

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – JOLLIET**

**Section Business** PSYCHOPHARMACOLOGY/PSYCHOPHARMACOLOGIE  
**Meeting/Réunion** David Nussbaum, University of Toronto  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – DULUTH**

**Section Business** STUDENTS IN PSYCHOLOGY/ÉTUDIANTS EN PSYCHOLOGIE  
**Meeting/Réunion** Kelly B Smith, Queen's University  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – MACKENZIE**

**Section Business** DEVELOPMENTAL PSYCHOLOGY/PSYCHOLOGIE DU DÉVELOPPEMENT  
**Meeting/Réunion** Jennifer F Sullivan, St. Francis Xavier University  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

Students affiliates and members of the Developmental Section are encouraged to attend this meeting. Eleanor Ames student presentation award winner will be announced. We will also discuss a conference for Developmental Psychology to be held every other year just prior to CPA at a nearby University. Plans for Winnipeg 2010 will be discussed. Refreshments will be provided at this business meeting.

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – MATAPÉDIA**

**Section Business** INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY/PSYCHOLOGIE  
**Meeting/Réunion** INDUSTRIELLE ET ORGANISATIONNELLE  
**d'affaires des sections** E Kevin Kelloway, Saint Mary's University  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – CHAUDIÈRE**

**Section Business** PSYCHOLOGISTS IN EDUCATION/PSYCHOLOGUES EN ÉDUCATION  
**Meeting/Réunion** Joseph Snyder, Concordia University  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

ANNUAL SECTION BUSINESS MEETING/CASP AGM

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – HARRICANA**

**Section Business** ENVIRONMENTAL PSYCHOLOGY/PSYCHOLOGIE DE L'ENVIRONNEMENT  
**Meeting/Réunion** Jennifer Veitch, National Research Council/ Institute for Research in Construction  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – RICHELIEU**

**Section Business** TEACHING OF PSYCHOLOGY/ENSEIGNEMENT DE LA PSYCHOLOGIE  
**Meeting/Réunion** Nicholas F Skinner, King's University College  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – PÉRIBONKA**

**Section Business**                      **FAMILY PSYCHOLOGY/PSYCHOLOGIE DE LA FAMILLE**  
**Meeting/Réunion**                      Ranjana Jha, Private Practice  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – BERSIMIS**

**Section Business**                      **WOMEN AND PSYCHOLOGY/FEMMES ET PSYCHOLOGIE**  
**Meeting/Réunion**                      Teresa Janz, Statistics Canada  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – GATINEAU**

**Section Business**                      **SUBSTANCE ABUSE/DEPENDENCE/TOXICOMANIES**  
**Meeting/Réunion**                      David Teplin, OATC/CDC/YRATC  
**d'affaires des sections**  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

**2009-06-12 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – SAINT-FRANÇOIS**

**Committee Business**                      **PROFESSIONAL AFFAIRS COMMITTEE BUSINESS MEETING**  
**Meeting/Réunion**                      Lorne Sexton, St. Boniface General Hospital  
**d'affaires**

**2009-06-12 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – GRAND SALON**

**Honorary President's**                      **ADOPTION OF A PUBLIC HEALTH PERSPECTIVE IN THE DELIVERY OF**  
**Address/Allocution du**                      **EVIDENCE-BASED PARENTING INTERVENTION: BENEFITS AND CHALLENGES**  
**président d'honneur**                      Matthew R Sanders, Parenting and Family Support Centre, The University of Queensland

This paper highlights the importance of viewing parenting problems from a population health perspective. An overview of the theoretical and scientific basis of a multi-level population approach to the promotion of parenting competence in the prevention of behavioural and emotional problems in children and child maltreatment. The Triple P-Positive Parenting Program is a tiered multi-level approach incorporating media, primary care, school, mental health and workplace intervention to promote competent parenting and reduce coercive parenting and family conflict. The system aims to promote parental self regulation and enables parents to become more self sufficient, improves self efficacy, self management skills and problem solving skills. A series of studies that have informed the development of the intervention model are used to illustrate the importance of having a flexible suite of evidence based family intervention tools, use of consumer preference data to tailor interventions and the benefits of blending a universal perspective, and more targeted indicated interventions for high need families within a cohesive integrated model. Policy level and clinical implications for mounting large scale initiatives are discussed.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – JOLLIET**

**Theory Review/Examen**                      **RE-CONCEPTUALIZING SELF-HARM: TOWARD AN EXPLANATORY MODEL**  
**théorique**                      Stephen P Lewis, University of Guelph  
*Clinical Psychology/*  
*Psychologie clinique*

Self-harm represents an important health-service issue and understanding the process by which it occurs is of central concern to researchers and mental health professionals. Historically, self-harm has been conceptualized from a variety of perspectives with clinical approaches and taxonomies based on the behaviour's observable features (e.g., method, severity, frequency) being the most common. Although useful, resultant conceptualizations may be limited due to: many clinical variables being non-specific predictors, the omission of some self-harm methods, the exclusion of underlying reasons and processes, and an unclear understanding of how self-harm and suicide inter-relate. Recently, it has been posited that self-harm reasons (or, motives), are integral to its conceptualization and prediction, and may offer clinical utility. Social-cognitive variables are also thought to underlie the

process by which self-harm occurs and, in tandem, these variables may offer a novel conceptual model for the behaviour. The present session will review historical conceptualizations of self-harm and conclude by highlighting new advances and empirical findings suggesting that self-harm may be conceptualized using different explanatory factors (e.g., reasons), which may offer new avenues for prevention and intervention.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – DULUTH**

**Theory Review/Examen théorique**

*Counselling Psychology/  
Psychologie du counseling*

**NARRATIVE THEORY FOR CAREER PSYCHOLOGY**

Charles Chen, University of Toronto

With the increasing interest and influences of constructivism and constructionism in social sciences, there have been substantial paradigm shifts in studying vocational and career psychology. One of such representative shifts is the recent emergence and development of narrative theories in the field. The centrality and pertinence of the narrative approach lies with its focus on contextual meaning making that facilitates individuals' unique and subjective life-career experiences. As a result, human intention and action are integrated into the career construction process in a more integral and humanistic manner. This presentation offers an overview of the philosophical foundation, conceptual premises, and theoretical tenets that form the narrative theoretical framework as a viable means for scientific inquiry into career psychology and its related dynamics. In considering narrative approach an effective alternative to enhance vocational wellbeing, the presentation begins with a brief synopsis of the philosophical roots of the narrative theory, followed by a review of the more recent trend of the narrative theoretical development in the field, aiming to provide a synthesized as well as illustrative theoretical profile of the narrative approach. Lastly, it discusses some general implications of the narrative theory for practice in vocational and career psychology.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – MACKENZIE**

**Theory Review/Examen théorique**

*Substance Abuse/  
Dependence/  
Toxicomanies*

**SUICIDE ATTEMPT HISTORIES AMONG INDIVIDUALS SEEKING ADDICTIONS TREATMENT**

Jane Collins, British Columbia Mental Health and Addiction Services; Lorne M Korman, British Columbia Mental Health and Addiction Services; Goldis Chami, British Columbia Mental Health and Addiction Services

Suicide is correlated with alcohol and drug use. We will present findings from a study examining self-reported histories of suicide attempts among individuals seeking addictions treatment. Suicide history data was available from a total of 3939 individuals seeking addictions treatment from a metropolitan Canadian treatment facility over an 18-month period. Almost a quarter of respondents reported that they had made at least one suicide attempt. Respondents were significantly more likely to report they had made a suicide attempt if they screened positive for a DSM-IV Axis I mental health disorder. Data will be presented on self-reported histories of suicide attempts by individuals screening positive for specific Axis I mental health disorders, and according to major substance(s) of abuse. Implications for the screening and treatment of addictions clients will be discussed.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – MATAPÉDIA**

**Theory Review/  
Examen théorique**

*History and Philosophy of  
Psychology/Histoire et  
philosophie de la  
psychologie*

**TECHNOSCIENCE OR HUMAN SCIENCE? PSYCHOLOGY AT THE INTERSECTION OF HISTORY AND SCIENCE STUDIES**

Christopher A Peet, King's University College

Technology has become a ubiquitous feature of everyday life, in the twenty-first century "global village". What is its role in science, and hence its implications for psychology? This paper explores this question through a historical lens, and argues that it is imperative to differentiate technology from science. In doing so, a distinction can be made between work that depends in a positive or productive way upon technology (i.e., natural science, its applications, and its imitators) and those whose work depends in a critical or 'parasitic' way upon technology (i.e., the critics of natural science). The former rely unreflectively upon technology, and their combined work is about constructing Nature; while the latter reflect upon technology and upon unreflective reliance on technology, and their combined work is about deconstructing Science. These opposed poles are like the thesis and antithesis of the modern disciplinary order of research, with the rest of the humanities and arts bulking out the 'excluded middle' ground – raising the question of how psychology is situated within this picture. An answer is suggested through engaging psychology in dialogue with science studies, arguing that psychology develop its potential for becoming a viable human science.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – CHAUDIÈRE**

**Theory Review/  
Examen théorique**

*Aboriginal Psychology/  
Psychologie autochtone*

**PROMOTING INDIGENOUS MENTAL HEALTH: INTEGRATING TRADITIONAL HEALING WITH WESTERN PSYCHOLOGICAL SERVICES**

Suzanne Stewart, Ontario Institute for Studies in Education at the University of Toronto; Teresa Beaulieu, Ontario Institute for Studies in Education at the University of Toronto

Despite disproportionately high rates of mental health problems in Native communities as compared to the rest of Canada, psychological services are under-used by Native peoples. Research suggests that this is because most services are based on non-Indigenous conceptions of health and healing. However, no data currently exists on how to successfully integrate Western and Indigenous healing practices in contemporary health care settings. In order to fill this gap, this study will use a mixed methods approach to investigate the success and challenges facing mental health workers in Indigenous health service agencies that offer integrated Western and Indigenous health and healing practices. The research question is: How does an integration of Western and Indigenous psychotherapy/counselling and healing practices meet the mental health needs of Indigenous peoples? Overall results will describe counselling and other psychological services that are effective in addressing the mental health needs of Indigenous clients that incorporates the realities of both Western and Indigenous worlds. The study is currently in the beginning phases and is building on the author's recent research that identifies Indigenous conceptions of mental health and healing in current counselling contexts (see Stewart 2007; Stewart 2008a, 2008b).

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – HARRICANA**

**Theory Review/Examen théorique**

*Family Psychology/  
Psychologie de la famille*

**PERSONALITY TRAITS, DISCREPANCIES BETWEEN SELF AND SPOUSAL TRAIT RATINGS, AND MARITAL IDEALIZATION AMONG OLDER COUPLES**

Norm O'Rourke, Simon Fraser University; Eva Neufeld, University of Waterloo; Amy Claxton, University of Massachusetts; JuliAnna Smith, University of Massachusetts

Idealizing one's spouse and relationship are significant predictors of marital satisfaction. The current study examines the extent to which marital idealization is predicted by intra-couple personality ratings (i.e., average of self vs. ratings by one's spouse) as well as discrepancies in ratings for the traits of neuroticism, extroversion, openness, agreeableness and conscientiousness. Couples were recruited as part of a longitudinal study of health and marriage (N = 125 dyads) in which all participants responded to the NEO Five Factor Personality Inventory; three weeks later they provided NEO responses for their spouse. Hierarchical linear models were computed to undertake discrepancy analyses. Intra-couple averages of husband's traits appeared more germane to idealization (both spouses) than corresponding averages for wives. More significant were discrepancies between spousal reports as predictors of marital idealization. Significant Interactions between intra-couple ratings and positive discrepancies for agreeableness and neuroticism suggest synergistic effects, but for husbands only. Findings of this study indicate that being perceived more positively by one's spouse vis-à-vis how one sees oneself significantly predicts marital idealization by oneself and one's spouse. Between sex differences are notable across personality traits.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – RICHELIEU**

**Theory Review/Examen théorique**

*Psychoanalytic and Psychodynamic Psychology/Psychologie psychoanalytique et psychodynamique*

**THE BENEFITS OF INTRODUCING MINDFULNESS INTO THE THERAPEUTIC RELATIONSHIP**

Wendy J Wood, McGill University

Research indicates that mindfulness has wide ranging therapeutic benefits for clients. However, less is known about the potential benefits of teaching therapists, themselves, to be more mindful. It has been suggested that mindfulness cultivates the ability to be present in the moment, fosters a non-judgmental attitude and increases empathy, factors that contribute to positive therapeutic outcomes. Further, mindfulness reduces factors such as stress, which may increase the extent to which therapists are able to be fully present with their clients. With respect to psychoanalysis, Epstein (2007) suggests that mindfulness informs important therapeutic techniques, notably free-floating attention, a notion first introduced by Freud. In addition, mindfulness increases awareness of countertransference reactions, which, in turn, decreases reactivity. This session will review the research and theoretical underpinnings of mindfulness in the therapeutic relationship and explore methods of helping both new and established therapists develop a daily practice of mindfulness.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – PÉRIBONKA**

**Theory Review/Examen théorique**

*Rural and Northern Psychology/Psychologie des communautés rurales et nordiques*

**A TIME FOR CHANGE IN ADDRESSING RURAL AND URBAN YOUTH SUICIDE RISK: PREVENTION TARGETING GROUP NEEDS**

Laura L Armstrong, University of Ottawa; Ian G Manion, Children's Hospital of Eastern Ontario

Youth living in rural communities comprise an especially high risk population for suicide. Moreover, gender issues are clearly relevant in suicide research. Despite group differences, youth mental health promotion and prevention strategies are generally not targeted but, rather, "one size fits all." Only when there is a comprehensive understanding of risk and protective factors for suicide, within different settings and by gender, can targeted strategies be implemented. Using survey methodology with over 800 rural and urban secondary school youth (416 females; 390 males; age range = 13 to 18), we assessed risk and protective factors for suicidal ideation, such as depressive symptoms, risk behaviour, self-esteem, and social support by setting and gender.

