, this study validated a free and time-efficient six-item screener (BEISY) for Chinese K-12 educators to use without formal training. The Chinese version adapted via Back-Translation was administered to a stratified random sample of 360 students in an urban primary school. Coefficient Omega indicated acceptable reliability ( $\omega = .75$ ). Construct and clinical validities were established via factor analysis, convergent measures and ROC analysis, which revealed that BEISY converged well with existing validated screeners ( $\text{Kappa} = .24^{**}$ ), and demonstrated good predictive accuracy ( $\text{AUC} = .74^{**}$ ; sensitivity= 87%; specificity= 71%;  $^{**}p < .01$ ) in detecting children at-risk for SEB problems. The high efficiency, reliability, accuracy and little demand on training make BEISY a practical tool for any educator or professional to effectively address mental health issues and proactively promote life-long wellbeing for Chinese-speaking student population. Conference Themes Addressed in the Current Study Working with children who experience mental health issues Training psychologists and other professionals to become effective practitioners Helping schools to become safe and effective learning environments

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PPA0139

**Investigation on Help-Seeking Behavior of Children with a Tendency to drop-out or refuse to attend school**

**Chihiro Sugioka, Tokyo Gakugei University**  
**Soichi Hashimoto, Tokyo Gakugei University**  
**Sujin Lee, Tokyo Gakugei University**  
**Mayumi Fuchigami, Tokyo Gakugei University**  
**Takuya Miura, Tokyo University of Agriculture and Technology**

**Aim:** To clarify the help-seeking behavior by children with a tendency to disengage and refuse school. **Method:** a questionnaire survey was conducted with homeroom teachers in charge of regular classrooms (N = 450) in public elementary schools in Japan. The survey inquired about help-seeking behavior during classroom situations related to problems concerning learning. **Results:** Children with a "tendency to drop-out" required support for dealing with environmental factors such as collective activities and attacks by other children and for individual factors such as weaknesses in interpersonal relationships and problems. Moreover, 48% of these children could not or would not seek help. Also, there were significantly more items among the factors that were related to environmental limitations. Furthermore, children with a "tendency to refuse school" required support in learning related situations. However, 55% of them could not or would not seek help; there were significantly more indifferent items among those factors. **Conclusion:** Approximately half of the children could not request assistance. Efforts must be made to improve environmental factors, including support based on needs and encouragement to attend classes, as well as to improve individual factors, including support to enable requesting assistance after judging a situation and individual abilities.

PPA0016

**The effects of swim training on motor coordination and sustained attention for children with developmental coordination disorder**

**Fu-Chen Chen, National Kaohsiung Normal University**

Background: Developmental coordination disorder (DCD) is an obvious motor coordination difficulty which can impact on children's activities of daily living and academic achievements. Previous studies indicated both motor coordination deficits and attention problems in children with DCD. Purpose: The goal of this study was to investigate whether swim training can influence upon motor coordination and sustained attention for children with DCD. Methods: Twelve children with DCD ( $10.35 \pm 0.35$  years) participated in swim training PE classes (twice a week, 12 weeks in total). The second edition of Movement Battery for Children (MABC-2) and Continuous Performance Test (CPT) were used to examine the changes of motor coordination and sustained attention, respectively. Results: Regarding MABC-2, after swim training children with DCD significantly increase the total score of MABC-2 (as an index of improvements in motor coordination). In addition, regarding CPT, after swimming children with DCD significantly increase the percentage of correct responses (as an index of improvements in sustained attention), and significantly decrease the number of unsolicited responses (as an index of reducing impulsivity). Conclusion: This study demonstrated that swim training is an effective intervention to improve motor coordination ability and sustained attention for children with DCD.

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## Day 3 Saturday 28<sup>th</sup> July

Detailed Program1 9:00 ~ 10:30  
Single paper, Workshop, Symposium, Roundtable p.139~

Detailed Program2 13:30 ~ 15:00 p.150~  
Single paper, Workshop, Symposium, Roundtable  
15:30 ~ 17:00 p.155~  
Workshop, Symposium, Roundtable

Detailed Program3 9:00 ~ 10:30 p.163~  
Poster Presentation

Detailed Program4 13:30 ~ 15:00 p.174~  
Poster Presentation

**SPA0167**

A study on relationship between kind self-concept and autobiographical memory of migrant children in an elementary school

**Dan Wang, Capital Normal University, Beijing**

Develop a new paradigm 'priming-retrieval-priming' to research the relationship between kind self-concept and autobiographical memory. Using mixed methods including quality and quantity research.

Results:

- 1 Migrant children's motivation level of kind self-concept is significantly higher than the recognition and behavior level. Boy's motivation level was significantly higher than girls'.
- 2 There was a significant difference in the average age of autobiographical memory in different grades. The capacity of autobiographical memory showed a type of 'inverted U' curve from grade three to six. There was a significant gender difference in the capacity of autobiographical memory. The impression level of memory with sharing and recording was significantly higher than without.
- 3 There was a significant correlation between kind self-concept and autobiographical memory. The motivation level of kind self-concept had significantly increased through detailed recalling.
- 4 Through qualitative data, the study found that: (1) Migrant children's motivation of kind autobiographical memory events is a tertiary structure, primary structure (kind motivation), secondary structure (motivation of helping others), tertiary structure (compassion motivation, affiliation motivation, 'goodbaby' motivation, self-realization motivation). (2)The object of the kindness autobiographical memory from more to less: companion, society, family, school, nature, faith. It showed social trend with the development of grade.

**SPA0168**

Preserving Culture and Language: Fifteen Years of Research to enhance ethnic identity, academic achievement, and youth mental health

**Sally Antoinette Baas, Concordia University, St. Paul, Minnesota**

Many Hmong students do not speak their heritage language or practice historical cultural expertise. (spiritual-medical healing, ceremonies, arts, and native language literacy) or have a strong ethnic self-identity. Many Hmong children in the United States don't acquire efficient English causing a lack of educational achievement and increasing mental health needs. There is a strong need to help build strong ethnic identity, resiliency, leadership, and strong academic achievement for students. For 15 years, the Hmong Culture and Language Program at Concordia University, St. Paul, has addressed these needs and has worked to preserve the Hmong culture and language through storytelling, gardening and the arts, and to plant the seeds of higher education through the summer Building Cultural Bridges Camp and year-around Saturday program. Data and stories from students, staff, and the community will be shared pointing to successes and challenges in this unique program which has served over 12,000 PK-12th grade attendees, youth, community leaders, and staff. Research points to student language use, program satisfaction, impactful youth mentoring, individual student success stories, family and community support, as well as challenges with fiscal sustainability, yet strive to respond to community student achievement, mental health needs, and Hmong culture, language, and identity preservation.

## SPA0336

**Promoting Rights and Resilience in Homeschooled Children: The Role of the Educational/School Psychologist**

**Michael Sheehan, *International School Psychology Association***

A significant proportion of children receiving home education have special educational needs. This presentation will look at international variations in home education regulation and will refer to current developments in Japan. The evidence on homeschooling outcomes will be considered. The presentation will highlight the implications for the rights, well-being, and educational needs of homeschooled children in the context of the UN Convention on the Rights of the Child and discuss the implications for educational psychologists in their role as Child Rights Advocate. The role of educational psychologists in facilitating inter-systemic collaboration to promote the resilience of homeschooled children with special educational needs will also be considered. The presenter does consultancy work in relation to homeschooled children with special educational needs in Ireland.

## SPA0083

**Music participation as a protective factor in the development of resilience**

**Renata Miljević-Riđički, *University of Zagreb***

Developmental studies have identified a number of risk and protective factors related to the development of resilience. Protective factors include: a supportive environment, socioeconomic or cultural resources, participation in cultural and social activities and a self-esteem or self-efficacy. Playing and watching music is one way in which a child may participate in social activity. This research aims to explore whether there is difference between the resilience of elementary school pupils who attend music school and those who are not involved in any additional music education. In addition to this we will examine differences in relation to gender. The sample will consist of a convenience sample of approximately 200 pupils from the final grades of elementary school and final grades of elementary music school (100 from each group). We will use the Ungar's Child Resilience Measure (CYRM-28) and the The Kidscreen Questionnaire-52, (Croatian version). The collected data will be processed using statistical methods. Preliminary results will be presented at the ISPA 2018 conference. The results obtained could be used to inform our understanding of resilience in elementary school students. Key words: elementary school, music, music school, resilience, students

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## SPA0193

### Peer Victimization and Resilience among LGBT youth

**Michele Stathatos, *University of Arizona***

One-third of U.S. high school-aged children are victimized by their peers (Sulkowski, Bauman, Wright, Nixon, & Davis, 2014). Of these, over 85% of youth report being verbally harassed because of their actual or perceived sexual orientation, 44% are physically aggressed for the same reason, and 90% have heard their peers use “gay” pejoratively (Kosciw, Greytak, & Diaz, 2009). Thus, victimization related to actual or perceived sexual orientation is a common experience for many heterosexual students—not just lesbian, gay, bisexual, and transgender (LGBT) students—in U.S. schools. This paper highlights how building resiliency and fostering protective factors can help reduce peer victimization and its deleterious effects on LGBT students. Building and facilitating resiliency through fostering protective factors can be done in numerous ways and school psychologist can be key stakeholders in these efforts. More specifically, school psychologists can ensure that teachers and staff are using inclusive language in the classroom, make teachers aware that many youths identify as LGBT, provide resources for teachers to teach LGBT inclusive material in the classroom, promote intervention during bullying and name calling, and helping to set up a Gay Straight Alliance club at school. Keywords: LGBT, peer victimization, protective factors, resiliency

## SPA0297

### Fostering Multicultural Identity among Dual National Children in Japanese Schools

**Lorinda Robertson Kiyama, *Tokyo Institute of Technology***

With the Tokyo Olympics less than two years away, Japanese public elementary schools have begun distributing guides to the games as part of the social studies curriculum. Because competition at the Olympics is organized according to nationality, children with parents of multiple nationalities may feel their personal identity and loyalties scrutinized even more than usual. Which country are they expected to root for at school and at home? This paper describes the challenges multicultural children face regarding national identity formation when attending Japanese schools. It offers suggestions to educators, school psychologists, and parents on ways to promote inclusivity beyond the concept of nation-state, in hopes of preventing micro aggressions and bullying. Parents of multicultural children in Japanese schools were surveyed about their perceptions of their child(ren)'s school experiences related to national identity. Textbooks, classroom instruction, and interactions with teachers, children, and other parents were investigated. Participants were invited to write about their family's experiences, and whether they felt that the degree of micro aggressions or bullying experienced could be related to their child(ren)'s ability to hide or to advocate for their diverse background. Successful strategies for integration and acceptance will be shared.



## WSA0159

Transition to school using storytelling and research evidence on fathers' influence on children's educational achievements

**Mary Catherine Shorthouse,**  
*Portsmouth City Council, ISPA, AEP, BPS, Hcpc and The Royal Society of Medicine*  
**Fleur Margaret Ann Shorthouse Hemmings,**  
*NUE, Society of Storytelling, Brighton and Hove City Council, Varndean College*

Fathers' contribution to developing strategies to combat academic underachievement and promote inclusivity in diverse communities will be addressed via research evidence and traditional storytelling. Psychologists and other professionals can become more effective practitioners by wording their communications with parents to positively include fathers. Storytelling is demonstrated as a powerful tool to increase participants' knowledge and skill.

Using Willig's Foucauldian discourse analysis a single case study of a father talking about his son starting school will be outlined and linked to the power of telling his story. In her research, transition to school was discursively constructed by Mary and the father. Her research findings reveal a complex subjectivity in the father's many ways of seeing and being concerning transition to school and the theoretical collective unconscious in functional psychoanalysis.

A traditional storytelling project that brings together preschool children with the elderly will be described. Traditional storytelling will be demonstrated including stories about fathers and transition to school. Participants will engage in activities exploring how traditional storytelling can inform meaningful personal storytelling and formal communications.

The expected outcomes of the workshop are to inform participants of practice, research, and theory in promoting fathers' influence on their children's educational outcomes.

## WSA0031

A to Z of Emotionally Intelligent Parenting and Lifestyle

**Helen Yong Sung, Alliant International University**

Based on the published study in Sung (2010), it is the parents who influence the culture and the environment that promote or stifle emotional intelligence development. However, there has been no comprehensive educational or training program to improve the emotional intelligence of children where it really matters, at home. People's belief system and ways of practice do not change easily. As a result, a thematic, interactive and integrated approach that digs deeper by using twenty-six letters of the alphabet was created. Parent education classes were conducted in public elementary school in Silicon Valley, California, in the 2017-18 school year. The parents met once a week for 13 weeks to cover two letters each time. The limited time allowed one hour each session to learn about the application of emotional intelligence in their daily lives. The purpose was to help parents remember the concepts through alphabetical themes. At the end, parents gave feedback about their learning opportunities. This workshop will give participants insights and awareness that emotional intelligence can be promoted at home when parents apply their knowledge.

**WSA0287**

Vision (checked), Hearing (checked), Well - being (checked?): Monitoring Students' Complete Mental Health

**Michael James Furlong,**  
*University of California Santa Barbara*

A detailed description of universal complete mental health screening and empirically supported implementation suggestions are outlined for practitioners. Practitioners are provided with concrete steps to conduct universal complete mental health screening. Key steps include: (a) identifying the objectives and participants of interest, (b) selecting screening instruments for implementation, (c) obtaining consent from parents/guardians, (d) administering the screener, and (e) following up with students, family, and school staff after the screening has been carried out.