In multiple regression analyses ( $p < .05$ ), depressive symptoms, low self-esteem, and risk behaviour significantly predicted suicidal ideation for rural males and females; depressive symptoms, low perceived social support, and risk behaviour predicted suicidal ideation for urban females; depressive symptoms and risk behaviour predicted suicidal ideation for urban males. Consideration of these findings suggests the need for promotion and prevention efforts for youth to be sensitive to group and subgroup differences. Implications for public policy, mental health promotion, and suicide prevention initiatives will be discussed.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – BERSIMIS**

**Theory Review/Examen  
théorique**

*Environmental  
Psychology/Psychologie de  
l'environnement*

**USE OF PARTICIPATORY VIDEO (PV) AND MODIFIED MOST SIGNIFICANT  
CHANGE (MSC) TECHNIQUE IN ASSESSING IMPACT OF TOURISM ON  
INDIGENOUS POPULATIONS IN AFRICA: OUTCOMES FROM 2008 RESEARCH  
IN NAMIBIA**

Colleen P Braun, BION Consulting, Inc.; Jeffray R Stepaniuk, University College of the North

The study involved 2 groups of game lodge employees at wilderness lodges in the Caprivi Strip and near Etosha National Park. Group one members had been resettled to create a national park. Membership in the second group represented several Namibian ethnic and cultural populations. A third group encompassed a Himba community along the Kunene River, an area targeted for a major hydroelectric project potentially increasing tourism. Dam construction has been halted – at least temporarily – by environmentalists and the 25,000 remaining Himba whose lands were to be inundated. The study demonstrates usefulness of combined PV and modified MSC techniques in assisting technically unsophisticated persons to tell their stories from their own perspectives, using their own words. Summative data, supported by video clips from the unscripted taping carried out by the participants themselves, provides conflicting views regarding impact of tourism and community resettlement on indigenous cultures. Implications are drawn for use of the techniques in Canada to explore impact of 1) hydroelectric and energy projects requiring community resettlement; 2) environmental tourism as a modifier of indigenous cultures; and 3) concurrent curriculum design research in the environmental sciences.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – GATINEAU**

**Theory Review/  
Examen théorique**

*Traumatic Stress/  
Stress traumatique*

**A METANALYSIS ON THE PREDICTIVE VALUE OF THE PERITRAUMATIC  
DISTRESS INVENTORY**

Émilie Thomas-Bélanger, Université de Montréal; Alain Brunet, Douglas Mental Health University Institute

Posttraumatic Stress Disorder (PTSD) might develop when a person has experienced a traumatic event and had responded to it with high distress level (criterion A2). Some factors will favor the development or the maintenance of PTSD. Among those factors, the peritraumatic emotional response has been found to be important for its development and can be describe as criterion A2 (Ozer et al., 2003). Brunet and colleagues (2001) proposed a 13-item self-report instrument aimed to measure the criterion A2 of PTSD: The Peritraumatic Distress Inventory (PDI). Those peritraumatic distress reactions include intense physiological arousal (e.g., racing heart, sweating and shaking) and negative emotions (e.g., fear, helplessness, horror, anger, shame) experienced at the time or in the immediate aftermath of trauma exposure. Since that time the PDI was used in multiple studies. Our metanalysis was conducted to assess the predictive value of the PDI. We reviewed the literature to find all papers that used the PDI. We then compared the PDI score they obtained to the PTSD score and to the proportion of people with the diagnosis in their sample. We obtained a pooled correlation coefficient of 0.48 (95% CI:0.43-0.53) for a fixed effect model. Thus, use of the PDI in the diagnosis of PTSD looks promising as it shows both sensitivity and reliability in assessing the response to peritraumatic distress.

**2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – SAINT-CHARLES**

**Theory Review/Examen  
théorique**

*International and  
Cross-Cultural  
Psychology/Psychologie  
internationale et  
interculturelle*

**THE PSYCHOLOGICAL IMPACT OF WAR**

Kasim Al-Mashat, University of British Columbia

In this Theory review, a doctoral student presents both his personal and research experiences while investigating the psychological impact of the recent “Operation Iraqi Freedom” war on Iraqi children. The presenter returned to his homeland to conduct research for his Master’s Degree thesis in Counseling Psychology. He went to Iraq as an observer, but quickly experienced the war personally as he was captured and detained by the American troops in the Northern town of Mosul, in Iraq. The presenter will show a 25 minute film documentary. It is based on presenter’s research and experience in Iraq. The film is a video journal where he begins processing his own journey and reflecting on his childhood memories of Iraq. Neither pro nor anti American argument, this journey pursues a different course—one sympathetic to the ambiguous war tensions of Iraqi reality and the impact of war trauma on children. The children’s interviews are woven into the story. The film also contains segments from an interview conducted with an Iraqi psychiatrist in Iraq. The film presentation will be followed by a discussion, Q & A, and integration period. This interactive workshop will provide a superb introduction to war trauma in cross cultural setting. Implications for practice will also be examined.

## 2009-06-12 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – SAINT-FRANÇOIS

**Theory Review/Examen théorique** **“IF MY THOUGHT-DREAMS COULD BE SEEN”: UNASKED (AND UNANSWERED) QUESTIONS ABOUT THE ROLE OF NEUROIMAGING IN THE CRIMINAL TRIAL PROCESS***Criminal Justice Psychology/ Psychologie et justice pénale*Michael Perlin, New York Law School; Valerie McClain, Neurology and Physical Therapy Associates

The robust neuroimaging debate has dealt mostly with philosophical questions about free will, responsibility, and the relationship between brain abnormalities and violence and crime. This important debate, however, obscures several important issues of criminal procedure to which little attention as of yet has been paid: (1) an indigent defendant's right of access to expert testimony in cases where neuroimaging tests might be critical, (2) a defendant's competency to consent to the imposition of a neuroimaging test; and (3) the impact of antipsychotic medications on a defendant's brain at the time that such a test is performed. This presentation will consider these questions from the perspectives of both law and neuropsychology, and, from a clinical perspective, will also focus on (1) identifying cases appropriate for referrals for neuroimaging studies, including preliminary testing based on neuropsychological assessment; (2) understanding the importance of brain impairment as relates to criminality and violence; (3) establishing criteria for determining competency to consent to such tests, and (4) the potential impact of medications on brain functioning when neuroimaging tests are conducted.

## 2009-06-12 – 10:30 AM to 11:25 AM – 10 h 30 à 11 h 25 – GRAND SALON

**Science & Applications Keynote Address/Conférence** **TOWARDS A UNIFIED TRANSDIAGNOSTIC TREATMENT FOR EMOTIONAL DISORDERS****“Science et Applications”**David H Barlow, Boston University

Deepening understanding of the nature of emotional disorders reveal that commonalities in etiology and latent structure among these disorders supercedes differences. This suggests new approaches to classification and the possibility of distilling a set of psychological procedures that would comprise a unified intervention for emotional disorders. Based on theory and data emerging from the fields of learning, emotional development and regulation, and cognitive science, we identify three fundamental therapeutic components relevant to the treatment of emotional disorders generally. These three components include (1) altering antecedent cognitive reappraisals; (2) preventing emotional avoidance; and (3) facilitating action tendencies not associated with the emotion that is dysregulated. This treatment takes place in the context of provoking emotional expression (emotional exposure) through situational, internal and somatic (interoceptive cues), as well as through standard mood induction exercises, and differs from patient to patient only in the situational cues and exercises utilized. Theory and rationale and the latest data supporting this new approach are described. It is suggested that this unified treatment may represent a more efficient and possibly a more effective strategy in treating emotional disorders, pending further evaluation.

## 2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – HOCHELAGA 1-6

**Poster/Affiche** **POSTER SESSION ‘C’/ PRÉSENTATION PAR AFFICHAGE**

Developmental Psychology/Psychologie développement; Psychologists in Education/Psychologie en éducation; Teaching of Psychology/Enseignement de la psychologie

**#1** **PREDICTING PRESCHOOL AGGRESSION FROM LEVELS OF INTERACTIONAL SYNCHRONY IN MOTHER-CHILD INTERACTIONS***Developmental Psychology/ Psychologie du développement*Holly N Ambrose, University of Windsor; Rosanne Menna, University of Windsor

This study examined the relation between the quality of parent-child relationships and physical and relational aggression in preschoolers, with the goal of better understanding the predictors of childhood aggression. Participants were 70 preschool-aged children and their mothers. Physical and relational aggression were assessed with parent- and teacher-report questionnaires. The parent-child dyads engaged in a ten minute free play task. To assess the quality of the parent-child relationship, videotapes of these interactions were coded by trained independent raters using the Interactional Synchrony Scale (Mize & Pettit, 1997). Interactional synchrony is the degree to which two individuals are engaged in a balanced and coordinated interaction. Lower levels of interactional synchrony are expected to predict higher levels of both physical and relational aggression. Gender effects will also be examined. Analyses are currently underway. These findings will provide useful information for the development of intervention and prevention programs.

**#2** **MOTHER-CHILD COMMUNICATION DURING A CONFLICT TASK IN HIGH-RISK DYADS: IMPLICATIONS FOR ADAPTIVE DEVELOPMENT***Developmental Psychology/ Psychologie du développement*Lindsey E Barrieau, Concordia University; Jesse Burns, Concordia University; Dale M Stack, Concordia University; Julia Feldstein, Concordia University; Lisa A Serbin, Concordia ; University Jane Ledingham, University of Ottawa; Alex E Schwartzman, Concordia University

Parent-child communication is essential in middle childhood as changes in self-disclosure, shared experiences, and autonomy take place. Investigating communication is crucial in understanding adaptive development, particularly in high-risk families where the likelihood of negative outcomes is high. The present study investigated the influences of risk (maternal histories of

aggression/withdrawal) and mother-child communication on children's academic and behavioral outcomes. Participants were 64 women from a longitudinal, intergenerational study and their 9-12 year-old children. Dyads participated in a videotaped conflict discussion task, which was coded for Communication Quality (e.g. Engagement, Responsiveness). Child academic achievement (Mean Grade) and behavior (ASEBA) were assessed. Children of mothers with histories of aggression/social withdrawal tended to openly express themselves less. Mothers with histories of social withdrawal and their children were less responsive during the conflict task and the children performed more poorly at school. Moreover, the most highly engaged children had higher reports of externalizing behavior problems. Findings illustrate the importance of communication for adaptive development, highlight the continuity of maladaptive behavior across contexts and have implications for mechanisms for transfer of risk in vulnerable populations.

- #3** **IMPACT À LONG TERME DE LA CONCOMITANCE DE LA SOUS-ÉVALUATION DE COMPÉTENCE SCOLAIRE ET SOCIALE**  
*Developmental Psychology/ Psychologie du développement*  
 Karine Bédard, Université du Québec à Montréal; Thérèse Bouffard, Université du Québec à Montréal; Aurélie Lengelé, Université du Québec à Montréal

Une des conditions reliées à la qualité du fonctionnement scolaire et social de l'élève est le type de jugement qu'il porte sur ses compétences dans ces domaines. Ce qu'on ignore cependant, c'est si la sous-évaluation de ses compétences en jeune âge a un impact sur son fonctionnement ultérieur. Dans la présente étude, 576 élèves (276 garçons) ont été examinés une première fois en 2005 alors qu'ils étaient 4ème ou 5ème année du primaire, puis de nouveau 4 ans plus tard en 2008 une fois en secondaire 1 ou 2. Les résidus de la régression de la mesure d'habiletés mentales sur celles des perceptions de compétence scolaire prises la première année et une méthode semblable mettant en relation une mesure de perception de compétence sociale et le statut sociométrique (par les pairs) a permis de constituer 4 groupes : ceux qui sous-évaluaient leur compétence dans les 2 domaines, ceux qui sous-évaluaient dans un seul domaine et ceux qui s'évaluaient correctement. Il appert que la sous-évaluation de soi dans les 2 domaines est liée à une moins bonne adaptation générale telle que mesurée 4 ans plus tard par une diversité d'indices. La sous-évaluation dans un seul domaine est liée à des difficultés spécifiques à ce même domaine.

- #4** **A TWENTY-YEAR FREQUENCY ANALYSIS OF RESEARCH AND PRINT MEDIA COVERAGE OF NON-SUICIDAL SELF-INJURY**  
*Developmental Psychology/ Psychologie du développement*  
 Erin L. Beettam, McGill University; Michael J Sornberger, McGill University; Nancy L Heath, McGill University

Non-suicidal self-injury (NSSI) is a deliberate, self-inflicted act resulting in damage, without suicidal intent. A growing concern, researchers have noted increases in adolescent clinical and community populations. Lifetime prevalence in adolescent community samples ranges from 13.2 to 16.9%. This may be due to increasing violent media, but few studies have investigated the link. This study investigated parallels in the frequency of NSSI in research and print publications. It is assumed that media attention on NSSI increased in the 1990s, followed by a surge in research in 2000. To investigate, a frequency search of magazines and psychology journals was conducted. The keywords "self-mutilation," "self-cutting," "self-harm," and "self-injury" were used; articles from 1987 to 2007 were retained. The frequency of research articles was higher (n = 1412) compared to magazine articles (n = 177). The peak years for magazines were 1999, 2005, and 2006, whereas for research, 2005, 2006, and 2007 had the highest frequencies. The data were transformed into percentages per year of the total articles and linear trend lines were plotted for both magazine and journal articles. The two trend lines followed a similar trajectory, suggesting that both media and research attention stem from a third common cause. Discussion centres on trend application to theories of research and media influence.

- #5** **WHY DO CHILDREN SUCCEED FIRST AT APPROACH, THEN AT AVOIDANCE FALSE BELIEF TASKS? INSIGHTS FROM A CONSTRUCTIVIST NEURAL-NETWORK MODEL**  
*Developmental Psychology/ Psychologie du développement*  
 Vincent G Berthiaume, McGill University; Thomas R Shultz, McGill University; Kristine H Onishi, McGill University

How do we come to know that other people have mental representations, e.g., mental representations of where objects are? Two apparent transitions in this understanding have been found with preschoolers on false belief (FB) tasks. FB tasks test whether children will expect an actor to search in the wrong location for a toy that was moved in her absence. At around 3.5 years, children first succeed at approach tasks where the actor wants to find the toy (e.g., Wellman, Cross, & Watson, 2001), while at around 4 they succeed at avoidance tasks in which the actor wants to avoid the toy (e.g., Leslie, German, & Polizzi, 2005). These transitions are thought to either be due to the development of belief understanding (e.g., Wellman et al., 2001) or of other abilities (e.g., Leslie et al., 2005). We modelled the two transitions in a computational model using sibling-descendant cascade-correlation networks which start with minimal computational power (no hidden units), but recruit additional hidden units as required to learn tasks. Transitions in the model were not due to the development of belief understanding, but to 1) inhibition of a default true-belief location and to 2) avoidant search being less predictable than approach search. Knowing more about the mechanisms underlying these transitions may be helpful to our understanding of Autism, which is associated with failure on FB tasks.

- #6** **YOUNG BOYS' AND GIRLS' VAGAL RESPONSES TO SADNESS ARE ASSOCIATED WITH DISTINCT PATTERNS OF BEHAVIOUR PROBLEMS AND EMPATHY**  
*Developmental Psychology/ Psychologie du développement*  
 Arnaud Blanchet Saint-Pierre, Concordia University; Paul D Hastings, Concordia University

Both externalizing (EP) and internalizing problems (IP) are linked to deficits in children's emotion regulation (ER). Gender differences in the relations of EP, IP and empathy might be related to girls' and boys' ER to sadness in others. The Polyvagal theory of parasympathetic regulation suggests ER can be assessed through changes in cardiac vagal tone (VT) in response to emotional stimuli. VT was measured in 80 young children (4-7 years) during an emotion inducing video that began with a calm stage, led to a sad and distressing stage, and ended with a positive affect stage, serving as baseline, stressor and recovery phases, respectively. Mothers reported on EP, IP and empathic concern using the Child Behavior Checklist (CBCL) and the My Child questionnaires. Preliminary analyses on 47 children revealed that girls showed greater vagal change across the three phases than boys. Girls with more EP ( $r = .47, p < .05$ ) and lower empathy ( $r = -.49, p < .05$ ) showed stronger increases in VR from stressor to recovery. Conversely, boys with higher empathy ( $r = .58, p < .01$ ) and more IP ( $r = .35, p < .10$ ) showed stronger vagal increase from baseline to stressor. The implications of gender differences in physiological responses to others' emotions and their relations with behaviour problems for the etiology, diagnosis and treatment of children's problems will be discussed.

## #7

*Developmental Psychology/  
Psychologie du  
développement*

**EXTRA-CURRICULAR ARTS ACTIVITIES FOR ADOLESCENTS, AND THE EFFECTS OF PARENTAL INVOLVEMENT**

Belinda Boekhoven, Carleton University; Anne Bowker, Carleton University

Research into adolescents' extra-curricular programmes has concentrated on sports, with less attention given to arts activities. Additionally, parental support is essential for activity involvement, yet adolescents typically seek increasing independence. This study examined adolescents' arts-based extra-curricular activities. Participation outcomes, and the implications of parental involvement, were explored in terms of adolescents' self-esteem and life-satisfaction. Participants were 126 adolescent and parent pairs, recruited through arts organisations. It was expected that higher numbers of arts activities would be associated with higher reported self-esteem and life satisfaction. It was also expected that this relationship would be moderated by adolescent perceptions of parental support or pressure, and by differences in expectations between parents and adolescents. Preliminary results indicate that greater arts participation is associated with higher self-esteem. Differences in expectations did not significantly moderate this relationship. Implications for future directions include creation of improved measures to capture distinct characteristics of arts involvement.

## #8

*Developmental Psychology/  
Psychologie du  
développement*

**INCREMENTAL THEORY OF INTELLIGENCE, MOTIVATION, AND ACADEMIC PERFORMANCE: A TRAJECTORY ANALYSIS**

Arielle Bonneville-Roussy, Université du Québec à Montréal; Mathieu Roy, Université du Québec à Montréal; Thérèse Bouffard, Université du Québec à Montréal

According to the implicit theory of intelligence (Dweck, 1996), beliefs individuals hold about their own intelligence could be categorized either as a fixed trait, with limited capacity (entity theory), or as a malleable capacity that can be improved through effort (incremental theory). In the educational field, students' implicit beliefs about intelligence could have a great impact on their motivation and performance. The first objective of this study was therefore to examine developmental trajectories of an incremental conception of intelligence over four years, beginning at the fourth grade of primary school. The second objective was to examine the association between these trajectories and academic motivation and performance. 390 pupils participating in a longitudinal study were met once a year between 2005 and 2008 and answered questionnaires about incremental theory of intelligence, and motivation. Furthermore, academic performance was provided by teachers. Using group-based trajectory analysis (Nagin, 2005), results show three independent trajectories. Repeated-measure ANOVAs showed that trajectory membership was strongly associated with motivation and performance. The discussion focuses on the adaptive implications of having an incremental theory of intelligence.

## #9

*Developmental Psychology/  
Psychologie du  
développement*

**SMART ACTION: INFANTS' MIND-BODY COORDINATION DURING OBJECT EXPLORATION WHILE STANDING**

Jean-Paul Boudreau, Ryerson University; Danielle Labine, Ryerson University; Niusha Ghazban, Ryerson University

The coupling of perception and action to advance the infant's learning, cognition, and object understanding is well established (e.g., Boudreau & Bushnell, 2000; Hauf & Aschersleben, 2008; von Hofsten, 2007). Recent accounts of how infants' actions contribute to cognitive development have also revealed intricate interrelations between perceiving and acting in a variety of goal-oriented tasks (e.g., Barrett, Traupman, & Needham, 2007; Perone, Madole, Ross-Sheehy, Carey, & Oakes, 2008; Sommerville, Hildebrand, & Crane, 2008). This study explores how the infant's upper-body (i.e., hand-to-goal-skills) and lower-body (i.e., stand-to-walk skills) are coordinated during object exploration. Twenty-five infants (11-11.5 months) within early walking skills reached for small goal-toys positioned in one of three reaching distances while placed in two conditions of high and low postural support. A series of temporally-based action measures suggest an impressive interaction between the multiple perception-action systems involved in early standing, balancing, and reaching towards objects. Infants exploit postural support to maximize goal-toy interaction and calibrate the demands of their unstable body (legs, arms, and hands) against their mind's desire (a toy) to achieve goal success. Results are discussed in terms of 'smart action' within the context of the infant's cognitive architecture.

## #10

*Developmental Psychology/  
Psychologie du  
développement*

**PREDICTING ROMANTIC INTIMACY: THE UNIQUE CONTRIBUTIONS OF OTHER-SEX FRIENDS**

Valeriya Bravo, University of Saskatchewan; Melanie K Bayly, University of Saskatchewan; Lorrie K Sippola, University of Saskatchewan



The purpose of the current study was to examine associations between intimacy in same and other sex adolescent friendships and their concurrent romantic relationships, and whether each dimension of intimacy in other sex friendships uniquely predicts corresponding dimensions of intimacy in romantic relationships. Our sample included 55 adolescents from a larger study who completed a shortened version of Sharabany's Intimacy Scale for each type of relationship. Correlations showed significant associations of intimacy in both types of friendship with romantic intimacy, and overall intimacy in other sex friendships uniquely predicted intimacy in romantic relationships. Each dimension (sensitivity and knowing, attachment, trust and loyalty, common activities, and frankness and spontaneity) of other sex friendship intimacy, controlling for same sex intimacy, uniquely and differentially predicted corresponding dimensions in romantic intimacy. The results underscore not only the significance of experiences with other sex friends in contributing to experiences of romantic intimacy, but support the theorized distinctness of their influence on developing romantic relationships. We will also discuss our finding that the degree to which intimacy with other sex friends uniquely predicts romantic intimacy varies across assessed dimensions.

**#11**

*Developmental Psychology/  
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développement*

**ANALYSIS OF PHONOLOGICAL DEVELOPMENT AND READING ACQUISITION IN CHILDREN WITH AUTISM SPECTRUM DISORDER: WHERE DOES COMPREHENSION GET LOST?**

Ashley Butt, Memorial University of Newfoundland; Catherine Penney, Memorial University of Newfoundland

A study is underway to investigate the development of early reading skill in children with Autism Spectrum Disorder (ASD) and will determine whether children with ASD follow the same developmental pattern as typically developing children. The study will also identify the possible sources of reading comprehension problems in children with ASD. Breen (2007) has identified that typical children develop reading ability and phoneme awareness in a specific sequence. Comprehension in typical children can be limited by decoding skill whereas, children with ASD show a different pattern in reading ability in that they can read words and sentences with average skill (i.e., they are good decoders) but have difficulty understanding what they have read. If poor reading comprehension is not due to decoding problems, it must be due to some other unknown factors. The study will focus on children between the ages of 4 and 9 with a diagnosis of ASD. Participants will complete tests assessing vocabulary, non-verbal reasoning, phonological processing and listening comprehension. Children with ASD are expected to follow the sequence identified by Breen (2007), but their reading skills may develop more slowly than for typically developing children. Furthermore, reading comprehension for children with ASD is expected to correlate more with oral language abilities than with decoding skills.

**#12**

*Developmental Psychology/  
Psychologie du  
développement*

**A HEART GONE COLD: GIRLS WITH EXTERNALIZING PROBLEMS ARE LESS PROSOCIAL WHEN THEY HAVE LOW VAGAL REGULATION**

Caroline Chochoi, Concordia University; Arnaud B Saint-Pierre, Concordia University; Paul D Hastings, Concordia University

Studies show that the relation between externalizing problems (EP) and prosocial (PS) behavior in early childhood is complex and changes with age and gender. While boys with more EP grow less prosocial with age, many girls with EP retain a prosocial orientation toward others (Zahn-Waxler et al., 2008). Children's effective emotion regulation (ER) may contribute to the relation between EP and PS behavior. Parasympathetic regulation of arousal measured via cardiac vagal tone (V) serves as an index of physiological capacity for ER. Yet the extent of V involvement in the development of the relationship between PS behavior and EP remains unknown. In this study baseline V was measured in 160 children aged 4 to 6, who also reported their empathy and PS behavior using a novel interview procedure. Mothers reported on children's EP. Preliminary analyses were conducted on the first 76 children for whom cardiac data has been processed to compute V. Regression analysis yielded a significant Sex X EP X V interaction in predicting children's PS behavior: higher EP predicted lower PS behavior in those with low V ( $\beta = -.37$ ,  $t = -2.09$ ,  $p < .05$ ). This prediction was found to be significant for girls ( $\beta = -.71$ ,  $t = -3.14$ ,  $p < .01$ ), but not for boys (ns), suggesting that effective ER may contribute to the preservation of PS behaviors in girls with EP. Final analyses with the full sample will be presented.