**SUMMARY**

Historically, mental health has been most commonly conceptualized as the absence of psychopathology (Greenspoon & Saklofske, 2001; Keyes, 2005). This deficit-based perspective assumes mental illness and wellbeing exist along a single continuum. However, recent conceptualizations more thoroughly describe mental illness and mental wellbeing as separate, yet associated constructs that exist on separate continua. The dual-continua conceptualization of mental health classifies individuals into varying groups depending on the intersection of their risk and strengths. Mental health, defined as low risk for pathology and high personal strengths, has been associated with improved outcomes across domains, including school engagement, academic performance, social functioning, and physical health (Antaramian, Juebner, Hills, & Valois, 2010; Suldo & Shaffer, 2008; Renshaw & Cohen, 2014).

Students often only receive assistance with mental health needs once they are referred to their school psychologist (Cash & Nealis, 2004). However, this system of referrals results in school psychologists providing services and working with a small, high risk

group of students (Dowdy, Ritchey, & Kamphaus, 2010; Kleiver & Cash, 2010). Universal screening has been proposed as an alternative method that allows for early identification and prevention of mental health problems for all students, when carried out as part of a multi-tiered system of supports (Ketter, Glover, Albers, & Feeney-Kettler, 2014). Similarly, NASP supports the prevention of mental health problems and enhancement of students' wellbeing through the implementation of prevention programs and intervention services targeted at increasing students' mental health (National Association of School Psychologists, 2010). Currently, implementation of universal mental health screening has taken a problem-focused approach, with risk of psychopathology at the center of screening (Dowdy et al., 2014). Current screening practices typically only reach about 15% of students who are identified through screening measures focused on risk. Employing universal complete mental health (CMH) screening that evaluates all students for both risks and strengths enables psychologists to properly identify those who may not be presenting with high risk, but who may also demonstrate they are not thriving (Furlong, Dowdy, Carnazzo, Boverly, & Kim, 2014).

**Purpose**

This presentation will inform participants of about the procedures associated with successful universal complete mental health screening. Concrete steps for practitioners interested in implementing universal CMH in their schools to assess the mental health needs of their students will be provided. Universal CMH screening will be presented from a best-practice framework, while emphasizing the role of practitioners in carrying out the screening. (62 words)

**Skill Development**

Participants will be introduced to five key components to consider in the implementation of universal complete mental health screening. First, participants will learn how to identify objectives in implementing a universal screener in their schools and how to best identify students of interest. Second, participants will be informed on how to select the screening system most suitable for their context. For example, participants will learn about the importance of including strengths-based and problem-focused

measures as part of complete mental health screening. In addition, important considerations for informant selection (i.e., teacher-report, parent-report, self-report) will be discussed. Next, participants will learn potential methods of obtaining consent from parents/guardians. For example, advantages and drawbacks of passive and active consent procedures will be discussed. Participants will also be informed on how to administer universal mental health screening in their schools. Given the complexity of implementing universal screening, guidance on how to streamline administration procedures will be provided. Lastly, participants will learn how to follow-up with students, families, and school staff using the information gathered from the screening.

### **Expected Learning Outcomes**

First, participants will gain a deeper understanding about complete mental health screening, its benefits, and its utility in the prevention and enhancement of mental health outcomes. Secondly, participants will learn clear-cut steps for implementation of universal complete mental health screening and will be informed on concrete considerations to make when implementing screening in their schools. Lastly, participants will learn how to apply these steps to their unique school context. (69 words)

### **Learning Objectives**

- \* (Knowledge Level) state to other workshop participants what CoVitality means and how it is related to students' social and emotional wellness.
- \* (Knowledge Level) list the four psychological mindset domains assessed by the Social Emotional Health Survey – Secondary.
- \* (Knowledge Level) match the 12 CoVitality component (subscales) with their respective mindset domains.
- \* (Knowledge Level) recall three ways that CoVitality is associated with aspects of positive student development.
- \* (Synthesis Level) formulate three ways that the SEHS-S assessment could be integrated with and complement current school-based mental wellness

activities.

- \* (Synthesis Level) explain three ways in which the CoVitality model complements current MTSS thinking and approaches.

See [www.project-covitality.info](http://www.project-covitality.info)

**SYA0100****Elementary School Students' Happiness in China: Helping School Professionals and Parents Know Its Importance and Promotion**

**Xuelan Liu, South China Normal University**  
**Xueyi Chen, South China Normal University**  
**Hui Yi, South China Normal University**  
**Qian Yang, South China Normal University**  
**Jianhua Zhou, South China Normal University**  
**Xinxin Zhu, South China Normal University**  
**QingQing Nie, South China Normal University**  
**Tong Jin, South China Normal University**  
**Lili Tian, South China Normal University**  
**Wang Liu, South China Normal University**

Happiness is the central aim of education (Noddings, 2003). However, elementary school students' happiness lacks enough focus in China. Our findings suggest its direct or indirect contributions to students' behavioral school engagement, academic achievement and prosocial behavior. We also provide the promoting ways of students' happiness from school and family perspective.

**Determinants of Academic Success among Elementary School Students: Longitudinal Interrelations among Psychological Needs Satisfaction, Happiness in School and Behavioral School Engagement**

Lili Tian, Yanhui Wang, Wang Liu, Xuelan Liu, Jianping Wang

Based on the Broaden-and-Build theory of positive emotion and the self-system processes theory, a serial mediation model was constructed to test the mediating roles of affect in school and behavioral engagement between children's basic psychological needs satisfaction at school (BPNSS) and academic achievement. A total of 703 elementary school students from Grades 3-4 in China (Mage = 8.96, 46.4% female) completed the study measures at four time points, at six-month intervals. Structural equation modeling (SEM) was used to examine a serial mediation model. The results indicated that: (1) BPNSS at Time 1 positively predicted academic achievement at Time 4.

(2) Behavioral engagement at Time 3 partially mediated the relation between BPNSS at Time 1 and academic achievement at Time 4. (3) BPNSS at Time 1 demonstrated partial indirect effects on academic achievement at Time 4 successively via affect in school at Time 2 and behavioral engagement at Time 3. These findings underscored the importance of BPNSS for academic achievement among elementary school students and delineated two interrelated mechanisms accounting for this relation. Practical applications for the promotion of academic success through student happiness and engagement were discussed.

**Reciprocal Relations between Subjective Well-Being in School and Behavioral School Engagement among Elementary School Students: Gender and Grade Level Differences**

Xinxin Zhu, Qian Yang, Xueyi Chen, Lili Tian, Wang Liu

Subjective well-being (SWB) in school and behavioral school engagement are hypothesized to represent two crucial mechanisms through which of students actively adapt to their school environments. According to the Broaden-and-Build Theory of Positive Emotions, SWB in school, as a proxy for positive emotions may facilitate actions (e.g., behavioral school engagement), and this broadened action repertoire should promote positive emotions in turn. Based on this theory, we explored longitudinal relations between SWB in school and behavioral school engagement among Chinese elementary school students. A total of 1057 students from third, fourth, and fifth grade, completed self-report questionnaires on four occasions across two years. Analyses of autoregressive cross-lagged models showed that SWB in school and behavioral school engagement were reciprocally related. We also tested whether the reciprocal relations would differ across gender or grade level. Results of multiple group comparison tests showed that: The reciprocal relations between SWB in school and behavioral school engagement were stronger for boys than for girls; and the directional influences between SWB in school and behavioral school engagement varied from grade to grade. These findings indicate intervention strategies for improving students' school experience should be designed separately for students of differing genders and grade levels.

### **A New Perspective Towards Children's Prosocial Development: Bidirectional Relations Between Students' Happiness in School and Prosocial Behavior**

Xueyi Chen, Lili Tian, Wang Liu, Yuanxiu Ye, Jianping Wang

Prosocial behavior plays an important role in children's social development, and subjective well-being (SWB) in school appears to be a central factor in prosocial development. According to the engine model of well-being, SWB in school and its cognitive and affective components (i.e., school satisfaction and affect in school) can be defined as process variables and prosocial behavior can be defined as an outcome variable. The model suggests bidirectional relations between them. Based on this model, we examined longitudinal relations between SWB in school and prosocial behavior among children. A total of 1070 Chinese elementary school children completed a multi-measure questionnaire on four occasions across 2 years. Three four-wave autoregressive cross-lagged models (ARC) were used to examine whether SWB in school and its cognitive and affective components predicted prosocial behavior or vice versa. Results showed similar relations among the three groups of variables, suggesting bidirectional relations between SWB in school (as well as its two components) and prosocial behavior. The findings suggest the importance of comprehensive social-emotional interventions that address both happiness in school and prosocial behavior in promoting positive development among elementary school children (Noddings, 2003).

### **Improving Elementary School Students' Happiness in School from Self and Action Perspectives**

Hui Yi, Tong Jin, Lili Tian, Wang Liu, Xuelan Liu

According to the Self-System Model of Motivational Development, individuals' self-system processes influence action variables, which contribute to important outcomes in their lives (Connell & Wellborn, 1991). Students' subjective well-being (SWB) in school is a key developmental outcome in their school lives (Suldo et al., 2014). Therefore, we examined the mediational role of school engagement, including

cognitive engagement and behavioral engagement, in accounting for the relation between mastery goal orientations and SWB in school among elementary school students. A total of 1068 Chinese children (488 females; Mean age=9.43) completed multiple self-report questionnaires at four time points, across 18 months. Structural equation modeling indicated that: (1) Mastery goal orientations positively related to SWB in school. (2) Cognitive engagement and behavioral engagement separately mediated the relation between mastery goal orientations and SWB in school. (3) Mastery goal orientations displayed indirect effects on SWB in school successively via the chain mediation of cognitive engagement and behavioral engagement. These findings yield implications for multi-component assessment strategies and interventions to promote positive SWB in elementary school students. School professionals and parents should simultaneously encourage elementary school students (1) to cultivate mastery goal orientations and (2) to promote cognitive and behavioral school engagement levels.

### **Helping School Professionals Improve Students' Happiness in School: Longitudinal Relations among Academic Achievement, Self-Esteem and Subjective Well-being in School**

Qian Yang, Tong Jin, Lili Tian, Xuelan Liu, Yuanxiu Ye

Both academic achievement and subjective well-being (SWB) in school are crucial indicators of positive psychological functioning for students. Numerous studies have suggested positive relations between them. Apart from their direct effects on each other, the two variables may also be linked via a third variable. Self-esteem has been hypothesized as a promising mediator. Therefore, we evaluated a 3-wave longitudinal mediation model that addressed relations among academic achievement, self-esteem and SWB in school with a sample of 779 Chinese elementary school students. Participants completed self-report questionnaires of self-esteem and SWB in school on three occasions across 12 months. Academic achievement data were collected from school records. The results revealed that: (1) Academic achievement positively predicted later SWB in school; (2) academic achievement at Time 1 predicted SWB in school at Time 3 completely through self-esteem at Time 2; (3) SWB in

school didn't predict academic achievement directly or indirectly through self-esteem. Additionally, bidirectional relations were observed between self-esteem and SWB in school. Therefore, students' happiness in school may be enhanced through interventions that address their academic achievement or self-esteem. Also, students' self-esteem may be enhanced through interventions that address students' academic achievement and happiness in school.

### **Developmental Changes in Psychological Needs Satisfaction in School and Elementary Students' Academic and School Adjustment**

Jianhua Zhou, Hui Yi, Tong Jin, Lili Tian, Wang Liu

This accelerated longitudinal study examined developmental trajectories of perceived psychological needs satisfaction in school (PNSS) (autonomy, competence and relatedness) from the middle to the end of elementary school and the contribution of PNSS to school adjustment. A large sample of students ( $N=1070$ , 577 males;  $M_{age}=9.44$  years) was followed from Grades 3 to 5 who completed a questionnaire on four occasions at 6-month intervals. Latent growth curve modeling revealed that the satisfactions of the three needs partly differed in their trajectories. Specifically, students reported moderate levels of autonomy and competence needs satisfaction that increased over time, whereas students reported relatively high initial levels of relatedness need satisfaction that declined from the middle to the end of elementary school. The changes in the three needs satisfaction were all associated with academic, social, and emotional adjustment. Interventions aiming to increase elementary students' adjustment should therefore aim at increasing PNSS earlier in the school years as well as throughout the elementary school years to change the trajectory of negative developmental patterns. This study suggests that promoting need satisfying behaviors, such as autonomy support, involvement, and structure, from important social agents in elementary students' lives (e.g., parents, teachers, friends) will be essential.

### **Family Dysfunction and Life Satisfaction in Children: The Mediating Pathways of Loneliness and Depression**

Qingqing Nie, Hui Yi, Xueyi Chen, Lili Tian, Wang Liu

Children's life satisfaction (LS) plays important roles in their developmental outcomes. As noted by prominent positive psychologists, efforts to improve children's LS must focus on strengthening the important institutions in their lives, especially the family. According to family function theory, individual emotional experiences and personal feelings play important roles in the process through which family dysfunction (FD) influences judgments of LS. Based on this theory we examined the potential mediating roles of loneliness and depression in accounting for the relations between FD and LS in children by using Structural Equation Modeling (SEM). A total of 1070 children (577 males,  $M_{age}=9.44$  years) completed relevant measures on four occasions across 18 months. Results showed that: (1) FD at Time 1 negatively related to LS at Time 4. (2) Loneliness at Time 2 and depression at Time 3 separately mediated the relation between FD at Time 1 and LS at Time 4. (3) FD at Time 1 indirectly affected LS at Time 4 successively via loneliness at Time 2 and depression at Time 3. The findings yield implications for interventions to promote children's LS. The findings also suggest integrative links between positive and traditional psychology.