**#13**

*Developmental Psychology/  
Psychologie du  
développement*

**AUTISM PATHWAYS IN DEVELOPMENTAL DISORDERS**

Anthony Claro, McGill University; Kim M Cornish, McGill University

Autism represents the prototypical pervasive developmental disorder (PDD), characterized by a "triad of impairments" that includes a severe disruption of cognitive functioning, impaired social interaction and communicative skills, coupled with unusually restricted and repetitive stereotyped patterns of behaviors and interests with an onset before age three. There is substantial evidence to indicate a significant genetic component. An intriguing but relatively unexplored area is the "autism-like" features that are common across a range of disorders that have disparate genetic origins. The present study investigated the extent to which autism behaviors in a specific genetic disorder, cri-du-chat syndrome, could be attributable to the degree of intellectual functioning or whether such behaviors reflected a specific autism pathway that is distinct from other genetic disorders and from idiopathic autism. Fifty-five children with cri-du-chat syndrome were rated using the Gilliam Autism Rating Scale (GARS) and our results suggest that the autism "signature" of these children could not be attributable to solely intellectual impairment. We then compared our findings to Cornelia-de-Lange syndrome to further explore syndrome-specific autism profiles. Together, our data highlight the need for detailed trajectories and profiles of autism pathways in different genetic disorders.

**#14**

*Developmental Psychology/  
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développement*

**DO CHILDREN WITH AUTISM SPECTRUM DISORDERS FORM EMOTIONAL ATTACHMENTS TO THEIR COMPANION DOGS?**

Cosmin G Coltea, Carleton University; Shelley Parlow, Carleton University

Whether children with Autistic Spectrum Disorders (ASD) benefit from attachments to companion dogs as other children do is currently unknown. We asked parents to report on the relationship between their child and the family dog. Given that the presence of dogs in therapeutic settings increases language ability in children with ASD (Sams, Fortney & Willenbring, 2006), we expected that at least some children with ASD would be emotionally attached to their dogs, and that stronger attachments would be associated with better language and social skills. The Autism Behaviour Checklist (ABC, Krug, Arick & Almond, 1980), Lexington Attachment to Pets Scale (LAPS, Johnson, Garrity & Stallons, 1992) and Companion Dog Interaction Questionnaire (CDIQ, developed for this study) were completed by nine mothers of children with ASD (Mage = 9.00 yr, MABC = 78). Four children (44.4%) scored above 75% on the LAPS, indicating attachment. Analysis of CDIQ scores confirmed the reciprocal nature of child-dog relationships ( $r = .74$ ,  $df = 7$ ,  $p = .012$ ). Stronger attached children to the dog had significantly higher language skills ( $F(1,7) = 8.45$ ,  $p = .023$ ) and lower social skills ( $F(1,7) = 9.1$ ,  $p = .019$ ) than less attached children. Our study shows that children with ASD can form attachments to companion dogs. The emotional relationship appears to facilitate language but not social development.

**#15**

*Developmental Psychology/  
Psychologie du  
développement*

**PRESCHOOL CHILDREN WITH AND WITHOUT COMMUNICATION DELAYS: THE CHANGE IN THEIR PARENTS' REPORT OF CHALLENGING BEHAVIOUR, PARENTAL HASSLES AND COMMUNITY RESOURCE USE OVER A TWO-YEAR PERIOD**

Matthew Danbrook, Brock University; Frances A Owen, Brock University; Linda Rose-Krasnor, Brock University; Jan Frijters, Brock University

Objective: To examine the change over a two year period of parents' reports of children's challenging behaviour, conflict and parental hassles in families who have preschool children with and without communication delays. The study also includes an examination of issues related to families' ability to access and use of community resources. Method: This longitudinal study consists of two semi-structured interviews and self report surveys two years apart. At time one 61 parent-child dyads participated in the clinical group (families with preschoolers with communication delays) and 36 pairings made up the community group (families of preschoolers without communication delays). At follow up 42 families from the clinical group and 21 families from the community group participated. Data Analysis: Multiple regression is used to analyze the data. Also, a deductive thematic analysis is used to evaluate the data collected from the interviews. The findings will be reviewed and a discussion will follow. Implications: The results may have practical implications for Speech and Language Pathologists as it could improve the quality of early intervention strategies by sensitizing service providers to the challenges faced by families with children who have communication delays. This study also has the potential to advance knowledge in the area as little longitudinal research has been completed.

**#16**

*Developmental Psychology/  
Psychologie du  
développement*

**THE IMPACT OF BEHAVIOURAL INHIBITION AND ATTACHMENT SECURITY ON DYADIC STRATEGIES FOR COPING WITH CHILDREN'S SOCIAL STRESS**

Michele Davis, University of Guelph; Laura Paret, University of Guelph; Heidi Bailey, University of Guelph

Mother-child attachment security may moderate the stress response of behaviourally inhibited (BI) children to novel social stimuli. BI is a temperament characterizing some children's tendency to fear social novelty. The current study observed how 3.5-year children's level of BI and attachment security affected their dyadic coping strategies. Attachment in mother-child dyads was assessed using the Preschool Strange Situation, inhibition on the Children's Behaviour Questionnaire, and coping strategies were assessed observationally in an age-appropriate Interesting-but-Scary task. Dyadic coping was assessed using an observer checklist with 30 mother and 30 child behaviour items. It was hypothesized that in response to the novel social situation (a calm talking mask), inhibited and securely attached preschoolers would engage in coping sequences with their mother to minimize stress, whereas inhibited but insecure preschoolers would be less able to use their mother to cope. Children low in inhibition were not expected to differ markedly in their responses regardless of their attachment status. Multiple regression analyses will be used to examine how attachment and inhibition interact to influence dyadic coping. Because high BI is related to childhood-onset social anxiety, it is crucial to examine how caregivers may influence this relationship. Data will be analyzed in December 2008.

**#17**

*Developmental Psychology/  
Psychologie du  
développement*

**UNDERSTANDING TREATMENT SUCCESS FOR AGGRESSIVE YOUTH: AN EXAMINATION OF PARENT-CHILD INTERACTION PATTERNS**

Sera De Rubeis, Ontario Institute for Studies in Education at the University of Toronto; Isabela Granic, The Hospital for Sick Children

Numerous intervention programs have been developed to prevent and treat childhood aggression. However, even among the interventions with the strongest empirical support (e.g., Parent-Management Training (PMT)), variability in outcomes persists (Kazdin, 2001). We do not understand this variability because (1) studies tend to focus on outcomes, not processes responsible for change, and (2) most studies rely on questionnaire data; observations may be better suited for tapping into processes underlying treatment-related changes. Gottman and Levenson's (1992) work on marital interactions has identified a positive to negative ratio of interaction patterns that predicts long-term marital outcomes. The current study aims to identify a similar ratio in observed parent-child interactions to predict treatment success among aggressive youth. Using a clinical sample of 65 parent-child dyads participating in a combined PMT/CBT program, the current study expects to: (1) establish concurrent validity of the positive-negative ratio in terms of distinguishing between levels of aggression, and (2) determine the predictive validity of the positive-negative ratio in terms of treatment outcomes. It is expected that parent-child dyads characterized by a larger ratio of positive to negative interaction patterns will demonstrate greater reductions in aggressive behaviour over the course of treatment.

**#18***Developmental Psychology/  
Psychologie du  
développement***IT PAYS TO BE HOPEFUL: HOPE AS A PSYCHOLOGICAL STRENGTH IN EARLY ADOLESCENTS' SOCIAL, EMOTIONAL, AND COGNITIVE WELL-BEING**Marc-Robert L. d'Entremont, Memorial University of Newfoundland; Daniel G Lagacé-Séguin, Mount Saint Vincent University

Interactions between classroom climate, dispositional optimism, and hope were examined in the prediction of emotional well-being (i.e., depression and life satisfaction) in early adolescent students. The present study consisted of 98 students (32 boys, 65 girls, 1 unknown) in grades six, seven, and eight with a mean age of 12.51 years ( $SD = .95$ ). Participants completed questionnaires regarding their classroom environment, future expectations, hopeful thinking, depression, and life satisfaction. Hierarchical multiple regression analyses revealed eleven statistically significant interactions between classroom climate/dispositional optimism and hope in the prediction of depression and life satisfaction. Only a fraction of findings can be focused upon here. For example, it was found that pessimism was negatively related to satisfaction with school for students with low hope levels but not for students with high hope. This suggests that high hope protects students from the negative impact of high pessimism to uphold their satisfaction with their scholarly activities. Implications of this interaction and others are discussed in terms of hope as a psychological strength and its role in promoting emotional well-being in early adolescent students.

**#19***Developmental Psychology/  
Psychologie du  
développement***AN EXAMINATION OF THE RELATIONSHIP BETWEEN POVERTY, ADOLESCENT PARENTING AND CHILD ABUSE POTENTIAL: PREDICTORS OF RESILIENCE**Bramilee Dhayanandhan, York University; Yvonne Bohr, York University

Previous research on child maltreatment has primarily examined how various risk factors can lead to parenting challenges. However the literature has only begun to elucidate why a large number of families with cumulative risk conditions do not go on to abuse their children. Providing insight into this under-investigated domain was the goal of the present study. This study utilized an ecological-transactional framework to analyze how protective characteristics can moderate the negative effects of life stressors in a multiply disadvantaged sample. Specifically, this study sought to identify predictors of resilience (i.e. protective mechanisms that can diminish the potential for child maltreatment) in a sample of adolescent mothers living below the poverty line. This was accomplished through a survey of the relative weight of, and relationship between various forces at play at the proximal levels of participants' ecologies (i.e. the ontogenic system and the microsystem). Variables at the ontogenic level included maternal characteristics and mastery of normative developmental tasks, while variables at the microsystem level included family characteristics and home environment. This study may help account for why some adolescent mothers, who are still themselves developing, are able to demonstrate successful adaptation in the face of adversity. Findings and implications are discussed.

**#20***Developmental Psychology/  
Psychologie du  
développement***ACADEMIC ACHIEVEMENT IN FIRST YEAR UNIVERSITY: WHO MAINTAINS THEIR HIGH SCHOOL AVERAGES?**Barak Dilouya, York University; Maxine G Wintre, York University

It is generally expected that many first-year university students experience a significant drop in grades relative to their high school average. Students ( $N = 602$ ) from six diverse Canadian universities entering post-secondary education in 2004 participated in the Transition to University Study. Data were collected in August, prior to the start of the students' first year and again in November 2004. The present study investigates variables that differentiate between academic sustainers ( $n = 165$ ) who maintained their grade averages and decliners ( $n = 437$ ) whose average decreases during their first year at university. Multivariate analyses determine group differences on variables of interest (demographics, parental support, parental reciprocity, self-esteem, depression, stress, university adjustment, time-management, maladaptive behaviors, and grade expectations). The current study addresses a gap in the existing academic achievement literature, while simultaneously providing practical information to those involved in the transition to university – including students, parents, educators, and school counselors.

**#21***Developmental Psychology/  
Psychologie du  
développement***IF YOU SAY IT, YOU HAVE TO DO IT: CHILDREN'S UNDERSTANDING OF THE CONCEPT OF PROMISING**Sabine Doebel, University of Toronto; Janet Astington, Institute of Child Study, University of Toronto

A promise is a speech act through which a speaker commits to completing an intended action. This study explored the development of children's understanding of promising. Five-, seven-, and nine-year-olds heard stories in which promises or predictions were made, and subsequent outcomes fulfilled or did not fulfill the promise/prediction. Children were asked whether a promise was made and if the speaker was responsible for the outcome, and gave justifications for their judgments. Children judged that speakers were responsible for the outcome of their promises but not their predictions before they correctly discriminated promises from predictions. This result suggests that children understand early on that the speaker's intention is important in promising, but this understanding is limited. We explored how children's understanding of intention and obligation develops by coding their justifications for reference to outcome, speech act, obligation, and speaker sincerity. Young children tended to consider speaker sincerity in their judgment justifications whereas older children referred more to the speech act. The findings provide insight into the connection between deontic and psychological concepts in children's developing social reasoning ability.

**#22***Developmental Psychology/  
Psychologie du  
développement***AGE DIFFERENCES IN ASSOCIATIONS BETWEEN PARENTING STYLE AND LONGITUDINAL CHANGE IN ATTACHMENT: EARLY VERSUS LATE ADOLESCENCE**Anna-Beth Doyle, Concordia University; Dorothy Markiewicz, Concordia University

Optimally, parents adapt their parenting strategies to their developing adolescent's capacities (Steinberg & Silk, 2002). In the present study of early (13 years old,  $n = 174$ ) and late (18 years old,  $n = 80$ ) adolescents, longitudinal changes in attachment style with parents across two years were examined in relation to parenting strategies experienced. Using multiple regression, changes over time in adolescents' ratings of each of three attachment styles (adapted Relationship Questionnaire, Bartholomew & Horowitz, 1991, security, dismissiveness, anxiety) were predicted from initial ratings of three parenting styles (warmth - Lamborn, Mounts et al., 1991; behavioural control - Smith & Krohn, 1995; psychological control - Haapsalo & Tremblay, 1994). Findings indicated that parental warmth and low psychological control were important for increases in attachment security across adolescence. In late adolescence however, parental warmth was particularly associated adaptively with decreases in dismissiveness and anxious, attachment. As expected, behavioural control was associated adaptively with decreases in attachment anxiety over time for early adolescents but maladaptively with increases in attachment anxiety for late adolescents. These findings have implications for adaptive, age-appropriate parenting of adolescents.

**#23**

*Developmental Psychology/  
Psychologie du  
développement*

**PREFERENCES FOR INFANT-DIRECTED SPEECH IN INFANTS AT RISK FOR AUTISM SPECTRUM DISORDER**

Danielle Droucker, University of Calgary; Suzanne Curtin, University of Calgary; Shirley Leew, Alberta Children's Hospital; Athena Vouloumanos, New York University

Previous literature has shown that young children with Autism Spectrum Disorder (ASD) do not demonstrate a preference for infant directed speech (IDS) versus non-speech analogues (Kuhl et al., 2005). In order to investigate early attention to speech in an at-risk population, we examined infant siblings of typically developing (SIBS-TD) children and of children already diagnosed (SIBS-A), whose risk of diagnoses rises to about 1 in 10 (Zwaigenbaum et al., 2005). Using a sequential visual preference procedure, attention was measured by infants' looking time to the visual display. Preliminary data suggest that at 4-6 months of age, neither SIBS-TD nor SIBS-A demonstrate a preference for either type of speech, though they do show a strong preference for the static face over the checkerboard. By 8 months of age, SIBS-TD demonstrate a reliable preference for IDS in the checkerboard condition. However, similar preferences are not seen in either the face or checkerboard condition in SIBS-A at this age, indicating that these infants are not on par with their typically developing peers in their speech preferences. Ultimately, this research will provide longitudinal data from typically developing and at-risk infants, offering insights into whether these populations differ in their developmental trajectory with respect to speech preference and attention to faces.

**#24**

*Developmental Psychology/  
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**GOAL-ORIENTED STRIVINGS INFLUENCE AFFECT REGULATION AND COPING GOALS DURING A NOVEL EMOTION REGULATION MANIPULATION: THE ANGER TRANSCENDENCE TASK (ATC)**

Gavin Elder, Syracuse University; Nina Stoeckel, Syracuse University; Michelle Hallahan, Syracuse University; Craig Ewart, Syracuse University

Goal-oriented striving is the way in which one pursues self-selected goals; two patterns have been empirically supported: agonistic (AS) and transcendence striving (TS). AS, the struggle to dominate and control others, is characterized by behaviours which foster interpersonal conflict. TS, the struggle to improve the self, is characterized by behaviours which enhance personal skills and relationships. Drawing from Social Action Theory, it is hypothesized that goal-striving influences emotion regulation. To test this hypothesis, 202 youth from an inner-city high school in central New York participated in the Social Competence Interview, allowing for independent coders to rate AS and TS. Two months later, youth participated in the Anger Transcendence Challenge, which asks youth to switch from discussing an anger situation to making an impression on someone new. Independent coders rated anger-coping goals and affect regulation ability. Results using multiple regression indicate AS predicts aggressive and dominating goals, and a more hostile reaction to the anger situation. TS predicted less hostile reaction, problem solving goals, and generation of positive emotions when switching to the impression task. These results indicate that goal-strivings influence reactions to anger situations, and also the ability to generate positive emotions when switching to making a good impression.

**#25**

*Developmental Psychology/  
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développement*

**THE EXPRESSION OF POSITIVE AND NEGATIVE EMOTIONS IN HIGH-RISK MOTHER-CHILD DYADS: RELATION TO CHILD EMPATHY**

Leah Enns, Concordia University; Dale M Stack, Concordia University; Julie Martin, Concordia University; Lisa A Serbin, Concordia University; Jane Ledingham, University of Ottawa; Alex E Schwartzman, Concordia University

Facets of emotional competence (emotional expressions and behaviors) greatly impact prosocial skills like empathy in childhood. Despite the importance of positive emotions for adaptive development, negative emotions receive the most research attention. The mother-child relationship provides a critical context for understanding how emotion is expressed. The current study examined the following in a high-risk sample: the link between mother and child positive and negative emotion behaviors; child emotion displays and empathy; emotion behaviors in high-risk versus comparison dyads. Participants were 49 women from a longitudinal, intergenerational study of high-risk children from disadvantaged neighborhoods. Mothers and their 9-12 year old children were videotaped during a conflict task and later coded. Behavioral codes included mother and child facial expressions and emotion behavior categories labelled "cues to emotion" (face and body movements of positive and negative affect). Results revealed links between maternal positive affect and child positive and negative cues to emotion, and child emotion behaviours, to empathy. Findings suggested that high-risk mothers and children used more negative expressions and cues to emotion than comparison dyads. The importance of studying negative and positive emotions in understanding the development of emotional competence is highlighted.

## #26

*Developmental Psychology/  
Psychologie du  
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### THE RELATIONSHIP BETWEEN SELF-PERCEIVED STRENGTHS AND SELF-CONCEPT IN YOUTH

Jessica L Franks, Lakehead University; Edward P Rawana, Lakehead University, Centre of Excellence for Children and Adolescents with Special Needs; James N R Brazeau, Lakehead University; Missy L Teatero, Lakehead University; Jess Whitley, University of Ottawa

Strength-based practices, designed to emphasize the positive characteristics and competencies of children and adolescents instead of focusing solely on perceived deficits, are gaining increasing attention and support. The intention behind using a strength-based approach with youth is to empower and motivate the individual while improving psychosocial outcomes. One important psychosocial factor that may be related to strengths is self-concept, the individual's overall perception and evaluation of oneself. Both strengths and self-concept have been previously related to improved psychosocial and educational outcomes (Markstrom & Marshall, 2007; Marsh, Trautwein, Ludtke, Koller, & Baumert, 2006). However, the relationship between strength characteristics and self-concept has not been explicitly addressed in the existing literature. The current study examined this relationship using data collected as part of a larger project evaluating a strength-based bullying intervention for students in grades 4 to 8. Significant associations were found between measures of general and peer-related self-concept and individual strengths across several domains of functioning (e.g., school, friends, and personality), consolidating the conceptual relationship between these variables. Furthermore, these results provide support for the use of strength-based approaches with children and adolescents.

## #27

*Developmental Psychology/  
Psychologie du  
développement*

### PUNS AND POLYSEMY: CHILDREN'S UNDERSTANDING OF DOUBLE-MEANING WORDS IN JOKES

Jessica Fraser, St. Francis Xavier University; Jennifer F Sullivan, St. Francis Xavier University

Much of the available literature on language development in children suggests that preschool aged children have difficulty understanding the multiple meanings of a polysemous word. Many jokes (puns) employ words with double meanings as the vehicle for the humorous outcome. Research suggests that children do not fully understand jokes based on polysemous words until early elementary school (Nerlich et al, 1998). In the current study, children ages four, six, and eight were presented with a series of jokes, which employ words with double meanings. Children were asked to rate the funniness of each joke by selecting a face icon from an array of faces ranging from unhappy to happy. After this, the children's understanding of both meanings of the double-meaning words used in each joke was assessed by asking them to provide the meaning for the words or select the correct meaning from a multiple-choice type question. Preliminary findings show that children have an increasing appreciation of this type of joke containing double meanings with age. Also children have a better appreciation of these jokes as they gain knowledge of the double meanings of the words.

## #28

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### LA SÉCURITÉ D'ATTACHEMENT DURANT LA DEUXIÈME ANNÉE DE VIE EN TANT QUE FACTEUR PRÉDICTIF DES HABILITÉS SOCIALES EN MILIEU SCOLAIRE : UNE ÉTUDE D'ENFANTS NÉS DE MÈRES ADOLESCENTES

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La sécurité d'attachement à la petite enfance est reconnue comme un facteur clé pour le développement des compétences sociales ultérieures. Les enfants ayant un attachement sécurisant sont perçus comme étant plus compétents dans leurs relations avec leurs pairs que les autres. Les études ayant montré ce lien présentent par contre des effets relativement modestes, cela pouvant s'expliquer par l'absence de prise en compte du contexte écologique. L'objectif de la présente étude est d'examiner s'il existe une relation entre la sécurité d'attachement à la petite enfance et les habiletés sociales des enfants évaluées par les professeurs en 1ère année, et vérifier si les relations varient en fonction du contexte écologique dans lequel évolue l'enfant. 89 dyades mère-enfant (51 adolescentes, 38 adultes) ont été évaluées à 15 mois à l'aide du Tri-de-cartes de sécurité d'attachement (Waters, 1995) et à environ 7 ans à l'aide du Questionnaire sur les Habiletés Sociales (QHS ; Gresham & Elliott, 1987). Le QHS permet d'obtenir deux mesures globales du fonctionnement social : un score d'habiletés sociales (coopération, affirmation de soi, autorégulation) et un score de problèmes de comportement (intériorisés et extériorisés). Des analyses de corrélations montrent que la sécurité d'attachement prédit ces deux mesures d'habiletés sociales, mais seulement chez les enfants de mères adolescentes.

## #29

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### THE INFLUENCE OF THERAPIST CHARACTERISTICS ON OUTCOMES OF HOME-BASED BEHAVIORAL INTERVENTIONS FOR CHILDREN WITH AUTISM

Alberta Girardi, Carleton University; Robert J Coplan, Carleton University

The purpose this study was to evaluate the influence of therapist characteristics on the outcomes of home-based behavioral interventions for children with autism. Participants were parents (n = 16) and therapists (n = 35) of children with Autistic Disorder. The children (Mage = 6.25 years) had completed an average of 2.9 years of home-based behavioral intervention. Outcomes were measured using composite and domain (communication, socialization, daily living skills) scores of the Vineland Adaptive Behavior Scales (Sparrow, Balla, & Cicchetti, 1984) and total scores of the Autism Behavior Checklist (Krug, Arick, & Almond, 1993). Results of independent-samples t-tests indicated that children whose therapists were more intensely involved in the children's interventions for longer periods of time, and who had more frequent team meetings and more hours of training achieved the most positive outcomes. Most mean differences were associated with large effect sizes (d > .8). Children whose therapists had more

education and experience, and whose parents acted as therapists in their interventions, did not achieve significantly more positive outcomes. These results have important implications for decisions regarding the intensity of therapist training and involvement in autistic children's behavioral interventions.

**#30**  
*Developmental Psychology/*  
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**MANIPULATION AND EXCLUSION: RELATIONAL AGGRESSION IN PRESCHOOLERS IN COLOMBIAN CONTEXT**  
 Carlos Gomez, McGill University

Colombia is one of the most violent countries. This situation is not exclusively the product of political conflict, but also stems from attitudes and behaviours favourable to aggression that is learned early in life. This study attempted to understand the sources of one kind of aggression. Relational aggression is defined as damaging relationships through manipulation and group exclusion. However, there is little information related to aggressive behaviour among preschoolers. The aim of this study was to determine which cognitive and emotional factors seem to be responsible for relational and physical aggression in a sample of 77 children in Bogota. Cognitive variables tested were theory of mind, positive beliefs toward aggression and intention attribution; the emotional variable was emotion regulation. It was found that relational and physical aggressions are strongly related. This suggests that children who use relational aggression also use physical aggression. The results indicated that girls are more prone to using exclusively relational aggression. Theory of mind and positive beliefs did not appear to be related to either relational or physical aggression. Children who had high scores on relational and physical aggression had lower scores in emotional regulation.

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*Developmental Psychology/*  
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**PERFORMANCE ON THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN IS ASSOCIATED WITH RAPID-EYE- MOVEMENT -SLEEP EFFICIENCY**  
 Reut Gruber, McGill University; Melanie Stelmazuk, McGill University; Carrier Julie, University of Montreal

Introduction. Substantial evidence supports the critical role of sleep in learning and memory. However, few studies have examined this topic in children. The objective of this study was to examine the role of sleep as potential modulator of performance on measures of information processing and memory in children. Methods: Nightly sleep recordings were conducted in 31 children aged 7 to 11 years. Standard overnight polysomnography (PSG) evaluation was performed at each child's home, and the Wechsler Intelligence Scale for Children—4th Edition was administered. Results: Subjects were divided into two groups based on the mean REM sleep efficiency (REM-SE) score, with subjects above and below the Median placed in the High REM-SE Group and Low REM-SE Group, respectively. Performance on WISC-IV was examined using multivariate analyses of variance; Sleep Group (High/Low REM-SE) was used as the between-subject independent factor, the WISC-IV index scores were used as the dependent variables, and the child's age and sex were used as the covariates. Significant main effect was found ( $F(4,24) = 4.75, p < .005$ ). Univariate analysis indicated that children with higher mix of REM and NREM sleep performed better on measures of working memory and processing speed. Conclusions: Our findings suggest that performance on some of the WISC-IV measures is moderated by REM sleep efficiency.