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**SYA0376**

## The Recovery from the Great East Japan Earthquake-Lessons Learned

**Yozo Takino, Osaka Kyoiku University**  
**Tamaki Honda, Fukushima University**  
**Hiroaki Ogata, Kyushu Lutheran College**  
**Kazuya Sato, Kamaishi High School**  
**Yasuhiro Ujiie, Sendai Shirayuri Women's College**  
**Toshinori Ishikuma, Tokyo Seitoku University**  
**Hisako Nishiyama,**  
**University of Teacher Education Fukuoka**  
**William Pfohl, Western Kentucky University**

This symposium focuses on how school psychologists and teachers helped children and schools recover from natural disaster. Four presenters from affected area will report on various kinds of supports, challenges, lessons learned and current issues. We would like to share these experiences and prepare for future crises.

Presenter 1 Yasuhiro Ujiie

### Care giver support by School Psychologists after the Great East Japan Earthquake

The Great East Japan earthquake and tsunami did huge harm to Miyagi prefecture. For example, 290 to 300 schools suffered damage in Miyagi. Some school buildings disappeared. Students suffered great damage, for example, they lost their house or family. Likewise, teachers suffered big damage. But teachers also took charge of caring for the student's immediate mental health and to maintain their students' school life. School psychologists, living in Miyagi, formed a team to support those teachers. This was the care giver support provided by school psychologists. School psychologists offered their knowledge of mental health care to teachers in their lectures and guided an exercise in relaxation technique. The degree of satisfaction of the teachers was high. There were needs for support even 6 years after the earthquake.

Presenter 2 Tamaki Honda

### Lessons in Effective Support for Children Learned from the Great East Japan Earthquake

The prominent impact of the Great East Japan Earthquake has caused changes in the school, home, and regional environment for children in Fukushima. Children have experienced changes in their family system's lives, ranging from separation from their families due to evacuation, to restrictions in the time they could spend outdoors, to loss of familiar and safe places to play, among others. In this sense, each child has faced a diverse set of challenges commensurate with their circumstances, and although seven years have passed, there are still children who struggle to adapt. There have been cases of children reporting decreases in their "motivation to live" and the number of children who refuse to attend school is not negligible. Through the implementation of efforts to address these challenges, it has become clear that effective support involves careful identification of the challenges the child is facing and offering specific and actionable ways to handle them as a matter of problem-solving. In order to further enhance the effect of support, considerations are underway for developing specialized training for professionals that integrate elements of educational management, health care services, social welfare, and their related institutions to address the diverse problems faced by children.

Presenter 3 Kazuya Sato

### Situations in Schools after The 3.11 Earthquake and the Basic Perspective of Educational Activity

This presentation firstly aims to illustrate the situation in schools based on the data of the Iwate prefectural surveys and the views of classroom teachers, and to compare the situation several years after the disaster. The next explanation is about after-disaster school education with the basic perspective of educational treatments as "conscientious". This type of education features the following activities; precautionary treatment in the whole of school education, prompt treatment based on support teams, and continuous treatment based on a comprehensive cooperation. In the end, the present status of training coordinators for educational counseling in Iwate is illustrated, to stress the importance of coordination in these educational activities.

Presenter 4 Hiroaki Ogata



### **On the initial response to the Kumamoto earthquake: a report from the Kumamoto branch**

In the Kumamoto earthquake, the tremors were strong and aftershocks continued for a long period. Even though the physical damage itself was not as serious as with the Great Hanshin-Awaji Earthquake or the Great East Japan Earthquake, the psychological trauma of children was serious. After the occurrence of the Kumamoto earthquake, the Kumamoto branch of the School Psychologist Association received support from the headquarters, and also benefited of information and cooperation from various organizations that experienced the disasters. Particularly, we carried out the initial response after the earthquake. It was as follows. ① Distribution of a guidance book to all elementary and junior high schools in Kumamoto, "Support for children and school upon earthquake disasters." ② Collecting and sharing information at each branch. ③ Emergency support activities of our branch. ④ Support activities for elementary and junior high schools in Kumamoto City through collaboration with head office and Kyushu Block. ⑤ Support activities for teachers and parents collaborating with local psychologists' associations, and so on. In these activities, the network among the members of the Kumamoto branch and the network with the educational administration, such as the board of education, were utilized. In this Symposium, we will report on these outlines.

## SPA172

### A study of learning effects of Web Quest on fifth graders' resilience

**Ming Shinn lee, *National Dong Hwa University***  
**Zi-Pei Wu, *National Dong Hwa University***

The purpose of this research is to explore the learning effects of Web Quest curriculum on the resilience, whether they are helpful in promoting the learning, relationship and entire of the students. Web Quest learning model was developed by Bernie Dodge at San Diego State University; this research is a quasi experimental design. Two classes of 61 students were the experiment groups receiving the intervention curriculum, which had two classes every week and continued for five weeks, while the control groups with 63 students didn't take any course. The research tool was a resilience questionnaire. Pre-test was conducted before the curriculum while post-test was conducted after the curriculum. Four weeks later post post-test was conducted. The data analysis used one-way ANCOVA and RMANCOVA.

The findings in this study were as follows :

1. The WebQuest curriculum on the resilience enhanced the student's resilience power on "the studies" and "relationship".
2. Four weeks after accomplishing the curriculum, the subjects in the group still had better situation in the capability of "the studies", "relationship", and "entire" the resilience than the control group.

**Contributor/Co-author:**

**Wen Che Hsueh, *National Dong Hwa University***

## SPA0337

### Effective implementation and sustainability of evidence-based programmes in schools

**Aisling Michelle Sheehan, *Centre for Effective Services***

There has been significant investment in implementing and evaluating evidence-based programmes to improve children's wellbeing and educational outcomes, including their resilience. The aim of this paper is to provide an overview of learning from evaluations of programmes implemented in schools as part of the Prevention and Early Intervention Initiative (PEII) in Ireland, with a particular emphasis on effective implementation and sustainability. The evaluation findings were collated by the Centre for Effective Services (CES) and an integrative narrative synthesis was conducted. A variety of approaches were adopted in the PEII, including the implementation of evidence-based or adapted evidence-based programmes (e.g. the Incredible Years Teacher Classroom Management), mentoring programmes, support to implement school curricula and quality standards, staff support and development, and associated work with parents and caregivers. The main findings from the programmes will be discussed, including improvements made in the quality of the school setting and home learning environments, professional practice, and learning and development outcomes for children. Findings in relation to effective implementation of school-based programmes will also be outlined. The implications for policy and practice will be presented, including the need to plan for and manage educational transitions for children, and strategies to support effective implementation and sustainability.

**Contributors/Co-authors:**

**Lisa Ann Kennedy**

**Sarah Rochford**

## SPA0356

### Qualitative Research in Global Settings: Issues and Implications

**Rina Chittooran, *Saint Louis University***

Researchers who engage in research with international populations must be mindful that research studies in global settings must consider the cultural context as well as other cultural variables that may have an impact on all aspects of the study, from inception to dissemination. This is particularly true in the case of qualitative research, where the interaction between researchers and participants is more subjective, more personal, and occurs over a longer period of time. This paper discusses ways in which researchers can most effectively conceive of, implement, and disseminate the results of research studies conducted in global settings. It will outline issues that researchers working in such settings must consider before they set up their studies, including issues related to protection of human subjects, discuss facilitating factors and barriers in implementing such studies in other countries, and provide recommendations for dissemination of results to a variety of stakeholders. Researchers who attend to these issues are more likely to be able to use their research findings to advance the wellbeing of children and their families in global settings.

## SPA0149

### Intervention Project to Promote Emotional Resilience in Adolescents: Based on Information-processing Perspective

**Linna Xing, *University of Macau***

This study testified a resilience intervention project designed to promote positive adaptation capability in adolescents. This intervention project was designed to improve youth emotional resilience on the basis of Information-processing Model of Psychological Resilience (Stokols, et al., 2013) as theoretical framework to testify how youth's cognitive efficacy contributes to psychological adaption and recovery in coping with adversity. Eighty-two participants (Mean age = 13) studying in junior middle school in China were recruited for this intervention project. Participants were divided into two groups, experimental group and control group, and given a 8-week intervention project and routine psychological class accordingly. Adolescent Emotional Resilience Questionnaire (Zhang & Lu, 2012), SCL-90 Anxiety Questionnaire, and SES Self-esteem Questionnaires were used pre- and post-intervention to evaluate participants' emotional resilience, self-esteem, and anxiety status. Findings indicated that the emotional resilience level of the experimental group significantly increased ( $p < 0.001$ ), self-esteem increased ( $p < 0.001$ ), while anxiety decreased ( $p < 0.001$ ), and the fostered effects lasted after months. No gender difference nor birth order difference were found. In conclusion, this intervention project can effectively promote adolescents' emotional resilience, increase self-esteem, and decrease anxiety. Further suggestion for this study would be investigating the mediation effect among these factors.

**SPA0187**

**Examining the relationship between risk and resilience factors among University and College students' in Greece.**

**Dimitrios Papadopoulos, *Greek Association of Mental Health for Children and Adults, Aegean Omiros College***

University and College students are often facing the obligations of higher education as a stressful experience. This can increase levels of anxiety and reduce their resiliency, hope, well-being and academic progress. The aim of this study was to identify and describe the risk and resilience factors in a sample of Greek students' studying at both state Universities and non-state Colleges; moreover to investigate the association between students' levels of anxiety in relation to resilience and well-being. The Beck Anxiety Inventory, Connor-Davidson Resilience Scale and Students Subjective Well-being were used in 370 undergraduate students'. The results showed that participants studying in state Universities demonstrated higher levels of anxiety and lower levels of resilience and well-being compared to their non-state College students' in relation to year of studying and social support networks, but less related to gender and family issues. In general, a strong positive relationship was found between resilience and well-being ( $p < .01$ ). No relationship was found between levels of anxiety of students' and resilience ( $p < .05$ ). Academic majors and fields (specialization) of participants were not found to depend on anxiety levels, resilience, and well-being ( $p < .05$ ). Limitations of the study and applications for school psychologists and psychological practice to promote young adults resiliency and well-being will also be discussed.

**SPA0197**

**A contemporary approach to identifying social-emotional and behavioral risk**

**Jared Toyoshi Izumi, *University of Missouri***

About 20 percent of children experience a diagnosable mental disorder in the United States in a given year; however, the majority of these children do not receive services for these conditions (National Research Council and Institute of Medicine, 2009). A significant barrier to providing services to these children is identifying at-risk children for social-emotional and behavioral (SEB) problems. Universal screening for SEB risk has become a more popular option for identifying students. This method involves the use of a brief measure that is administered to all students in a given population. Traditional methods of identifying risk status through universal screeners have involved the use of raw or scaled score cutoffs. This presentation will compare risk status derived from these traditional methods with risk determined through the use item response theory (IRT) scoring. The study calibrated the self-report version of the Social, Academic, and Behavior Risk Screener (SAEBRS; Kilgus & von der Embse, 2014) with 20,000 students. Risk status derived from IRT was used to predict later behavior and academic outcomes on a separate sample of students. Attendees will learn about different methods of identifying risk status and implications of using these models on the children with whom we work.

## SPA0065

### Prevalence of mental health problems among children and perceived barriers to receiving mental health care

**Qaisara Parveen, Arid Agriculture University Rawalpindi**

Adolescents frequently experience mental health problems and tend to seek help. The present study aimed to measure the prevalence of mental health problems among young children and to identify the perceived barriers to receive mental health care. Study was conducted among Govt. high school students in city Rawalpindi. Sample was comprised of 300 students, aged between 13 to 16. DASS-21 questionnaire was used to assess mental health problems of adolescents. Structure interview was conducted with school principal in order to identify the perceived barriers in receiving mental health care and treatment. Results exposed that a significant proportion of the students were found to be having mental health problems. 23.6% of examined population had depression symptoms, 28% exposed symptoms of anxiety and 22% of the population had symptoms of stress. Further findings revealed that one of the most significant barrier is parents' behavior and lack of awareness. Parents are not willing to accept or to talk with teacher, school management and other person regarding the mental health of their children. The second most prominent barrier is the absence of mental health policy. While the third one is financial. Parents cannot afford to consult with psychiatrist about the mental health of their children. It is strongly recommended that parents be aware of the consequences of poor mental health of their children and seek mental health services. Moreover, mental health policies should be initiated and implemented at national level to ensure children's mental health care.

## SPA0296

### Supporting schools to develop resilience through creating a sense of belonging in diverse communities

**Teresa Regan, Catalyst Psychology Community Interest Company**

This paper is a professional practice description of, and reflection on, work undertaken with schools in Manchester UK by Catalyst Psychology, a not-for-profit social enterprise. Following the terrorist attack in Manchester in May 2017, schools have been encouraged to consider how to develop the resilience of children so that they are better equipped to withstand the impact of potentially traumatic events. Using a Resilience Framework developed by Hart and Blincow (2007), educational psychologists have been helping schools to consider their role in building resilience. The concept of "Belonging" has been identified as a key focus for development, encompassing evidence that developing a sense of self- and community- efficacy and connectedness can enhance resilience (Hobfoll et al., 2007). This paper will outline the findings from a recent (April 2018) small scale qualitative research study that enabled school staff to reflect on their school practice in the area of resilience and belonging; to raise questions about their own training and developmental needs, and to identify their hopes and plans for the future.

**SPA0252****Early communication environment and social-emotional outcomes in middle childhood – the role of language****Umar Toseeb, *University of York***

A child's early home experiences are important for social-emotional development. Using data from the UK-based Avon Longitudinal Study of Parents and Children (ALSPAC) this study investigated the relationship between early communication environment and social-emotional outcomes in children with and without indicators of Developmental Language Disorder (DLD). We wished to explore the extent to which a child's early communication environment directly and indirectly (via social factors) predicted social-emotional outcomes in middle childhood and whether these associations were different for children with and without indicators of DLD. Latent class analysis was used to identify subgroups of children who shared similar early communication environments. A number of latent classes were identified with distinct patterns of early communication environment. Children who experienced a poor early communication environment in the first two years of life had poorer social-emotional outcomes in middle childhood compared to those with a good environment. This effect was independent of socioeconomic status. This association was partly mediated by social factors. These findings suggest that a) early language and communication stimulation is important for social-emotional development and b) in the presence of a poor early communicative environment, it may be possible to ameliorate its negative effects on social-emotional outcomes by improving social factors.

**SYA0361**

## International Perspectives of School Climate

**Tamika La Salle, University of Connecticut**  
**Jesslynn Rocha Neves, University of Connecticut**  
**Sergio Di Sano, University G. d'Annunzio**  
**Silvia Majercakova Albertova,**  
**Pan - European University**

The symposium will focus on international perspectives of school climate among students, parents, and personnel. International collaborators will present data from an American school climate survey that was culturally adapted for participating countries. This symposium will provide national and international perspectives about how school climate perceptions vary across the world.

**Abstract 1:**  
**School Climate Perception in Italy: Comparing Students, Parents and Teachers**  
 Sergio Di Sano

This paper provides initial data from administration of the "Georgia School Climate Survey" in Italy. Results compare ratings of school climate dimensions across informants (students, school staff and parents), in primary and secondary Italian schools. Participants were 133 primary school, 135 secondary school students, 61 members of the school staff and 67 parents who completed the Italian adaptation of the online School Climate Survey.

The responses of the school staff to the survey show the highest scores in the "structure for learning" and "staff connectedness" dimensions, while the lowest scores are in the "parental involvement" and "physical environment" dimensions. The responses of the parents to the survey show the highest scores in the "school safety" and "Institutional Environment" dimensions, while the lowest scores are in the "Teaching and Learning" and "parent involvement" dimensions.

Parents and teachers agreed in their low ratings of parental involvement, while having different vision regarding learning conditions, which were rated less positively by parents than teachers. The survey provides important information to start school climate intervention programs appropriate for specific schools

**Abstract 2:**  
 Initial Results of a Cross-Cultural School Climate Study in Slovak Schools  
 Silvia Majercakova Albertova

This paper summarizes the first pilot research results of school climate study in Slovak Republic. The research was conducted as part of the Cross-cultural school climate study using the Georgia School Climate Surveys adapted to Slovak conditions.

Participants were 679 elementary and secondary school students, 125 members of school personnel and 590 parents from 4 state schools in Slovakia. Results indicate overall positive ratings of school climate across all participant groups, gender of students and students receiving general and individualized education services. There are small differences between elementary (3.2) and secondary (2.9) students' perceptions of school climate with elementary students indicating more positive perceptions. School personnel provided the highest ratings of school climate (3.4) among the participating groups. However there are differences among the subscale ratings ranging from positive (peer/adult relationships, 3.1) and parental involvement, 3.2) to very positive perceptions (staff connectedness and school safety, 3.6). Parents and caregivers also reported positive perceptions of school climate, with school safety (3.5) being in the highest position and parental involvement (2.8) in the lowest position among the subscales.

Our findings suggest that participating schools in Slovakia foster positive school climate and provide safe environment to students, personnel and parents.



### WSA0231

#### Classroom Climate Consultation; Demonstration and discussion of the implications of the Classroom Climate Inventory

**Ayako Ito, *Ochanomizu University***

Classroom climate is known as a key factor in determining children's happiness at school. The Classroom Climate Inventory (CCI; Ito & Matsui, 2001; Ito, 2009; Ito & Usami, 2017) was developed to assess the classroom climate by using mean scores of students' responses to the Inventory. Moreover, this Inventory can be used in consultation for homeroom teachers. The Brief Version of the CCI (Ito, 2009) for elementary school students was constructed by shortening the original scale to 26 items that consisted of six subscales: "Involvement in class activities," "Friction", "Satisfaction", "Self-disclosure", "Task orientation," and "Order". At this workshop, the author of the CCI presents a demonstration version of the inventory with case examples from elementary and junior high schools. Then, the consultation technique and current support systems for students in Japanese schools are discussed. The demonstration version can be easily self-scored and may allow us to illustrate diverse patterns of classroom climates and case studies. Author and attendees of the workshop are encouraged to share topics related to support needs, conceive the classroom as a learning environment, and explore support strategies for classrooms by examining the results of the demonstration version of the CCI.

### RTA0021

#### Developing High Quality Field Supervisors

**Elana Wolkoff, *William James College*  
Chieh Li, *Northeastern University***

Field based supervision is a critical part of the training of school psychologists. Training programs depend on field supervisors to facilitate students' integration of classroom knowledge into practice. Quality supervision requires clinical expertise in the multiple domains of school psychological practice, as well as supervision skills including assessment and goal setting, the ability to provide developmentally appropriate feedback, support for multicultural competence, clarification of legal and ethical requirements, development of awareness of self and others, and modeling for effective entry into the system of schools.

Supervision is a distinct professional area of competence and professional ethics require that we only engage in practices in which we are qualified. Yet school psychology programs rarely provide training on supervision.

This round table discussion will provide a forum for trainers of school psychologists, including both university-based and field-based supervisors, to address supervision issues in various countries. Participants will:

- Identify ways that different training programs prepare field supervisors to provide high quality supervision;
- Identify specific competencies which can increase the effectiveness of field supervisors;
- Develop plans for increasing the capacity of field supervisors to support the integration of theory and practice for aspiring school psychologists.

### SYA0241

#### Building a Healthy Future via Preschooler's Social-Emotional Learning

Naomi Watanabe,  
*NTT Communication Science Laboratories*  
Atsuko Saito, *Sophia University*  
Mai Hamana, *the University of Tokyo*  
Tomohiro Oikawa, *Hokkaido University*  
Sharone Maital, *Jezreel Valley Academic College*

For many children, preschool is the first social community which provides them with various learning opportunities, including social-emotional learning. This symposium explores their learning from several perspectives (i.e., preschoolers', parents', teachers', prospective teachers') and discusses how teachers can promote and facilitate children's learning.

#### [Presentation 1]

##### **Beliefs and expectations about early childhood care and education among first-year college students in a preschool teacher preparation program**

Atsuko SAITO

A high percentage of new childcare providers have been quitting their jobs within three years of employment causing a growing problem in Japan. This could be attributed to the existing teacher preparation programs not providing adequate training to prepare the students fully. This study aims to reveal the gap between the expectations of students and the knowledge and skillset that the program currently provides them. We investigated the beliefs and expectations about early childhood care and education (ECCE) among first-year college students. Students (N = 83) completed a free description questionnaire about similarities and differences between ECCE and parenting and the unique feature of each. The preliminary results showed that, with regard to similarities, most students listed the educational (80%) and the caring (73%) aspects. With regard to the differences, the students pointed out relationships (59%) and the setting (59%). Several students (13%) referred to supporting children's social-emotional

development as a feature of ECCE. Apparently, the students focused on the superficial characteristics of ECCE and did not recognize the profound specialty and the required knowledge and skillset for qualified teachers. The data regarding the evaluation by senior students will be presented to examine the progress of the current preparation program.

#### [Presentation 2]

##### **The key skillset for smooth transitions to school: Parents' socialization goals and values regarding childcare quality**

Naomi WATANABE, Nobuki KAWASAKI, Tessei KOBAYASHI

Parental beliefs and values affect parental decisions and practices (e.g., Hastings & Grusec, 1998). Selecting a preschool for their children is a crucial decision because it is expected to provide various learning opportunities to get their children ready for primary school. This study investigated Japanese parents' socialization goals and values regarding childcare quality. Twenty-six parents of five-year-olds (Mage = 37.5) and 30 parents of first and second graders (Mage = 39.1) completed an open-ended questionnaire on their beliefs about socialization goals and childcare quality. Their responses were coded into categories. The preliminary results show that the majority of parents in both groups (60, 65%) listed interpersonal interactions, including sensitive responses from teachers, teacher-child relationships, and peer relationships as the most important aspects of childcare quality. As for the essential skills to acquire during preschool years, some parents of five-year-olds highly valued social-emotional skills, while others stressed the support for a child's individuality. In contrast, 80% of parents with first and second graders reported that the social-emotional skills acquired by their children during preschool years smoothed transitions to school. These findings indicate that, compared to reinforcing individual uniqueness, the acquisition of social-emotional skills may benefit children more during transition to school.

#### [Presentation 3]

##### **Are preschoolers optimistic about their emotional experience? Preschoolers' evaluation of their emotional reactions to interpersonal conflict**

Mai HAMANA

The present study investigated preschoolers' optimism based on their evaluation of emotion-eliciting situations where an agent negatively affects a target and a relation between their optimism and emotion inference. 4- to 6-year-olds ( $N = 56$ ) listened to the stories about interpersonal conflict in two conditions: 1) the self-target condition, in which the target who would feel negative emotion is the participant, and 2) the other-target condition, in which the participant is not a part of the story. After each story, they evaluated the hostility of the agent, the target's ability to redo the work, the difficulty of the situations, and the intensity of the negative emotions of the target. The results showed that the preschoolers evaluated the agent's hostility as stronger in the other-target condition than in the self-target condition when they first evaluated the other-target condition followed by the self-target condition. Additionally, they evaluated the target's ability more favorably, the situation as less difficult, and the intensity of negative emotional reaction as weaker in the self-target condition than in the other-target condition. These findings suggested a relation between preschoolers' optimistic view on their emotional experience and their emotional inference. Future studies should investigate preschoolers' emotional experience in daily lives.

#### **[Presentation 4]**

##### **Preschool teachers' approaches on intervening children's peer relationships: Differences among three hypothetical situations**

Tomohiro OIKAWA

Teacher-child interactions could play a crucial role in children's establishment and maintenance of positive peer relationships. However, previous research often regarded teachers as evaluators, not mediators, in terms of the development of children's peer relationships. This study investigated both the teachers' views and their approaches on intervening children's peer relationships at preschool in Japan. 30 Japanese preschool teachers were shown three hypothetical situations about 4-year-old girl's peer relationships: 1) shy and lonely girl, 2) extremely intimate relationships, and 3) conflicting relationship, and asked how they would intervene. As preliminary results, the teachers responded that they would use direct approaches (e.g.,

talking to the child) in the situation 1 to help her to make friends. On the other hand, in the situation 2 and 3, they would use indirect approaches, in which they create new class activities that stimulate child's interests and enhance their interactions with other peers. These findings suggested that teachers could play the vital role of a mediator in promoting positive peer relationships. Future studies should examine the relation between teachers' actual practices at preschool and development of children's peer relationships.

### RTA0142

#### Set a lighthouse: An analytical study of primary school students with school refusal behavior in Taiwan

**Wen - Sung Peng, Da - Yuan Primary School**

Each individual has the ability to recover from frustration and traumas. We call it resilience. Nowadays, children in Taiwan face a more severe environment than before, involving cyberbullying, school bullying and reorganization of the family. Some of them will experience withdrawal or self-isolation, have school refusal behavior or even gradually become dropouts. At this moment, those students lose their direction as a ship drifting in the sea. By using ecological systems theory, this study aimed to provide counselling to help those students (clients) become willing to go back to school. Researcher summarized two cases of consultation to get treatment patterns for school refusal and reduce their school refusal behavior. The intervention strategy contained the following, three major aspects: 1. Individual: Find the "Inner Light" of student, for example: to be an accountant in the class, to build up problem solving skills and self-confidence. 2. School Environment: Create a "Safe Harbor", ex: client invites one classmate to researcher's office every day to train up positive peer relationship. 3. Family: "Weekly report", ex.: Weekly discussion with client's parents about improvement status. Finally, also advising on use of Positive Behavior Support & Ecological System Cooperation for establishing educational resilience.

### RTA0196-2

#### The Role of Ethno-Cultural Identity in a Global World

**Judith Kaufman, Fairleigh Dickinson University**

Research has demonstrated that having a strong sense of ethno-cultural identity, particularly for adolescents, can serve as a protective factor, enhance resiliency and serve as a buffer factor against risk taking behavior. The identification with individuals of similar cultural backgrounds, sharing rituals, rules and religion, provides a naturally occurring social support system which is critical in transitions and enhancing engagement and belonging. Research examining the transition of international students (Kaufman, 2012) has demonstrated that the first connection the students make is with their ethno-cultural organization before assimilating to the mainstream culture of the campus. However, with immigration, migration, cross-cultural intimate relationships (intermarriage, bi and tri cultural offspring), discrimination and prejudice and technology and the pressure to assimilate and acculturate, does ethno-cultural identity still serve as a protective factor. Adolescents are particularly vulnerable to pressures to belong and incorporate the majority cultures' values which may cause significant conflict with family cultural values, causing marginalization with concomitant anxiety and depression. This roundtable discussion will provide some research background, but provide a forum to discuss the challenges and opportunities for the role of ethno-cultural identity in a mobile, global world and examining the impact of immigration and transition.

### WSA0358

#### Prospect and Procedure of Indigenization of Psychology Knowledge in Asia

**Muhammad Kamruzzaman Mozumder,**  
*University of Dhaka*

Despite the wide acceptance of the role of culture in determining human perception, thinking, feeling and behavior, worldwide understanding of psychology is dominated by concepts and theories generated in the western world. Such overgeneralization of theories generated in a specific context may be inadequate as well as erroneous. Need for indigenous theory has been an issue of academic discussion in different disciplines including psychology since 70's. There has been no straightaway answer to the question of how to develop indigenous theory. Several models have emerged throughout the years to describe and explain different procedural aspects of indigenization. This workshop will offer a brief account on such concepts and practices of indigenization in psychology. The prospect of indigenous knowledge in psychology especially in resource constrained settings will be discussed along with the procedural aspects of achieving indigenous knowledge in psychology.