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**TYPICAL TRAJECTORY OF ATTENTIONAL FUNCTIONING IN PRESCHOOL AGED CHILDREN: PERFORMANCE ON MEASURES OF DIVIDED ATTENTION, SUSTAINED ATTENTION, FOCUSED ATTENTION AND INHIBITORY CONTROL**  
 Jacalyn Guy, McGill University; Julie Hanck, McGill University; Kim M Cornish, McGill University

The differential development of distinct subcomponents of attention in early childhood is not yet fully understood. Additionally, performance within tasks usually focuses on aspects of speed and accuracy. The aim of the present study is twofold; first to chart the typical development of attentional processing in four subcomponents of attention (divided, sustained, focused and inhibitory control), and second to include an analysis of speed variability to the frequently used measures of attention processing, in ninety children ranging from 3 to 5 years of age. The Amsterdam Neuropsychological Tasks (ANT) was used to assess the performance of participants on attention subcomponents. In addition, the mental age of each subject was assessed using the PPVT. Results indicate that improvement on measures of speed and accuracy improved between the 3 and 4 year old groups across all subcomponents of attention. However, no significant change in performance was found between the 4 and 5 year olds suggesting that at 4 years they have reached a developmental plateau on this battery. Inattention as measured by misses on the GoNoGo task was the most frequent type of error made by 3 year olds but leveled off at 4 years of age. Furthermore, on measures of speed variability, developmental improvement was found only on tasks of divided attention, across all three age groups.

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**ATYPICAL MATERNAL BEHAVIOUR AND ITS ASSOCIATION WITH MATERNAL CONFIDENCE, MATERNAL DEPRESSION AND FAMILIAL DEMOGRAPHIC VARIABLES: AN EXPLORATORY STUDY**  
 Brooke A Halpert, York University; Yvonne Bohr, York University

Atypical Maternal Behaviour (AMB) (Lyons-Ruth, Bronfman & Parsons) has been linked to disorganized attachment (Abrams, Rifkin & Hesse) and infants with disorganized attachment patterns are at greater risk for psychopathology (Lyons-Ruth & Jacobvitz). Thus, examining maternal factors associated with AMB may contribute to the identification of risk and to proactive efforts to foster healthy infant development. This study examined 32 mother-infant dyads and the associations between demographic variables, depression and parenting confidence, with AMB. Play episodes were coded for AMB using the AMBIANCE (Bronfman, Parsons & Lyons-Ruth). Depression and confidence were assessed using the BDI-II and the TCQ. Two-tailed t-tests ( $\alpha = .05$ )

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revealed that mothers demonstrating greater withdrawal had lower confidence ( $t(30) = 3.279, p < .01$ ) and higher depression ( $t(29) = -2.967, p < .01$ ). ANOVAs indicated an interaction between confidence and overall AMB, with respect to income ( $F(1,27) = 4.335, p < .05$ ) and an interaction between maternal depression and AMB, with respect to income ( $F(1,26) = 4.916, p < .05$  affective communication;  $F(1,26) = 4.803, p < .05$  intrusiveness/negativity). In the high-income group, AMB was linked to lower confidence and greater depression. In the low-income group, AMB was linked to higher confidence and lower depression. Clinical implications are discussed.

**#34**

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**TRACING THE TYPICAL TRAJECTORY OF ATTENTION SUBCOMPONENTS IN SCHOOL-AGED CHILDREN**

Julie Hanck, McGill University; Jacalyn Guy, McGill University; Kim M Cornish, McGill University

The developmental trajectory of attentional processing in school-aged children has yet to be clearly delineated, and very little is known about how the varying sub-components of attention differ across development. However, understanding the typical trajectory of proficiencies and deficiencies across and within cognitive domains can provide critical information towards understanding atypical developmental trajectories. The focus of the present study was to chart the typical development of attentional processing in 150 children ranging from 6 to 10 years of age in order to create a baseline of the development of these skills. The Amsterdam Neuropsychological Tasks was used to assess the performance of participants on tasks of divided attention, sustained attention, focused attention and inhibitory control. The results indicate that measures of speed and speed variability improved across all tasks up until the age of 9 years old, where a developmental plateau appears to have been reached. There was no observed developmental trend on measures of accuracy across all tasks, with the exception of misses on the GoNoGo task suggesting that measures of accuracy may be dynamic across development. These findings provide important baseline data with which to chart atypical developmental trajectories of attention.

**#35**

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**EFFECTS OF ATTACHMENT STYLE ON INTERPRETATIONS OF AMBIGUOUS STIMULI**

Matthew Hertenstein, DePauw University

There is mounting evidence that attachment style, as developed in infancy, remains important throughout the lifetime of the individual (Benoit & Parker, 1994) and affects an individual's perceptions of social support (Mullis & Hill, 1999). While infants begin to organize their expectations of the caregiver and information about themselves, their internal working model of attachment begins to develop. As interactions with the caregiver and other social supports in one's life occur, this internal model of attachment continues to formulate and influence one's perception of personal events and relationships. The present study sought to test whether participants' perceptions of attachment to parents, peers, and romantic partners would predict their cognitive interpretation of ambiguously negative or positive situations as well as ambiguously threatening situations. In order to investigate this relationship, 140 undergraduate students completed a battery of tests, including the Experiences in Close Relationships Scale (ECRS; Brennan, Clark, & Shaver, 1998) and a new measure of ambiguous social situations. Results revealed that securely attached individuals were significantly more likely to view situations as more positive. In contrast, insecurely attached individuals were significantly more likely to view situations as more negative.

**#36**

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**COGNITIVE AND BEHAVIOURAL STRATEGIES THAT PREDICT WELL-BEING IN RETIREMENT: A GENDER COMPARISON**

Alyssa JM Herzig, Concordia University

Longitudinal research combining genders has indicated that subgroups of retirees have different trajectory paths for SWB. This research suggests that there is a strong need for research examining how and why retirees differ in adjustment to retirement. Considering that men and women tend to have unique work histories, responsibilities, social roles, and have been shown to adjust differently to retirement, the present study is aimed at developing gender-specific models for the cognitive and behavioural strategies predicting well-being in retirement. The models are developed via hierarchical regressions, and well-being is defined by scores on four scales: (i) Positive PANAS, (ii) Satisfaction with Retirement, (iii) Negative PANAS, and (iv) the CES-D. Predictors examined include the frequency of use coping strategies, goal engagement tendencies, components of Perceived Control, and associated interactions. The effects of stress level and demographic variables are controlled. Analyses are conducted with 188 women and 167 men who entered the longitudinal study within three years of retiring. Results suggest both generalized and gender-specific determinants of psychological health in retirement. As well, the gender-specific impacts of components of Perceived Control in moderating associations between strategy use and psychological health are examined and discussed.

**#37**

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**ASSESSMENT OF SUPPLEMENTATION WITH OMEGA-3 FATTY ACIDS ON THE PHYSICAL AND BEHAVIOURAL SYMPTOMS OF AD/HD IN CHILDREN DIAGNOSED WITH THE DISORDER**

Ellen Ivity, University Of Alberta; Christina Rinaldi, University Of Alberta; Tom Clandinin, University of Alberta

Attention Deficit/Hyperactivity Disorder (AD/HD) is diagnosed in three to ten percent of children. Research implicates a deficiency of Docosahexaenoic Acid (DHA) in the aetiology of AD/HD. DHA is necessary for brain and body function. The nervous system, grey matter of the brain, and retina are highly enriched in DHA. Research suggests that compared to peers, many children with

AD/HD have low levels of DHA and exhibit physical symptoms such as dry skin and frequent night awakenings. A greater number of visual deficits, learning difficulties, and behavioural problems have been observed in children with AD/HD. The present study examined the effects of supplementation with DHA on AD/HD symptoms in 39 children diagnosed with the disorder. Participants were between the age of 5 and 13 years. Half of the children received a supplement containing DHA and the other half received a placebo for four months. We hypothesize that as DHA intake increased, improvements in symptoms of AD/HD were observed, as measured by blood samples, medical symptom questionnaires, and Conner's 3 Rating Scales. These results would suggest that supplementation with DHA ameliorates physical and behavioural symptoms of AD/HD in children. Through studies such as this one, alternative or adjunct treatments to medication may be developed for individuals who live with this disorder.

**#38**

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**THE EFFECT OF RISK AND BIRTH STATUS ON SYMBOLIC PLAY DEVELOPMENT IN FULLTERM, VERY LOW BIRTHWEIGHT/PRETERM AND HIGH RISK PRESCHOOLERS**

Gillian M Kennedy, Concordia University; Nadine Girouard, Concordia University; Dale M Stack, Concordia University; Lisa A Serbin, Concordia University; Alex E Schwartzman, Concordia University

Symbolic play is considered an important component of children's cognitive development. However, most studies have investigated pretend play in normal developing children, and little research has examined at-risk populations. The present study examined symbolic play in Fullterm (2750g at birth), very low birthweight/preterm (800-1500g at birth) and High-Risk preschoolers (recruited from the Concordia Longitudinal Risk Project who were at high psychosocial risk due to problematic patterns of social behaviour and peer relations), and maternal behaviours during mother-child interactions. Participants included 108 mothers and their 4½ year-old children. Following a 15 minute free play session, eight levels of play (e.g. exploratory, symbolic play) and four maternal behaviours (e.g. demonstrations, affirmations, options-limiting, physical affection) were coded from the video records. Findings revealed that children engaged in more exploratory than symbolic play. The VLBW/preterm engaged in more exploratory play than Fullterm preschoolers. Consistent with the hypotheses, Fullterm and High-Risk children engaged in more symbolic play than VLBW/preterm children. Regarding maternal behaviour, mothers of Fullterm children displayed more affirmations than High-Risk mothers. Results have implications for children's symbolic and cognitive development and the impact of risk and birth status.

**#39**

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**POPULARITY AND RELATIONAL AGGRESSION**

Lindsey Keyfitz, University of Guelph; Lynne Zarbatany, University of Western Ontario

This study assessed gender differences in the relations between popularity and likeability, and popularity and relational aggression, in late childhood and early adolescence. Self-esteem was assessed as a moderator of the relation between popularity and relational aggression for girls. Participants were 612 boys and girls from grades 5 to 8 (297 boys, 315 girls, M age = 12.06 years, SD = 1.17). Popularity, likeability, and relational aggression were assessed with peer nomination procedures, and self-esteem was assessed with the Self-Description Questionnaire (Marsh, 1988). Popularity was related to likeability and relational aggression for both boys and girls, but the latter relation was significantly stronger for girls. Self-esteem did not moderate the relation between popularity and relational aggression. Findings highlight the importance of focusing on other aspects of self-esteem, such as narcissism and defensive egotism, rather than global self-esteem, to help explain why popular girls are mean.

**#40**

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**FACIAL EXPRESSION RECOGNITION IN SHY CHILDREN**

Jessica Kokin, University of Ottawa; Alastair Younger, University of Ottawa; Mathieu Gagnon, University of Ottawa; Pierre Gosselin, University of Ottawa

Past studies examining whether socially anxious children have difficulty recognizing and decoding emotional facial expressions (EFEs) have yielded mixed results. These studies, however, have a number of methodological shortcomings, such as using a non-standardized, low range set of stimuli, and a biased hit rate in their analyses. The present study improved on previous research by using a larger range of standardized photographs and by using an unbiased hit rate as proposed by Wagner (1993) and differed from previous studies in the following ways: First, a school-based sample of shy children was used rather than a clinic-based sample of socially phobic children. Second, this was the first study with children to look at the effect of ambiguity on facial expression recognition by using pictures of EFEs at different intensities. Sixty 12- to 14-year-old students were shown pictures of different EFEs on a computer and were asked to identify each emotion by pressing a button on the keyboard. They also completed the Revised Cheek & Buss Shyness Scale (RCBS, Cheek, 1983) and the Social Anxiety Scale for Children-Revised (SASC-R, La Greca & Stone, 1993). Results are interpreted in terms of their relevance to social information processing in shy children, as well as their implications for social skills interventions with such children.