Apart from heightening awareness on this important topic, this workshop is aimed at forming an interest group that may work as a platform to discuss and move forward to support the indigenization of psychology knowledge.

### SYA0037

#### Understanding and Enhancing Social Inclusion of Ethnic Minority Students in Schools

**Shui-fong Lam, *The University of Hong Kong***  
**Winnie Chan, *The University of Hong Kong***  
**Kathy Karman Shum, *The University of Hong Kong***

In societies with increasing ethnic diversity, educators have the responsibility to enhance social inclusion in schools. This symposium consists of four studies from a Hong Kong research project. From different angles, these studies examined the developmental trend and contextual factors of intergroup attitudes of ethnic minority and majority students.

#### **Paper 1**

#### **Acceptance of Outgroup Members in Schools: Developmental Trend and Roles of Supportive School Culture, Stigma Awareness, and Teacher Support**

Shui-fong Lam, Winnie Wai Lan Chan, Kathy Kar-man Shum, Emily Wing See Tsoi

Schools in Hong Kong are increasingly diverse in ethnicity and thus it is important to study and promote social inclusion. The objectives of this study are twofold. First, to examine the developmental trend of acceptance of outgroup members in both the ethnic minority and majority students. Second, to investigate the roles of supportive school culture, stigma awareness, and teacher support in the acceptance of outgroup members in schools. The participants were 3,725 Grade 2, Grade 5, Grade 8, and Grade 11 students in 24 Hong Kong schools (ethnic minority students: 39%, boys: 52%). They completed a questionnaire to report their intention to accept outgroup members, awareness of stigma of ethnic minority in Hong Kong, and the support they received from teachers in schools. The results indicated that minority students accepted majority students more than majority students accepted them. Majority students had an upward trend from Grade 2 to Grade 11 to accept minority students but the trend was stable for minority students. Multi-level analyses showed that acceptance of outgroup members was predicted by stigma awareness and

perceived teacher support at the students level. The association between stigma awareness and acceptance was moderated by supportive school culture at the school level.

Keywords: ethnic minority, social acceptance, school culture, teacher support, stigma awareness

## **Paper 2**

### **Being the Minority Hurts or Helps? A Moderated Mediation Model on Group Membership, Intercultural Acceptance, and School Engagement**

Kathy Kar-man Shum, Winnie Wai Lan Chan, Emily Wing See Tsoi, Shui-fong Lam

Intergroup behaviors are often influenced by sociostructural variables such as group status and group numbers (majority or minority). Few studies have investigated the interplay between group numbers and intercultural acceptance in school. This study examined the relations between majority/minority group membership and cross-cultural acceptance, and their linkage to school engagement. A total of 2016 students (ethnic minority, EM: 51%; boys: 50%) at Grades 2, 5, 8, and 11 from 15 schools participated in the study. These schools were either of low (10-30%) or high EM concentrations (over 80%). EM students at low EM concentration schools and local Chinese students at high EM concentration schools both belonged to the minority groups in their respective schools. Moderated mediation analyses showed that being the minority in school predicted higher school engagement, more positive affect, and less negative affect. The associations between the majority/minority group membership and the adjustment outcomes were each mediated by the intention to accept outgroup members. In other words, higher cross-cultural acceptance was found among students who were themselves the minority in school, and stronger outgroup acceptance in turn predicted better adjustment. Nonetheless, only partial mediation was observed for the EM students, whereas mediation was complete among the Chinese students.

Keywords: ethnic minority, majority, cross-cultural acceptance, moderated mediation, school engagement

## **Paper 3**

### **Predictors and Psychosocial Outcomes of Acculturation Strategies among Ethnic Minority**

## **Students**

Winnie Wai Lan Chan, Kathy Kar-man Shum, Emily Wing See Tsoi, Shui-fong Lam

A big challenge to ethnic minority students is acculturating to the host culture. Understanding the predictors and psychosocial outcomes of their acculturation strategies helps to identify ways to promote adaptive adjustment. This study aimed to identify the acculturation strategies adopted by the ethnic minority students in Hong Kong, the psychosocial adjustments associated with these strategies, and the predictors. The participants were 485 ethnic minority students from Grades 2, 5, 8 and 11. Using two-step cluster analysis, we identified four types of acculturation strategies: separation (maintaining the original culture and rejecting the host culture), marginalization (rejecting both cultures), integration (embracing both cultures), and proximate integration (similar to integration but to a lesser degree). The integrated students showed the best psychosocial adjustment (e.g., higher school engagement and better sense of school belonging), whereas the marginalized students showed the worst. Using stepwise discriminant analysis, we found that the acculturation strategies were predicted by the students' social identity and perceived stigma in society. However, stigma was no longer a significant predictor when perceived teacher support was entered into the model. In other words, teacher support was such a powerful predictor that it outweighed the impact of the stigma at the society level.

Keywords: ethnic minority, acculturation, teacher support, stigma, social identity

## **Paper 4**

### **The Role of Social Identity in Intergroup Attitudes, Stigma Awareness, and Acculturation among Students from Different Ethnic Backgrounds**

Emily Wing See Tsoi, Winnie Wai Lan Chan, Kathy Kar-man Shum, Shui-fong Lam

There is a growing population of ethnic minority (EM) students in Hong Kong. Understanding students' intergroup attitudes may shed light on how best to promote social inclusion in schools. This research consisted of two studies and sought to understand the interrelationships among social identity, intergroup

perceptions, stigma awareness, acceptance to outgroup members, and acculturation in Grades 2, 5, 8, and 11 students with EM and local Chinese backgrounds. Focus group interviews in Study 1 (N = 68) revealed discrepancies between the views of EM and local Chinese students. EM students described themselves as Hongkongers more than local Chinese students described them. They also held more positive views toward local Chinese students than local students held towards them. These findings were corroborated by those in Study 2, a large-scale survey (N = 3,725). Furthermore, it was found that the more local Chinese students identified EM students as Hongkongers, the more they accepted EM students and the less they perceived stigma towards them. Correspondingly, the more EM students identified themselves as Hongkongers, the more they immersed in Hong Kong culture. EM students with dual identity accepted outgroup members more than their peers who did not claim Hongkonger's identity.

Keywords: social identity, ethnic minority, intergroup attitudes, social acceptance, stigma



## PPA0138

Survey on self - understanding and other' s consciousness for career guidance of high school students with intellectual disabilities in Japan

**Sujin Lee, Tokyo Gakugei University**

**Soichi Hashimoto, Tokyo Gakugei University**

**Kunio Odaka,**

***School for children with Disabilities attached to Tokyo Gakugei University***

**Ryo Kumagai, Fukuoka University of Education**

**Aim:** A survey was conducted regarding self-understanding and other's consciousness of high school students with intellectual disabilities.

**Method:** Semi-structured interviews were conducted with high school students (N = 12) having intellectual disabilities. A questionnaire survey was also conducted with the teacher in charge of each student by using the same question items.

**Result:** Results indicated that when the difference in the self-esteem score between a teacher and a student was small, the student's self-esteem score was close to the mean value and the student stated that the teacher could be consulted. However, if the difference in the score was large, the student's self-esteem score tended to be high, and the student commented on the teacher's appearance and personality. Moreover, if the difference in the other's consciousness score between a teacher and a student was small, the student cared little about others, whereas students with a large difference in the other's consciousness score were strongly conscious of others.

**Discussion:** Teachers that could make appropriate consultations evaluated students' self-esteem. If the student's consciousness is weak, the teacher can simply notice it. However, it is difficult for teachers to notice student's consciousness when they are strong.

## PPA0137

Development of a "School Collaboration Assessment Questionnaire" for Organizing Many Educational and Psychological Programs

**Makiko Ibaraki, Shujitsu Junior College**

**Kazunori Edahiro, Nagoya City University**

This study has been developed to be used as a SCAQ for teachers with the purpose of organizing a wide variety of educational and psychological programs. Recently, problems among children have become diversified and complicated (MEXT, 2015). Thus, the job of teachers to help disconnected or maladjusted students has become even more difficult and stressful (Ibaraki, 2015). This study analyzed by the method of action research with a junior high school through completion with the supervisory teacher. The action research exhibited factors by unique environments and unique events within their respective organizations, and this uniqueness may not be measurable by standardized scales of the general model (Takahara, 2015). After studying the results of the SCAQ, several educational and psychological programs have been instituted. The results showed that: a) student problems have decreased significantly, b) this school's policy for nonattendance was inadequate, c) the nurturing and training of teachers in supervisory positions was also inadequate, d) the SCAQ added new contents (teacher's actions, comprehensive advantages, comprehensive disadvantages, necessary improvements). These results showed that the SCAQ clarified the strengths and challenges of the school. More longitudinal research on the above points remains a matter to be discussed further.

## PPA0136

Public health nurses' support for parents of children with autism spectrum disorder (ASD), tailored to the level of parental acceptance and support systems available in the area

**Chiemi Neyoshi,**  
*Ishikawa Prefectural Nursing University*

### Purpose

To examine public health nurses' support in helping parents accept their child's ASD to enable early intervention using support systems available in the area.

### Methods

Ten public health nurses who were providing support to children with ASD specially tailored to the level of parental acceptance were interviewed. Areas of inquiry were 1) Support systems for children with ASD to enable early intervention, 2) Support tailored to the level of parental acceptance, 3) support for parents who had not accepted their children's ASD. Approval (No. 1016) was received from the University's Ethics Committee.

### Results

2286 pieces of data were obtained from verbatim transcription of the interviews. Data included the situation of the children and parents, public health nurses' support, and multidisciplinary support. Public health nurses made use of any contact with the parents of children with ASD to provide support when the parents were in denial about their children's disorder. Nurses also trained childcare workers to provide therapy due to their frequent contact with those children with ASD.

## PPA0135

Specialist Psychological Counselling for Students from Polish "Talent Schools"

**Malgorzata Sierszenska - Leraczyk,**  
*Academy of Music (University of Music), Poznan*

The author of the presentation is both a psychologist and a musician. She is a lecturer at the Academy of Music Poznan, and she has worked in music schools as a teacher and a psychologist for over 30 years. Since 2008 she has been the Head of the Laboratory of Psychology of Music at the Academy.

In 1972 a specialist counselling center was created for students and staff of Warsaw University of Music, by clinical psychologist and a musician, J.Kepinska-Welbel. Specialist psychological counselling has been offered to musicians in Poznan since 1986 by M.Sierszenska-Leraczyk.

The poster presented during ISPA Conference includes information on Polish 'Talent Schools' and the system of teaching musically gifted children.

In Poland there are two so-called talent schools: in Poznan since 1990 and Warsaw since 1993. The students' age ranges from 12 to 19. They are exceptionally gifted in music and become laureates of major music competitions. They have access to specialist psychological counselling provided by experienced professionals, namely J.Kepinska-Welbel in Warsaw, and M.Sierszenska-Leraczyk in Poznan, who have co-operated for many years.

The poster presents problems that tend to be reported in these unique schools, and psychological response to them.

**PPA0268****The Effectiveness Of Mindfulness Training On Students Happiness****Hossein Mahdvar Mogoui, *Tokai University*****Reiko Yoshikawa, *Tokai University*****Chizuru Okon, *Tokai University***

The purpose of this study was to evaluate the effectiveness of Mindfulness Training on Happiness among High School Students.

This study used a quasi-experimental study (pretest-posttest design with a control group unequal). The study population included all high school boys of SHESHTAMAD during the academic year 1395-1394.

The sample consisted of 30 high school boys by multistage cluster sampling method who were to randomly divide into control and experimental groups. The instrument used in this study was Oxford Happiness Questionnaire was used in the pre-test and post-test. Experimental group participated in 8 sessions of mindfulness training. The assumption was that mindfulness training may increase happiness among students. The results of ANCOVA, showed that mindfulness training may increase happiness among students. The differences between experimental and control groups or measure the impact of training course, 23/0 of the remaining variance by mindfulness.

**PPA0131****What Can Be Done about School Bullying? One Application of School - wide Positive Behavior Interventions****Yasuyo Nishino, *Hiroshima Shudo University***

Bullying in schools is a pervasive problem threatening the psychosocial development of children and youths all over the world. Being victimized is related to a multitude of problems from depression and lowered academic functioning to tragedies such as suicides. There is a pressing need for effective interventions. The aim of the present study was to examine the effectiveness of our project "Promoting Self-usefulness" to reduce bullying by a focus on the bystander. When bullying occurs in school, most students are not only aware of it, but are also present and witness bullying. Many of them, however, are often reluctant to intervene or to inform adults. Reducing "pluralistic ignorance" may be one key issue in interventions against bullying. Some studies have showed that bystanders in bullying are related to perceived peer pressure. Moreover, our previous study demonstrated that self-usefulness was significantly correlated with perceived peer pressure. We assumed that the higher self-usefulness students would have, the less peer pressure they might perceive. The data used in this study were collected as part of a longitudinal study of bullying among Japanese junior high school students. The results showed that promoting self-usefulness could reduce perceived peer pressure. Implications of these findings are discussed.

## PPA0130

## Research on Stress Management Education (SME) in Japanese high schools

Kotaro Kusaka, *Tokyo Gakugei University*  
 Soichi Hashimoto, *Tokyo Gakugei University*  
 Takuya Miura,  
*Tokyo University of Agriculture and Technology*  
 Shiori Nakano, *Tokyo Gakugei University*  
 Saeko Yamanaka, *Tokyo Gakugei University*

**Aim:** This study investigated the need, current conditions and expected outcomes of practical Stress Management Education (SME) programs, to get insights for developing SME programs for Japanese high schools. **Method:** A questionnaire survey was conducted with 500 teachers in charge of student guidance. **Results:** Responses were returned from 240 schools and analyzed. The results indicated that 68% of faculty felt the need for preventive interventions for psychological problems using SME. However, only 10.5% of schools had adopted SME because of the time cost and low awareness of SME. The expected effects of SME included improving stress management skills (SMS), interpersonal relationships, and school adaptation, as well as developing emotional stability, psychological growth, and gathering information on students. Effects including improvements in SMS and interpersonal relationships, as well as reductions in problem behaviors, and connection with the counselor, among others, were reported in schools currently implementing SME. Moreover, time and personnel costs, continuity, and systematic implementation, among others, were mentioned as issues related to the implementation of SMS. **Conclusion:** There were many expectations about the direct and secondary effects of SME. The results of this study suggest that the expected effects reported in this survey could be realized.

## PPA0129

## Ranking assessment of school bullying victimization scale using Latent Rank Theory

Tatsuya Murakami, *Kochi University of Technology*

Bullying among children is a significant public health problem world-wide. In this study the latent rank structure of school bullying victimization scale was examined and a methodology for ranking assessment in clinical screening was suggested. Recent research has introduced the concept of ranking assessment, which is conducted by classifying students into ordinal groups using the Latent Rank Theory (LRT; Shojima, 2007). 7th to 9th grade Japanese students (N=473; 264 boys and 209 girls aged 12-15 years) completed school bullying victimization scale (National Institute for Educational Policy Research, 2009). The six items were rated using a five-point scale. Students were classified into three groups according to LRT: stage of non-victimization (n=329), early stage of victimization (n=50), and serious stage of victimization (n=94). The results of ANOVA revealed the students who belong to early stage and serious stage have the same level of school adjustment. And they have a lower level of it than students who belong to non-victimization. These results suggested that the necessity of focusing on the students who belong early stage of victimization and that LRT has potential to facilitate practical clinical screening.

**PPA0126**

Exploring the protective factors of attending schools outside neighborhoods of residence with high rates of violence exposure

**Megan Coyne Saybe, Tulane University**  
**Stacy Overstreet, Tulane University**

Research indicates that exposure to violence and crime has deleterious effects on youth (Milam, Furr-Holden, & Leaf, 2010). Very little research has sought to tease apart effects of violence exposure when residences and schools are in separate neighborhoods. The present study hypothesized that attending school in relatively safe neighborhoods will be protective for children who live in residential neighborhoods with high rates of violence exposure and will be linked to greater student perceptions of healthy school climate and reduced student attitudes favorable toward violence. Data including student residential addresses and student self-reported perceptions of school climate and attitudes toward violence were gathered from 1850 students in six Orleans Parish schools. These data, part of a National Institute of Justice funded study on school safety, were mapped to publicly available New Orleans crime data. Preliminary results suggest that increased crime rates in residential neighborhoods are predictive of more positive ratings of school climate ( $r = .24$ ,  $p = .03$ ), which is linked to a reduced likelihood of endorsing attitudes favorable toward violence ( $r = -.46$ ,  $p = .001$ ). These findings can improve our understanding of risk and protective factors for urban children and inform educational and community policies related to health and safety.

**Contributor/Co-Author:**

**Courtney N. Baker, Tulane University**

**PPA0123**

An examination of moral education involving thinking and discussing

**Aya Fujisawa, Child psychology**

Moral education in Japan has been changing from reading the textbook to thinking and discussing moral issues. Therefore, researchers need to examine how moral education is conducted in elementary or junior high schools. The present study aimed to examine the effect of new moral lessons involving thinking and discussing.

Participants were 840 junior high school students who were divided into two groups; the control and deliberation groups. Across one year, the control group received 35 moral lessons involving reading textbooks, while the deliberation group received 35 moral lessons involving thinking and discussing. Before and after starting this program, both groups responded to two questionnaires. One was the Standard for Public Space Scale (SPSS), which includes five subscales; Egocentric, Peer-standards, Regional standards, Care about others, and Public interest. The other was the Multidimensional Empathy Scale, which comprises four subscales; perspective taking, fantasy, empathic concern, and personal stress.

An experimental condition (control/deliberation)  $\times$  grade (Grade 7/8/9)  $\times$  gender repeated measures ANOVA was conducted. Results for perspective-taking, the interaction of condition  $\times$  grade were statistically significant ( $F(2, 837) = 6.0$ ,  $p < .05$ ). These results suggested that the one-year experience of deliberation-based moral education improved the development of morality.

## PPA0122

Does rumination and need for autonomy predict the response to life analytic counseling for depression?

**Mayuko Matsumoto,**  
*Kobe Shinwa Women's University*

It is known that mild depression is increasing in university students. Therefore, there is a continuing need for psychological approaches for preventing depressive tendencies of undergraduates. The efficacy of life analytic counseling (LAC) for reducing depression in undergraduates was investigated, and variables including rumination and the need for autonomy were examined as predictors of the program efficacy for depression. Participants were students (N=176) enrolled in a psychology course. They were divided into two groups: treatment group (N = 87) and no-treatment control group (N = 89). They completed a questionnaire assessing depression before and after the program. The treatment group participated in an eight-week LAC program as a part of a psychology class that comprised lectures on clarification of goals, quantification of attainability and importance of goals, confirmation of goal-achievement level, and homework. Depression, Rumination, and Need for Autonomy scales were used to determine the efficacy of LAC for reducing depression. Results suggested that the program was significantly effective in reducing students' depression. Latent growth curve modeling analysis revealed that the reported frequency of rumination assessed at baseline predicted the program efficacy. It is concluded that rumination is especially important for preventing and reducing depression in undergraduates.

## PPA0121

Correlations among reading and writing skills, cognitive processing abilities and environmental factors of children with Down syndrome

**Mariko Maeda, *University of Tsukuba***  
**Michio Kojima, *University of Tsukuba***

**Aim:** Correlations among reading and writing skills of children with the Down syndrome(DS) and their cognitive processing abilities, including phonological information processing and visual cognitive information processing abilities, as well as environmental factors such as the living environment related to reading and writing abilities were examined.

**Method:** The Hiragana reading and writing task, phonological awareness task, and visual cognition task were conducted with young children to high school students with the DS(N=25). Moreover, a questionnaire was administered to their parents about their living environment related to reading and writing skills.

**Result & Conclusions:** On the other hand, there were correlations between the Hiragana reading and phonological awareness tasks and between the Hiragana writing and visual cognition tasks( $p<.01$ ). Moreover, the correlation between reading and writing skills and environmental factors indicated a correlation between the period of teaching reading and writing and children's interest in characters( $p<.05$ ). It is suggested that in the future, characteristics of reading and writing skills in children with the DS should be examined by comparison with typically developing children.

**PPA0120****Measuring Favorability in E - mails**

**Risa Kikuchi,**  
***Hosei University Graduate School of Humanities***

It is important to write favorable sentences for good communication, especially when students send e-mails to their teachers. The purpose of favorability in e-mails is to leave the reader with a positive impression and not a negative one (Kikuchi, 2017). A standard favorability measurement has not been made in previous studies. Therefore, to develop a scale to measure favorability in e-mails, this study prepared two sets of questionnaires: (1) deals with things that need to be considered when writing an e-mail and has 34 items, and (2) is the reader consciousness scale as a criterion-related validity and has 16 items. A total of 119 undergraduate and graduate students participated, and they were asked to imagine situations in which they sent e-mails to their teachers. The results showed that the favorability in e-mails scale consisted of four factors: Suitability, Essentials, Ease of Understanding, and Special Characters. All subscales were positively correlated with the reader consciousness scale. In other words, writing an e-mail while being considerate to readers defines a favorable e-mail. It is important to consider the reader when composing sentences. Developing a concrete evaluation scale of favorability will be an important guide for students when writing favorable sentences in communication.

**PPA0119****Training special educational needs coordinators in school consultation**

**Takanori Waki, *Yamaguchi University***

This study examined the intervention effect of a consultation training program. Independent variable was the consultation training program. Dependent variable was the occurrence probability of consultation skills. The consultation skills included behavioral consultation skills and interpersonal skills. Behavioral consultation skills consisted of 24 items. Interpersonal skills consisted of 13 items. Eight teachers participated in the consultation training. The eight teachers character were six female teachers and two male teachers with an average of 18.8 years experience. Before training began, consultants (trainees) were measured on the occurrence probability of consultation skills at baseline stage. After baseline stage, consultants took the consultation training program, which included lecture, monitoring and feedback on recorded video. Next, after the training, consultants were measured on the occurrence probability of consultation skills at intervention stage. The consultants were assigned fictitious consultation cases that consultees presented in baseline stage and intervention stage. After this training was completed, consultants were measured on the occurrence probability of consultation skills at real school setting stage.

The results of the present study demonstrated that the consultation training program was effective in improving not only behavioral consultation skills but also interpersonal skills. In particular, feedback on recorded video training was recognized to have high intervention effect in acquisition of consultation skills.



**PPA0118****Measuring Parent Involvement in Autism Spectrum Disorder Treatment****Michael Tiura, *University of California, Berkeley***

Researchers have acknowledged that parents play a pivotal role in their children's Autism Spectrum Disorder (ASD) treatment. However, researchers do not have an established measure of parent involvement in their children's ASD treatment. In this pilot study, the reliability and validity of a new measure of parents' involvement in their children's ASD treatment was investigated using item response theory. A total of 26 parents from diverse ethnic, educational, and socio-economic backgrounds participated in this pilot study. Reliability analyses indicated that the pilot measure had good internal consistency and excellent alternative forms reliability. The wright map revealed that the majority of the items on the survey discriminated between differing levels of parent involvement as expected. Differential item functioning analyses revealed that the majority of the items were functioning fairly by ethnicity and gender. Correlational analyses found that parent involvement was not related to the age of the child with ASD, parent education, or socio-economic background. Additionally, there was some evidence that the measure was related to parent stress and parent self-efficacy in the ways expected by the literature. A plan to improve this measure in a second version is also described.

**PPA0114****Using Stakeholder Input to Inform the Development of a School - Based Anxiety Intervention****Alexandria Muldrew,  
*University of Minnesota - Twin Cities***

Anxiety problems are among the most prevalent mental health concerns among children and adolescents (Schaffer et al., 1996). Thus, there is a critical need to address this problem through early identification and intervention efforts in school settings. Currently, there are few options to support students with anxiety symptoms at Tier 2. This presentation describes the development of project ESCAPES (Evidence-based System for Children with Anxiety Problems in Educational Settings), an assessment-to-intervention system for upper elementary age students with identified anxiety symptoms. Our partner school was a large city elementary school located within the Midwest. The school served a diverse student population: 61% Black, 20% Asian/Pacific Islander, 12% Hispanic, 3% White, and 3% Multi-racial, with 96% of students receiving free or reduced-price lunch. We conducted three focus groups with key stakeholders: the school leadership team, school mental health providers, and parents. Stakeholder focus groups yielded a wealth of valuable information informing the development of ESCAPES. Two raters identified key themes important to stakeholders when developing and implementing an anxiety intervention for schools. Interrater reliability will be presented and examples to modify the anxiety intervention based on results from the focus groups will be discussed.

## PPA0107

## Trends of studies on syntactic development of intellectual disabilities in children and adults in Japan

**Manami Koizumi, *University of Tsukuba***  
**Michio Kojima, *University of Tsukuba***

Language and communication development of intellectual disabilities in children and adults has delayed general development due to delay in development of symbolic functions. Especially, disorders of syntactic abilities in children and adults with intellectual disabilities are more serious than other language disabilities. This study reviewed trends in syntactic development studies of children and adults with intellectual disabilities in Japan by examining 35 papers. Moreover, issues for future studies were identified. The results showed that previous studies had indicated unpredictability in acquiring case particles and difficulties in understanding passive sentences. In addition, the utterance structure is often short and sentences simple, because the extent of the word meaning is narrow. Based on the above, it became clear that syntactic development in children and adults with intellectual disabilities were qualitatively impaired. However, the number of studies relevant to syntactic development of children and adults with intellectual disabilities, is decreasing. Moreover, only a few studies have carefully investigated types of disabilities and individual differences. In order to develop planning of an effective and proper teaching method, it is suggested that more studies on disorders of syntactic abilities in children and adults with intellectual disabilities should be conducted in the future.

## PPA0099

## Personality predictors of Japanese elementary school students' engagement in school events

**Aiko Komoto, *the University of Tokyo***

Participating in structured activities, such as sports and arts, is known to promote individual positive development (Larson, 2000; Feldman & Matjasko, 2012). Among the dimensions of activity involvement, engagement is necessary to fully realize the positive outcomes related to involvement (Bohnart et al., 2010). Only a few studies, however, have measured individual factors predicting activity participation (Bohnart et al., 2010).

Thus, this study examined the role of the big five personality traits in predicting elementary school students' engagement in School-Based structured activities called "*gakkou gyoji*" (school events) in Japan. 2956 elementary school students completed questionnaire measuring elementary students' big five personality and past school event experiences. Demographic information (sex, grade, and socioeconomic status) was also obtained.

Hierarchical multiple regression analyses revealed extraversion, agreeableness, and conscientiousness as predictors of engagement, although neuroticism and openness to experience were not. Engagement was best explained by agreeableness.