**#41**

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**TEMPERAMENTAL INHIBITION, SHAME AND INTERNALIZING PROBLEMS IN EARLY CHILDHOOD: A LONGITUDINAL STUDY**

Debra I K Lall, University of Manitoba; Kimberley A Arbeau, University of Manitoba; Amy E DeJaeger, University of Manitoba; Rosemary S L Mills, University of Manitoba



Models of the development of early-emerging internalizing problems (IP) suggest that characteristics of the child and the child's experiences in the family are important factors. While child temperamental inhibition and critical/rejecting parenting are known risk factors, the contribution of children's proneness to shame has not been examined. This study assessed the prediction of IP from child temperamental inhibition, child shame proneness, and mothers' critical/rejecting parenting. Children (N = 187) and their mothers were followed longitudinally from age 3-4 (Time 1) to age 5-7 (Time 2). At Time 1, temperamental inhibition was measured by maternal report, shame responding was assessed observationally from emotional-expressive reactions to failure, and parenting practices were measured by mother self-report. At Time 2, IP were assessed by mother report. Regression analyses were performed separately for girls and boys predicting IP from the direct and interactive effects of inhibited temperament, shame proneness, and maternal criticism/rejection. Inhibition predicted more IP with the exception of girls low in shame with mothers low in criticism/rejection and boys high in shame. Thus, negative parenting and shame responding moderated the relation. The gender difference suggests shame may have different implications for adjustment problems for girls and boys.

**#42**

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**AGE-OF-ATTAINMENT OF PROTO-DECLARATIVE POINTING IN INFANCY PREDICTS NON-VERBAL COGNITIVE ABILITIES AT TWO YEARS: A PROSPECTIVE LONGITUDINAL STUDY**

Debra I K Lall, University of Manitoba; Warren O Eaton, University of Manitoba; Nancy A McKeen, Manitoba Palliative Care Research Unit; Jennifer L Bodnarchuk, Manitoba Lotteries Corporation

Prior research has consistently linked the emergence of proto-declarative pointing in infancy to the later development of advanced social cognition and language. However, later non-verbal cognitive abilities was the focus of this prospective longitudinal study, which investigated whether individual differences in the age of appearance of proto-declarative pointing predicted later cognitive ability (n = 66). Newborn's mothers were first sent a package with instruction to record the age-of-onset of various motor developments including proto-declarative pointing on a checklist. Later, when children neared their second birthday, parents were sent the Parent Report of Children's Abilities (PARCA), which is a measure of non-verbal cognitive abilities. Multiple regression analysis revealed that the age of first pointing was a significant predictor of the PARCA score at two years ( $R^2 = .15$ ), after controlling for covariates such as actual age at testing, SES, mother's age and gender. Although proto-declarative pointing has shown a consistent link to variation in children's development of verbal and social cognitive abilities, our study shows that pointing may, in fact, inform advances in non-verbal cognitive domains as well.

**#43**

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**THE PROTECTIVE ROLE OF AUTONOMY-SUPPORTIVE DISCIPLINE ON EARLY CHILD ANXIETY**

Julie C Laurin, Université de Montréal; Mireille Joussemet, Université de Montréal

This project analyzed data collected by l'Étude longitudinale du développement des enfants du Québec (ÉLDEQ), a longitudinal study following 2,120 children and their families yearly. The aim of this study was to explore whether an autonomy-supportive attitude towards discipline (AS) protects from later child anxiety (Anx). Childhood Anx problems (4.5 yo) was examined in relation to AS at 2.5yo. Hierarchical multiple regression analyses were used to examine this relationship, above and beyond the relative impact of known predictors [child difficult temperament, maternal depression (Dep), affection/joy (all : 0.5yo), and over-protection (Opr ; 2.5yo)]. After controlling for child difficult temperament (standardized B: .074,  $p < .05$ ), maternal Dep (stand. B: .098,  $p < .05$ ), affection/joy (stand. B: -.046,  $p < .05$ ), and Opr (stand. B: .059,  $p < .05$ ), AS discipline (2.5 yo) was still predictive of lower Anx at the age of 4.5 (stand. B: -.060,  $p < .05$ ). In contrast to the first model [only the control variables ( $R^2 = .030$ )], the second model [AS ( $R^2 = .033$ )] reveals that AS discipline accounts for 3% of the variance of later Anx scores, indicating that AS predicts lesser Anx development, above and beyond the effects of known predictors. In fact, AS was found to have more predictive weight than maternal Opr and affection/joy, but less than maternal Dep and child difficult temperament.

**#44**

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**CHILDREN'S NEGATIVE EMOTIONS IN PRESCHOOL PREDICT EMOTIONAL AND BEHAVIOURAL PROBLEMS 6 YEARS LATER**

Catherine Loiselle, Concordia University; Farriola Ladha, Concordia University; Paul D Hastings, Concordia University

Children's ability to self-regulate the expression of emotion, particularly negative emotion, is an important component of appropriate and adaptive social behaviours during the preschool years. Children's proneness to display strong negative emotions may be a precursor to the later development of emotional and behavioural problems. The current investigation examined whether children's displays of positive and negative emotion at preschool predicted their internalizing and externalizing problems 6 years later. 51 female and 34 male children aged 2-5 years were observed during a one-hour free play period with peers at preschool, and their expression of positive and negative emotions were rated. Mothers and preschool teachers reported on children's internalizing and externalizing problems (CBCL, CTRF). Six years later, mothers and teachers again reported on problems (CBCL, TRF). Mother and teacher reports were aggregated at each time period. Preliminary analyses revealed significant correlations. Regression analyses showed that, after controlling for earlier problems, stronger negative emotions at preschool predicted more externalizing problems 6 years later in boys ( $B = .28$ ,  $p < .05$ ) but not girls ( $B = .06$ , ns). These results will be discussed in terms of the importance of promoting early emotion regulation to prevent maladaptive development.

**#45**

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**UNDERACHIEVEMENT AND PROBLEM BEHAVIOUR: A PROPOSED DEVELOPMENTAL MODEL**

Brae Anne McArthur, University of Guelph; Daniel Zdzieborski, University of Guelph

The association between academic underachievement and problem behaviour has been continuously debated in the research literature. Although a majority of the literature is convoluted by methodological and measurement issues, there have been recent developments in this area. A review of current research findings reveals mixed results about the causal relationship between academic underachievement and problem behaviour, and in many ways suggests that this relationship is reciprocal in nature. As this reciprocal relationship becomes well-established, it is essential that theoretical models hypothesizing specific mechanisms accounting for the association between academic underachievement and problem behaviour are put forth and validated. As such, based on the pertinent literature we present a unifying framework that accounts for the inconsistencies in the literature. This framework posits that cognition, affect, and arousal mediate the effects of personological and situational variables on problem behaviour and academic underachievement. Not only serving to organize what is already known about the relation between academic underachievement and problem behaviour, this review discusses theoretical and practical implications for intervention and prevention.

**#46**

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**PSYCHOSOCIAL ADJUSTMENT AND SOCIAL COGNITION IN YOUNG CHILDREN WITH NONVERBAL LEARNING DISABILITIES**

Jamie L Metsala, Mount Saint Vincent University; Galit Ishaik, York Region District School Board; Veronica Barton, Mount Saint Vincent University

The current study examined aspects of psychosocial functioning, affective social competence, and social problem solving in young children with nonverbal learning disabilities (NLD). Six-to-nine year old children with NLD were compared to a normally achieving control group on measures thought to be important to social competence in typically developing children. Based on parent ratings, children with NLD had more problems, and were within the clinical range, on an affective-problems and an anxiety-problems scale. On a measure of nonverbal social cue perception, children with NLD were less accurate at identifying happy and sad facial expressions, but not for those indicating anger and fear. Children with NLD were poorer at understanding mixed emotions, but there were no group differences on a task assessing emotional display rule knowledge. Parents of children with NLD rated them lower on a measure of affect regulation. On a social problem solving task, both groups generated as many solutions and an equal proportion of those solutions were competent; however, children with NLD selected competent solutions as the best solution to a social problem less often than the comparison group. Results from the current study contribute to our understanding of the psychosocial and social-cognitive profile of young children NLD.

**#47**

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**CHANGING RELATIONSHIPS MAKES FOR CHANGES IN BULLYING AND VICTIMIZATION**

Ashley Murphy, Queen's University; Craig M Wendy, Queen's University

Researchers in the field of bullying and victimization have theorized that bullying is a relationship problem that requires relationship solutions. The current study aims to examine the positive changes in relationship quality that predict decreased involvement in bullying and victimization. Youth are influenced by a variety of relationships including their relationship at home, school, and with their friends outside of school. Methods. The World Health Organization administered the Health Behavior in School-Aged Children (HBSC) was administered at two time-points to youth in Ontario. Two logistic regressions were implemented to predict individuals who desist in bullying and victimization. Results. Preliminary results indicate that positive changes in relationship with parents ( $\beta = .03, p = 0.02$ ) and decreased sharing with friends ( $\beta = .08, p = 0.006$ ) predicts desisting in bullying. Decreased loneliness predicts desisting in victimization ( $\beta = .21, p < 0.001$ ). These results indicate that parents play a role in changing children's bullying behavior, yet subjective feelings of loneliness are more important for desisting in victimization.

**#48**

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**THE IMPACT OF ACUTE TRYPTOPHAN SUPPLEMENTATION ON AGGRESSIVE BOYS'S BEHAVIOURS**

Amélie Nantel-Vivier, McGill University; Robert O Pihl, McGill University; Simon N Young, McGill University; Richard E Tremblay, GRIP/CHU Satine-Justine; Sophie P, Université de Montréal; Jean R Séguin, GRIP/CHU Satine-Justine

Experimental manipulation of tryptophan levels has been used over the last four decades to investigate the impact of serotonergic functioning on human behaviours. The aim of the present study was to investigate serotonergic functioning and the potential benefits of tryptophan supplementation on young boys' aggressive behaviours. Our sample was composed of 33 boys, ages 9 to 11, exhibiting a history of relatively high levels of physical aggression. Following a random, double-blind procedure, boys were given a chocolate milkshake with ( $N = 21$ ) or without ( $N = 12$ ) purified tryptophan. After ingestion of the chocolate milkshake, participants completed a series of tasks, including a Taylor-Buss paradigm, which consists in a competitive reaction-time game against a fictitious opponent participants believe to be real. It was expected that boys in the tryptophan condition would show less aggression during the Taylor-Buss paradigm by taking away fewer points from their fictitious opponent. Contrary to our hypotheses, preliminary analyses showed that participants in the tryptophan group took away more points from their fictitious opponent during some phases of the Taylor-Paradigm paradigm. Further analyses will focus on the impact of tryptophan supplementation on the prosociality and impulsivity components of boys' responses.

**#49**

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**CAN PRACTITIONERS USE PARENTAL STAGE OF CHANGE AND PERCEIVED BARRIERS TO TREATMENT AS PREDICTORS OF COMPLIANCE WITH AN EARLY INTERVENTION PROGRAM?**

Dana Noseworthy, Memorial University of Newfoundland

Parent-mediated early intervention programs depend on the willingness and ability of parents to complete prescribed activities with their children. Stage of change has been used as an indicator of motivation and program compliance in other contexts. Factors other than motivation, such as treatment demands and life events, can impede a person's ability to participate in treatment. Parents involved in the Direct Home Services Program (DHSP), an early intervention program for children with developmental delays, will complete modified versions of the Stages of Change Questionnaire and the Barriers to Treatment Participation Scale. These measures will be completed at the start of active intervention, and 3 and 6 months later. The DHSP involves weekly home visits aimed at teaching parents to engage in developmentally stimulating activities with their preschool children. The ratio of completed to expected home visits will serve as an indicator of program compliance. A regression analysis will be used to explore stage of change and barriers to treatment as predictors of program compliance. Results will be used to inform providers about the need for additional services. For example, a preintervention program could address the needs of parents who are not yet ready to participate in the DHSP if stage of change is found to predict program compliance.

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**ADDING SUGAR TO THE SPICE: POSITIVE MATERNAL SOCIALIZATION PREDICTS EMPATHIC CONCERN IN ANGER-PRONE GIRLS**

Jacob N Nuselovici, Concordia University; Brittany E Scott, Concordia University; Paul D Hastings, Concordia University

Research on the development of empathic concern has tended to focus on the contributions of either children's temperament or parental socialization. Few studies have combined these factors, and in particular, little is known about parental socialization of empathic concern in children with anger-prone temperaments. This study addressed this gap by examining the techniques mothers use to promote positive behaviours in anger-prone children. In this study, 180 children witnessed two accident simulations in a laboratory setting, and their responses were coded for empathic concern. Mothers completed the anger-prone subscale of the CBQ (Rothbart et al., 2001) to assess children's temperament. Mothers' positive parenting techniques (PPT) were measured from their responses to open-ended hypothetical vignettes depicting children's prosocial behaviour. Preliminary analyses revealed that more anger-prone children showed less empathic concern ( $\square = -.26, p < .05$ ), but this was moderated by a 3-way interaction of sex X temperament X PPT ( $\square = .42, p < .07$ ). Mothers use of PPT predicted more empathic concern in highly anger-prone girls ( $\square = .62, p < .05$ ) but not boys ( $\square = .03, ns$ ), whereas PPT did not predict empathic concern in less angry children. Results will be interpreted within a framework of positive socialization.