These findings suggested that the amount of engagement in school events in elementary schools may be different among personality. Further research will be needed regarding which kind of experience especially gets the low agreeable students engage in these activities.

## PPA0095

What do parents want for teachers trust?:  
Exploratory study for parents and teachers  
collaboration

Kie Sugimoto, *Mejiro University*  
Hiroko Endo, *Miyagi Gakuin Women's University*  
Junko Iida, *University of Tsukuba*  
Ikuko Aoyama, *Shizuoka University*

Teachers-parents collaboration is essential for prevention of school problems such as bullying, and for successful collaboration, a sense of trust is the key. However, many past studies have examined teachers-parents relationship from teachers' perspectives, and research focusing on perspectives from parents is limited. Thus, the purpose of this study was to develop the scale to measure parental trust for teachers and examine the factor structure. This study also aims to identify what factors are related to the parental trust for teachers. Based on a literature review and pilot study, 34 items were chosen. Then, we asked the questions to 516 parents of elementary school and junior high school children and conducted factor analysis. As a result, 21 items were kept and 4 factors, "openness/competence", "disciplinary guidance", "benevolence", and "favorable regard from child" were extracted. Multi-group structural equation model also showed the good fit of the model. As for the factor to predict parental trust for teachers, significant factor was parents' satisfaction toward the way the school dealt with the trouble among children. Examining the factor structure of parental trust for teachers and its related factor will help to understand the path to successful collaboration between parents and teachers.

**Contributor/Co-Author:**  
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## PPA0094

Sources of subjective well-being in adolescents  
with ASD

Michio Kojima, *University of Tsukuba*

**Aim** : Sources of subjective well-being in adolescents with autism spectrum disorders (ASD) were investigated through interviews. **Method** : This study was implemented through parents' associations. These associations consisted of parents of children with developmental disorders or ASD (N=10, 9 men, and woman) . Participants were junior high (N=1) and senior high school students (N=9) with ASD. The mean age of participants was 15.9 (SD=1.17). The participants had been diagnosed as ASD, including High-Functioning Autism or autism, Asperger syndrome, among others. Subjective well-being was assessed, and they were asked about what made them happy. **Results** : The results indicated subjective well-being in ASD adolescents increased when interacting with friends and getting good grades, among others, whereas the experience of being unable to do things better than others and feeling lonely because they had no friends declined subjective well-being. **Conclusion** : It was concluded that experiences of success and failure, comparison with others, and loneliness could affect the subjective well-being level also in ASD adolescents. Support for facilitating interactions with others is required in schools to stop loneliness in ASD adolescents.

## PPA0091

Present status and problems related to clinical psychological support provided in a student counseling center in Japan (3): An analysis focusing on career consultation

**Tomoko Ido, Nagoya University**  
**Shizuyo Funatsu, Nagoya University**  
**Mariko Matsumoto, Nagoya University**

The purpose of this study was to examine the improvements that are required and future challenges of career consultation in university, based on the transition of career consultation at Nagoya University. Specifically, the visitor record trend in the career consultation department of Nagoya University Student Counseling Center for the past 15 years, was analyzed. Focus was on two factors: changes in the career support system within the university and changes in employment situations surrounding university students, such as the job hunting period. As a result, two situations became clear. First, the career support and dissemination of cognition within the university improved gender ratio of career support users. Second, due to changes in employment situations surrounding students, some situations influenced career consultations and some did not. Due to the diversification of university students visiting the career counseling room and changes in the employment situations of university students, the importance and diversification of career support were progressing. Current issues were increased in job counseling and dealing with diversification. Thus, apart from assistance in targeting past masses and individuals, development of small-group support tailored to the situation of diverse students is urgent.

## PPA0090

Actual Conditions of Support for Lesbian - Gay - Bisexual - Transgender (LGBT) Students in Junior High Schools in Japan

**Kurumi Yazaki, Yamanashi - Eiwa College**  
**Akio Honda, Yamanashi - Eiwa College**

This questionnaire-based study investigated the actual conditions of support for Lesbian-Gay-Bisexual-Transgender (LGBT) students in junior high schools in Japan. For 1,800 junior high schools nationwide selected randomly from a school address book, the survey was conducted during October-December 2017. Questionnaires were answered by school principals. Valid responses were received from 518 schools. Results revealed that although 89% of school respondents reported the presence of teachers and other staff members with whom students could consult about sexuality, only 30% of schools made it known to students. Furthermore, 74% of respondents stated that consideration to attitudes and speech and behavior was shared among school personnel, but only 11% of schools had a guide for school personnel. Schools providing training related to support for LGBT students were 21%. Many respondents considered it important to increase learning opportunities for school personnel to improve support for LGBT students in junior high schools.

## PPA0089

## Survey of disaster prevention in Japan's kindergartens and day care centers

**Akio Honda, Yamanashi - Eiwa College**  
**Kurumi Yazaki, Yamanashi - Eiwa College**

In recent years, public awareness of disaster prevention has increased against the background of the threat of natural disasters. Previous reports have described that parents leaving a child in the care of a kindergarten or day care center (including day care centers, kindergartens, and the centers for early childhood education and care) feel anxiety about the facility's disaster prevention and feel that they want disaster-prevention measures to be improved. For this study, 4,200 kindergartens or day care centers, selected randomly from a nationwide address list, were surveyed by questionnaire from November 2017 through February 2018. Questionnaire responses were received from facility directors, with valid responses from 1179 facilities. After the contents of each facility's disaster prevention manual were examined, three points were revealed: (1) the execution rate of disaster prevention tends to be high at each facility; however, (2) many facilities do not inform parents of the disaster prevention manual contents; and (3) few facilities give consideration to children's mental healthcare during disasters when assessing their own disaster prevention.

## PPA0088

## Present status and problems related to clinical psychological support provided in a student counseling center in Japan (2): An analysis focusing on support for parents and staff

**Hoshiko Yamauchi, Nagoya University**  
**Masanori Sugioka, Nagoya University**  
**Ryosuke Kobashi, Nagoya University**  
**Kenichi Suzuki, Nagoya University**  
**Mariko Matsumoto, Nagoya University**

The purpose of this study is to examine the status and problems related to clinical psychological support provided in a student counseling center in Japan. In recent years, problems regarding young people who are prone to lack of self-reliance have become a subject of social concern in Japan. Specifically, even when old enough to attend university, some people are dependent on adults such as parents or professors. Therefore, this study focused on support provided for parents and university staff. Subjects were 1986 cases who came to the center for student counseling at Nagoya University to obtain counseling between 2010 and 2016. Results were as follows: (1) The number of all cases requiring counseling increased during the period. (2) The ratio of parents' and staff members' cases, out of all cases, had also increased. (3) Main complaints of parents were classified into two categories, as "excessive interference" type and "post-intervention" type, by three clinical psychologists belonging to the student counseling center. Based on these results, we concluded that how support for students is structured in conjunction with parents and staff is important in student counseling in Japan.

**PPA0087**

**Present status and problems related to the clinical psychological support provided in a student counseling center in Japan(1): An analysis of sixteen years' statistics**

**Ryosuke Kobashi, *Nagoya University***  
**Hoshiko Yamauchi, *Nagoya University***  
**Masanori Sugioka, *Nagoya University***  
**Kenichi Suzuki, *Nagoya University***  
**Mariko Matsumoto, *Nagoya University***

University students experience many stressful events throughout their school lives, and the number of students with problems that need others' help. Consequently, student counseling has become more important in university. However, few studies have examined the real state of student counseling in Japan in the long term. The present study aimed to conduct a survey on students visiting a center for student counseling in Nagoya University between 2001 and 2016. Additionally, this study examined the changes in the provision support and the details of counseling, focusing on the following three aspects: [1] number of cases and counseling, [2] differences among each academic year, and [3] the contents of the counseling provided. The results showed that the number of cases requiring counseling increased by approximately one and a half times from 2001 to 2016. Further, the number of graduate students seeking counseling and that of students seeking counseling about interpersonal relationships and student life showed increasing trends. These results suggest that it is important to enrich student counseling and support services, such as peer support, for university students.

**PPA0082**

**Understanding the Mental Health Support Services for and Needs of Refugee Students: Perspectives from School Practitioners in an Urban Setting**

**Joseph S. Wang, *Miami University***

Schools are in an advantageous position for supporting the the needs of newly arrived refugee children. These children may have been exposed to persecution, conflict, generalized violence, or human rights violations and may experience related trauma or other mental health problems. The researchers of this study conducted semi-structured interviews with school mental health practitioners at an urban school district in the Midwestern US. Using theory- and data-driven codes, the researchers engaged in thematic analysis of the qualitative dataset. Findings indicated that refugees experience a wide range of mental health needs, including difficulties with trauma, acculturation, family stressors, limited schooling, and other resettlement stressors. Participants also shared about the resilience and protective factors of refugee students and their families. To intervene for refugee students, participants reported engaging in family support strategies, culturally responsive practices, school support strategies, and collaborating with partners. When supporting refugee students, school staff should involve refugee families in the problem-solving process, seek assistance from the community to provide additional supports, and engage in culturally responsive practices.

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**PPA0081**

**The Relationship between Cultural Competency, Burnout and Implicit Bias among School Psychologists**

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School psychologists have a professional responsibility to advocate for student wellness from all backgrounds (NASP Principles for Professional Ethics, 2010). This quantitative study investigates the impact of cultural competency training during graduate school and school resources on burnout, and implicit bias among school psychologists. Studies have demonstrated mixed results regarding the effects of multicultural training in decreasing counseling professionals' implicit biases (Boysen & Vogel, 2008; Castillo, Brossart, Reyes, Conoley, & Phoummarath, 2007). These mixed results have called for an investigation to review the effects of multicultural training on implicit bias. This research seeks to collect data related to culturally competent pre-service training and the availability of school resources as factors that contribute to burnout occurrence and implicit bias among in-service school psychologists. An implicit bias test, self-report burnout questionnaire, and demographic tool will be administered electronically to school psychologists (N=50). It is anticipated that there will be relationships between pre-service training backgrounds, perceived school resources, current feelings of burnout, and implicit bias levels. Understanding the impact of these factors will aid in developing culturally competent school psychology training programs, thereby improving services designed to promote student wellness and inclusivity in diverse communities.

**PPA0076**

**What supporters' attitudes have an effect on favorable change in children having special needs?  
 - support for children who have special needs in a school volunteer program -**

**Aiko Hirose, *University of FUKUI***  
**Masafumi Ohnishi, *University of FUKUI***  
**Miku Sasahara, *University of FUKUI***

It is a popular practice for university students to volunteer in schools to support children with special needs and overworked teachers. However, research has not found what kind of supporters' attitudes are required to empower children facing difficulties. Therefore, this study was conducted to determine the characteristics inherent in the attitudes of supporters wherein children with difficulties had experienced a favorable change. This was conducted as a qualitative analysis of university students' written records. Results were as follows: 1) Three dominant attitudes were confirmed where children experienced a favorable change: reflection of practice, collaboration with teacher and appropriate support for child. 2) An analysis of 21 cases in terms of pattern of these attitudes revealed that 15 cases were classified as Pattern I in which all categories were met; five cases as Pattern II in which appropriate support was given to the child to assist with a lack of collaboration; and one case as Pattern III in which there was collaboration with a teacher to assist with the lack of appropriate support given to a child. Finally, reflection was evident in all cases. These findings suggested that reflection is the key in providing beneficial and effective support to children.

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**PPA0074**

Children's development of white lie telling; focusing on preschoolers and elementary school children.

**Yukari Kitazawa, *the University of Tokyo***

4- and 5-years old children seem to start telling white lies (Talwer et al., 2007). Previous studies showed that children tend to be more likely to tell white lies when they are asked to choose a gift in the white lie task, than when they are asked to expect which one they would choose of the two gifts in the story (e.g. Broomfield et al., 2002). However, those two types of studies cannot be compared because they contain a different content of tasks. The present study aimed at comparing how often children tell white lies in those types of white lie tasks (Conducting task and Estimating task). Results showed that children in higher grade tend to tell white lies more often than in lower grade, and there is no remarkable difference in the number of white lie-tellers in Conducting task and Estimating task. In addition, children who tell white lies are more likely to refer to others' emotion and mind, explaining why some of them tell white lies and why some of them do not.

**PPA0073**

The contexts of Emotion coaching to down - regulate negative/positive children's emotion by family, nurses and teachers —A retrospective interview study

**Chihiro Norichika, *the University of Tokyo***

This study examined an interview to 7 students (including 4 graduate school students of psychology), based on the Emotion coaching they had experienced as a socialized child, or witnessed. Previous studies had focused on the contexts, in which children felt strong stress and negative emotion, and socializers, mostly mothers, who supported them to down-regulate children's negative emotion. However, many people around children socialized children's emotion in a variety of contexts. This suggested that the way of emotion coaching and the agent of emotion coaching are differentiated in the contexts.

Therefore, this study investigated participants supported by socializers to down-regulate children's negative/positive emotion in many situations, how they emotion-coached, what occurred to children's feeling and their emotional competence.

The authors have drawn up the texts from this data and categorized the contexts and the agent of emotion coaching.

As for the results, participants more often reported the contexts of mother's emotion coaching that mother accepted children's negative emotion and comforted them when they felt sad, anxious and frustrated.

On the other hand, it is suggested that, in the interpersonal contexts, nurses and teachers set limitations of children's negative/positive emotional expression and behavior.

**PPA0072**

Research on developmental change of differentiation of self

**Koji Kudo, Tokyo Gakugei University**

According to the differentiation of self hypothesis, people with low differentiation of self are unable to cope appropriately with stressful situations and are likely to develop maladjusted psychosocial states (Bowen, 1978). Therefore, it can be said that raising the degree of differentiation of self leads to an increasing resilience. However, there are few empirical studies on the changes in the degree of differentiation of self. Based on the above, the present study was undertaken in order to confirm developmental change of the differentiation of self. Data were gathered from males and females aged between 15 and 69 using web-based research. Participants completed a Differentiation of Self Scale in Two Domains. The number of participants that provided valid responses was 3263 (1575 male, 1688 female). The results clearly showed that the degree of differentiation of self increased from adolescence to older age. In other words, differentiation of self is not fixed at a certain age but developable throughout the lifespan. It is interpreted from the results that the degree of differentiation of self can increase at any time, including adolescence. Results suggested that interventions to the degree of differentiation of self are effective for increasing adolescent resilience.

**PPA0071**

Future is now: School intervention to enhance future self-continuity by using letters

**Yuta Chishima, University of Tsukuba**  
**Teruo Moro, Ibaraki Prefectural Sanwa High School**

Future self-continuity decreases temporal discounting, impulsivity, and delinquent behavior. However, little is known about how we can enhance future self-continuity. The aim of this study was to examine whether a school intervention using letters enhances future self-continuity. Participants were 164 Japanese high school students, who were divided into two groups: send only condition or send and reply condition. Participants in the send only condition wrote letters to their future selves in three years, whereas those in the send and reply condition sent letters back to their current selves as if they were three years in the future, after sending letters to their future selves. A pre-post intervention design assessing future-related variables including self-continuity was adopted. The results of a t-test between conditions showed that scores for future self-continuity in the send and reply condition were enhanced significantly compared to those in the send only condition. Scores for other future-related variables did not differ between conditions. Moreover, scores for getting new insights about the self were significantly higher in the send and reply than in the send only condition. These results suggest that taking perspective of one's future self is effective in creating connectedness toward one's future self.

**PPA0070****Relationships between Short - term Memory, Working Memory and Scholastic Math Skills in Sixth Graders****Claudio Tonzar, *University of Urbino "Carlo Bo"***

Several studies have shown that short-term memory, verbal working memory, and visuospatial working memory are involved in scholastic math skills like calculation (Mammarella et al., 2008), numerical knowledge (Holms et al., 2008, D'Amico & Lipari, 2009), problem-solving (Swanson & Bebe-Frankenberger, 2004, Giofrè, Mammarella & Cornoldi, 2014). This research aims to analyze the relationships between short-term memory, verbal working memory, visuospatial working memory and the specific scholastic abilities of numerical processing, calculation and problem solving, in the early phases of the secondary education. Evaluation tests for short-term memory, verbal working memory, visuospatial working memory, calculation abilities, numerical knowledge, arithmetic and geometric problem-solving were individually administered to participants. The data of forty-seven sixth graders (twenty-eight females and nineteen males) without diagnosis of cognitive and learning disabilities were analyzed. Results suggest a high impact of short-term memory in almost all mathematical abilities: numerical knowledge, mental calculation, arithmetic and geometric problem solving. Verbal working memory is also involved in various mathematical skills, such as numerical knowledge, mental calculation and arithmetic problem solving. Regarding the visuo-spatial working memory, the spatial component is involved in different mathematical skills both in calculation and in problem solving, while the visual component is involved in a very limited way.

**PPA0067****The Implementation of Schoolwide Positive Behavior Supports for Ethnically Diverse Students at a Title I School: Concepts and Procedures****Momoko Yamashita, *University of Utah***

Schoolwide positive behavior support systems (SWPBS) emphasize prevention, data-based decision making, and the use of evidence-based behavioral practices in a three-tiered system, which provides increasingly intense and individualized supports based on student need. Additionally, SWPBS emphasizes team-based leadership and culturally-relevant student goals. The SWPBS approach, therefore, reduces the influence of personal biases in the decision-making process for students requiring behavioral support. The purpose of this poster is to describe the implementation of SWPBS, multi-tiered systems of support (MTSS) leadership team, and the tier referral process, at an ethnically diverse elementary school located in Utah. Graduate students, in association with the Technology in Training, Education, and Consultation (U-TTEC) lab at the University of Utah, aide in their implementation under the supervision of board certified behavior analysts (BCBA). Although the application of the SWPBS at this school is a recent endeavor, the graduate students and school administration are currently emphasizing the role of data-based decision making in school wide positive reinforcement and the assignment of behavioral interventions for particular students. Another prominent component is the use of research-validated classroom management strategies, particularly consequence hierarchies, inherently reducing the influence of demographic bias within school staff and faculty.

## PPA0066

**Phinder: An educational website to combat academic underachievement in reading****Michael Li, *University of Connecticut***

Phinder is an interactive website designed to assist educators in creating lessons for teaching beginning reading (phonics) skills to children with and at risk for dyslexia. Many teachers do not have phonics curricula and must write their own daily lessons. Phinder was created to help teachers by providing them with lists of words that contain letter-sounds they are teaching (e.g., the pattern that *OA* says /oʊ/ as in *boat*). Researchers have shown that phonics instruction following a systematic sequence is essential to reading development (Ehri et al., 2001; NICHD, 2000; Stuebing et al., 2008), so this resource will help teachers build lessons that follow best practices (Armbruster, 2003; Moats, 1998). Phinder provides a comprehensive list of English words containing that pattern (there are 788 *OA* words in Phinder). It was created using the Unisyn (Fitt, 2001) database containing the pronunciations of 119,347 words. A program was written in C to link the letters with sounds for all of these words. Teachers can search for words to use to teach specific phonics skills and to tailor phonics lessons for every student. Phinder also provides lesson templates to create evidence-based phonics lessons containing the chosen words. This resource can be used for diverse applications and settings. Current and future implementation efforts will be discussed.

## PPA0047

**Using Math Games to Increase Children's Engagement and Enjoyment with Math****Julia Rose Farmer, *University of Alberta***

Supporting low-achieving students in math is important and reasoning games may be one option. However, there is no research examining how low versus high achieving math students engage with or enjoy such games, particularly when playing with their parents. Data was collected via a parent-completed survey about their child's math ability, importance, and enjoyment and video-recordings of the pairs playing math games. From the survey, high and low achievers did not differ in terms of math importance  $t(22)=1.77$ ,  $p>.05$ , but high achievers enjoyed math more than low achievers  $t(22)=3.71$ ,  $p<.01$ . For the videos, we developed an observation protocol to score how much parents' behaviours supported their child's basic psychological needs (Ryan & Deci, 2000). We modeled the protocol after existing protocols of parent-child interactions (e.g. Deater-Deckard, Pylas, & Petrill, 1997; Lindsey et al. 1997) and grounded it in Self-Determination Theory (Ryan & Deci, 2000). Analysis of the video data is underway and examines parent and child body-language, joint attention engagement, and child positive/negative affect. We will compare the observations for low and high achieving students. The results from our study may illustrate how games can be an alternative method of increasing the engagement and enjoyment of math for low-achieving children.

**PPA0046****Educational practices to prevent maladaptation among university students and their outcome****Yuka Musashi, *Tsuru University***

The purpose of this study was to report the outcome of practices implemented by teachers for screening university students from the perspective of maladaptation in school life and learning. The study surveyed first- to third-year students (N =2,001) that were enrolled in private university. The students were asked to respond to “the scale on school life satisfaction” and “the scale on school life motivation” in “Hyper-QU” to assess adaptation and maladaptation to life. Also, adaptation/maladaptation in learning was identified from total credits earned and cumulative GPA(Grade Point Average). Based on the above survey, a list was generated to identify students that needed support in the two axes of learning and life. By using this material, teachers, student counselors, and university clerical staff conducted individual interviews with students and approached them to speak to them in daily life. The result of a cross-sectional survey of first-year students in 2014 – 2017 indicated an increase in incidences of the school life satisfaction group and a drop in that of school life unsatisfactory group. This study successfully identified the degree of support needed by each student and clarified how support should be preferentially provided to each student and in each aspect, life or learning.

**PPA0042****Relationship between Resilience and Social Information Processing in Stressful Situations experienced by Social Welfare Professionals****Hiroki Tanaka, *Hosei University***

Confrontation with social problems is a major cause of absence from work and separation, contributing to mental health problems experienced by social welfare professionals in Japan. The turnover rate of university graduates is particularly high, and about 40% of these individuals leave jobs within three years of finding employment. One reason for this is job-related stress. We propose that a new educational perspective would benefit university students studying social welfare and reduce stress-related attrition from employment. This research examined resilience and social information processing in stressful situations as experienced by social welfare professionals. Many studies have indicated that resilience is important in dealing with stress, but it has not been clarified how resilience may work in concrete stressful situations. According to social information processing theory (Crick & Dodge, 1994), there are six steps involved in reacting to specific situations (1) encoding of cues (2) interpretation of cues 3) clarification of goals 4) response access or construction (5) response decision, and (6) behavioral enactment. We use this theoretical framework to clarify the processes associated with resilience in stressful situations by social welfare professionals.

## PPA0038

**The development of emotional literacy in preschoolers and third graders: Focusing on judgments of emotions that affect moral behavior**

**Mari Hasegawa, *Yokohama City University***

Understanding moral emotions is important for children's social development and is included in emotional literacy. Little is known about the way in which emotion affects children's prediction of moral behavior. This study aimed to explore children's understanding of function of moral emotion that prevents individuals from repeating immoral behavior. Japanese preschoolers and third graders (N = 104) listened to stories featuring characters feeling happy or sad after behaving immorally or after avoiding immoral behaviors through their willpower. Two immoral behaviors were used in two studies: pushing a child off a swing and stealing another's doughnuts. In study 1, participants predicted if characters feeling happy or sad would later behave immorally. In study 2, participants judged whether characters feeling happy, not happy, sad, or not sad, would behave immorally in forced choice questions, and explained their reasoning. In both studies, children understood the relationship between emotions and moral behaviors when asked using forced-choice questions. However, preschoolers had difficulty explaining their reasoning. Children correctly answered more questions related to sadness than happiness. The findings suggest that preschoolers may begin to understand the relationships between emotions and moral behaviors, and that differences exist in children's understanding of the types of emotions.

## PPA0024

**Japanese Teachers' and School Counselors' Confidence and Perceived Efficacy in Dealing with Bullying**

**Ikuko Aoyama, *Shizuoka University***

**Junko Iida, *University of Tsukuba***

**Kie Sugimoto, *Mejiro University***

**Hiroko Endo, *Rissho University***

The anti-bullying law was enacted in 2013 in Japan, requiring public schools to develop bullying prevention strategies. Teachers who discover bullying incidents must discuss them with other teachers and staff. Nonetheless, in elementary schools, classroom teachers manage 84.5% of bullying cases, whereas bullying intervention committees manage 23.2%. In addition, school counselors collaborate in managing only 25.4% of bullying cases. In order to prevent and intervene on bullying, collaboration between teachers and school counselors is important. Therefore, this study compared Japanese teachers' and counselors' confidence and efficacy in managing school bullying. Gender differences were also investigated. Additionally, it was examined whether confidence predicted efficacy.

Participants were 315 teachers (female = 54.9%) and 131 school counselors (female = 74%) who completed questions regarding their confidence and perceived efficacy managing bullying. First, 2 (teachers vs counselors) x 2 (male vs female) ANOVA was conducted to investigate mean differences in confidence and efficacy. Second, regression analysis was conducted. Results showed that there were no group differences between teachers and counselors in terms of confidence and efficacy. However, male teachers and counselors had higher confidence and perceived efficacy than females. Finally, the higher confidence predicted higher efficacy for teachers and counselors, respectively.

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## PPA0010

Continuous use of structure strategy affects academic adjustment and achievement of first-year high school students: An analysis of strategy use throughout comprehending

Hiroki Yamamoto, *Ritsumeikan University*

It is important for school psychologists to inquire the mechanisms of academic adjustment and academic achievement of first-year high school students. It has been pointed out that their use of structure strategies during text comprehension affects academic adjustment and academic achievement (e.g., Yamamoto & Oda, 2018). However, their study used a subjective assessment about structure strategy. Therefore, it was not clear how continuously structure strategies were used during the whole process of text comprehension. This study evaluated how continuously structure was identified throughout the whole comprehending process by using sentence arrangement tasks. Effects of their structure identification on academic adjustment and achievement were examined.

First-year high school students were classified into either higher use group or lower use group of structure strategy. A multi-group analysis was conducted on the hypothesized model. It was indicated that highly use group continuously identified top-level structure throughout comprehending, leading to an improvement in academic achievement. On the other hand, lower use group stopped identifying top-level structure at first half of the comprehending process, and decreased their academic adjustment, which caused low academic achievement. These results showed that continuous use of structure strategies affected academic adjustment and achievement of first-year high school students.

## PPA0004

Universal school - based trauma informed prevention

Seungeun Lee, *University of North Carolina*

Early childhood trauma is pervasive and poses significant threat to child's healthy development. The current intervention is designed to be implemented **at universal level school setting based on ecological and person-centered theoretical framework**. With active coaching and hands-on skill development sessions using a team of school representatives from different levels (i.e., school administrator, school psychologist/counselor, regular education teacher, special-education teacher, and non-educational school staff), the intervention **aims to create physically and psychologically safe school environment, to nurture sense of empowerment and resiliency in students, and to ultimately prevent long-term adversities of childhood trauma**. Based on implementations science model, a school psychologist from CHCCS district was interviewed using the hexagon discussion and analysis tool to assess installation and initial implementation stage of the current intervention. The result contains overall fit and challenges of the current intervention in terms of needs, resources, readiness and capacity. Based on this initial result, the intervention shows promising fit and is ready for initial implementation stage upon district approval.