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**CHILDREN'S SEMANTIC LEAKAGE CONTROL FOLLOWING A TRANSGRESSION**

Tina Melissa Oliveri, McGill University; Cindy M Arruda, McGill University; Victoria Talwar, McGill University

Previous research has shown that lie-telling emerges by the preschool years, and that children become increasingly successful at concealing their lies with age (Talwar & Lee, 2002). The current study (N = 202) examined the effectiveness of preschool and elementary school children's (aged 3-10) truth-telling behaviors by utilizing a temptation resistance paradigm (Lewis, Stanger, & Sullivan, 1989). Children's abilities to deceive and maintain their lies about A TRANSGRESSION were investigated through follow-up questions. The content of verbal statements provided by children during follow-up probe questions that contradict the initial lie they just told is known as "semantic leakage control." Results revealed 89% of older elementary children feigned ignorance whereas only 43% of younger children successfully concealed their lies. During follow-up questions, children's probable and improbable explanations were examined. Results showed significant differences in children's ability to conceal their lies  $\chi^2(2, 94) = 17.89, p < .001$  whereby 78% of 9-10 year olds, 36% of 7-8 year olds, and 16% of preschool children were able to maintain their lies by providing explanations that concealed their transgression. Findings demonstrate developmental differences in children's ability at semantic leakage control. Implications of these findings will be discussed.

**#52**

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**PICTURE RELEVANCE TO TEXT AND ITS EFFECT ON GRADE 2 AND 3 CHILDREN'S READING COMPREHENSION AND INFERENCE ABILITY**

Stephanie Pagan, Carleton University; Cynthia Whissell, Laurentian University

Pictures paired with written text can serve a number of functions: they have been both valued and denigrated for their perceived influence on young readers' performance. A review of the literature reveals considerable controversy regarding the facilitative effect of pictures on the comprehension of text. The present study investigated whether picture illustrations that were relevant or irrelevant to the text would facilitate greater reading comprehension and inference ability in grade 2 (n = 30) and 3 (n = 26) children. Contrary to expectation, picture relevance to text and even the absence of pictures, did not influence children's reading comprehension as measured by the number of words recalled, number of story elements recalled, and children's performance in a cloze method recall task. The total absence of pictures was shown to have a significant positive effect on children's ability to produce accurate inferences related to "who," "what," "when," and "where" story elements

**#53**

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**PARENTAL META-EMOTION: SHORT FORM OF THE EMOTION-RELATED PARENTING STYLE SELF-TEST (ERPSST)**

Ashley D Paterson, University of Windsor; Amy Camodeca, University of Windsor; Jacqueline Goodwin, University of Windsor; Kimberley A Babb, University of Windsor; Julie Hakim-Larson, University of Windsor; Sylvia Voelker, university of Windsor; Marcia Gragg, University of Windsor

The Emotion-Related Parenting Style Self-Test - Likert (ERPSST-L; Hakim-Larson et al., 2006) is an 81-item questionnaire assessing parenting styles identified by Gottman (1997). The purpose of this study was to explore the ERPSST-L's underlying constructs, assess its reliability, and to create a short form for future research. A total of 203 parents in 3 different studies completed the ERPSST-L. Of these parents, 110 (all mothers; age: 16-55,  $M = 37.84$ ) had children with a developmental disability (DD sample) and 93 (5 fathers, 88 mothers; age: 21-51,  $M = 32.69$ ) did not (non-DD sample). Exploratory Factor Analyses using Principle Axis Factor extraction with a Direct Oblimin rotation were conducted separately on the two samples. The factor structure for the non-DD sample revealed 3 factors: Dismissing/Disapproving, Emotion-Coaching, and Emotion Acceptance. The factor structure for the DD sample revealed the same factors, as well as a 4th factor: Parental Futility. The four-factor structure was retained and items were kept based on significant factor loading overlap between the two samples and based on individual factor loadings. The remaining short form of the ERPSST-L had 20 items with five items per factor. Reliabilities for the DD sample ranged from .71 to .80 and for the non-DD sample from .72 to .79.

**#54**

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**A LONGITUDINAL OUTCOME EVALUATION OF THE BETTER BEGINNINGS, BETTER FUTURES PRIMARY SCHOOL PREVENTION PROJECT**

Ray DeV Peters, Queen's University; Kelly Petrunka, Queen's University; Shahriar Khan, Queen's University

The Better Beginnings, Better Futures Project is a 25-year longitudinal prevention research demonstration project funded by the Ontario government. The project is based on a comprehensive, community-based model of primary prevention for families with young children in 3 disadvantaged Ontario communities. The model is designed principally to prevent long-term social and emotional problems in adolescents and adults, which have their genesis in early childhood, by improving family and community life for children in the 4 to 8 year-old age range and their parents. We have employed a quasi-experimental longitudinal research design to evaluate the outcome effectiveness of the project. From 1993 to 1998, we collected data from a longitudinal research group of 700 children from kindergarten to Grade 3 and their families in the three project sites and in two demographically-matched comparison neighborhoods. Follow-up data were again collected when these children were in Grades 6 and 9. We present outcome evaluation results providing evidence that the Better Beginnings model has had beneficial short- and medium-term effects for children and parents. Also, the results of our economic analysis indicates that 6 years after program completion, when the children are in grade 9, the Better Beginnings program is saving the Ontario government approximately \$900 per child.

**#55**

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**ADJUSTMENT IN CHILDREN EXPOSED TO FAMILY VIOLENCE: THE ROLE OF SIBLINGS**

Caroline C Piotrowski, University of Manitoba; Ketan Tailor, University of New Brunswick; Rose-Marie A Taché, University of Manitoba

A series of studies have reliably established that children exposed to domestic violence experience a variety of adjustment difficulties, including both internalizing and externalizing problems. Recently, researchers have focused more attention on identifying mechanisms that help explain children's differential vulnerability to violence exposure. One such mechanism that has not yet been addressed is the sibling relationship. The goal of the present study was to explore the quality of the sibling relationship as a predictor of adjustment in children exposed to domestic violence. Forty-seven mothers with 2 school-aged children and a history of domestic violence were recruited from the community. On average, siblings were 8 and 11 years old, and had been exposed to violence for 4.5 years. Quality of the sibling relationship was measured by maternal report, sibling report, and by observation of unstructured sibling interaction. Multiple regression analyses, controlling for demographic characteristics, showed that both externalizing and internalizing behaviours were significantly predicted by sibling hostility. Interestingly, children's internalizing behaviour was also significantly predicted by sibling disengagement or lack of involvement during videotaped observations. Results were discussed in relation to models of risk and resilience that underscore the importance of siblings.

**#56**

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**A DYNAMIC RELATIONSHIP BETWEEN BILINGUALISM AND COMPLIANCE TO PARENTAL RULES**

Irina Pivneva, McGill University; Biru Zhou, Concordia University

Bilingual children develop faster than monolingual in the executive control functions of selective attention, cognitive and inhibition control. Compliance to parental rules involves analogous functions of effortful control, such as attention sustainment, inhibitory and cognitive control. The study explored whether second language proficiency relates to compliance to parental rules. Groups of typical monolingual and bilingual toddlers ( $N = 82$ ) 39-45 months of age were observed for their levels of compliance to parental agenda during two tasks. The first was a tedious toy clean-up task; the second task prohibited the child from touching attractive toys. Parent-child interactions during these two tasks were videotaped and coded. The results indicated that monolingual and bilingual children did not differ on compliance levels. However, French-speaking children scored higher on compliance than English,  $F(1,81) = 4.47, p < .05$ . After controlling for language ability hierarchical regression analysis demonstrated a positive association between inhibitory control and compliance with a partial  $r = .49$ . Furthermore, inhibitory control was positively related to child compliance only in the English-speaking group ( $r = .53, p < .0001$ ). Our findings provide additional support for the link between inhibitory control and child compliance as previously shown by Kochanska, Murray & Coy (1997).

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**THE RELATIONSHIPS BETWEEN SIBLING STATUS, LANGUAGE DEVELOPMENT, THEORY OF MIND, AND EARLY READING IN PRESCHOOLERS**

Carly Prusky, Ontario Institute for Studies in Education at the University of Toronto; Janette Pelletier, Ontario Institute for Studies in Education at the University of Toronto

Children undergo many changes during the preschool years, especially in terms of cognitive development, for example, language development, theory of mind, and reading. The current study investigates the effect that siblings may have on these areas of early learning. Early learning was measured by the Peabody Picture Vocabulary Test (3rd edition), four false belief tasks (2 change in location and 2 unexpected content), and the Test of Early Reading Ability (2nd and 3rd editions). As well, a parental questionnaire and child interview were included. Based on previous research it was expected that children with siblings would perform better on early learning tasks than children without siblings. In addition, it was predicted that oldest and middle children would outperform youngest children. Surprisingly, it was found that children with siblings (oldest, youngest and middle children) did not perform better than children without siblings (only children and twins). It was unexpectedly found that youngest children performed better than oldest children in terms of language development and theory of mind development. Middle children's performance did not differ significantly from that of the other children. There were correlations in performance among the measures as expected. This study conveys the importance of birth order and the influence that siblings have on cognitive development.

**#58**

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**ADOLESCENT PERCEPTION OF PARENTAL AFFECTION AND THE LINK TO BEHAVIOURAL PROBLEMS**

Kenisha B Reid, International University of the Caribbean; Kai A Morgan, University of the West Indies

A lack of parental/ caregiver affection has often been implicated in the behavioural problems exhibited by adolescents. The study sought to assess adolescent's perception of affection from parental/ caregiver and its impact on behaviour. The study looked exclusively from the perspective of adolescents. Ninety-Seven students from across high schools in Jamaica were compared to forty one adolescents in a mental health clinic in Kingston, Jamaica. They were asked to complete self report measures on their behaviour and on their perception of parental/ caregiver affection. Results confirmed statistically significant relationships between perception of parental/ caregiver affection and rule breaking, social problems and aggression. These findings suggest that low levels of affection are associated with social problems, rule breaking behaviours and aggression. Additionally, boys reported lower levels of affection and high levels of rule breaking behaviour. Implications of the results and possible areas of future research were discussed.

**#59**

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**CHILDREN'S UNDERSTANDING OF ALTRUISTIC LIES**

Sarah-Jane Renaud, McGill University; Cindy M Arruda, McGill University; Shanna Williams, McGill University; Victoria Talwar, McGill University

Research on children's understanding of deception has reported that even young children are able to recognize the intention of the speaker as crucial when identifying lies. Bussey (1999) reported that children as young as four-years-old can correctly identify white lies (i.e., lies told to protect another's feelings), antisocial lies (i.e., lies told to conceal a misdeed), and trick lies (i.e., lies told for fun). The current study examined the development of children's understanding of altruistic lies (i.e., selfless lies that can harm the self and benefit another). Participants watched 12 short vignettes in which the protagonist in the story either told the truth or told a lie after a misdeed was committed. Story conditions varied by the effect that being honest or deceitful would have on the main character (benefit to self, harm to self, no effect to self) and on the lie recipient (benefit to other, harm to other, no effect to other). Children's ability to correctly identify truthful or deceitful statements was evaluated after each vignette. Preliminary results indicated that while younger children (4- to 6-years) could consistently identify antisocial lies with 100% accuracy, they could only identify altruistic lies with a 59% accuracy rate, compared to children in the older age groups (7- to 12-years) who had an altruistic accuracy rate of 85%,  $F(2, 42) = 2.672, p = 0.081$ .

**#60**

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**SPEECH AND LANGUAGE IMPAIRMENT IN WOMEN: ACADEMIC PATHWAYS AND EARLY ADULT RELATIONSHIP SATISFACTION**

Maria R Restivo, Centre for Addiction and Mental Health; E.B. Brownlie, Centre for Addiction and Mental Health; Joe Beitchman, Centre for Addiction and Mental Health

Speech and language (S/L) impairments are associated with academic difficulties and a higher likelihood of behaviour problems in childhood and adolescence. Few studies have tracked the adult psychosocial outcomes of S/L impairment, especially among women. Early exit from the education system, a lack of employment skills and attractive career options, and poor psychosocial functioning may predispose women to involvement in maladaptive intimate relationships at an early age. This study explored relationship satisfaction at age 25 in a community sample of women who had S/L impairments at age 5 and a matched control group. Relationship satisfaction with spouse or intimate partner was measured with the Dyadic Adjustment Scale; life outcome information was obtained from semi-structured interviews. Women with S/L impairment were less likely to participate in post-secondary education than controls and had a lower annual income. S/L impairment was not directly associated with relationship satisfaction. However, an interaction of education and S/L impairment indicated that a higher level of education was associated with increased relationship satisfaction for control women, but not for S/L impaired women. Possible moderating pathways that may lead to the differential relationship outcomes for the two groups of women are discussed.

**#61**

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**THE ADDED VALUE OF PRINTING THE ALPHABET FROM MEMORY FOR LATER WORD READING IN YOUNG CHILDREN**

Kailey Reynolds, University of Guelph; Mary Ann Evans, University of Guelph; Melissa Brazil, University of Guelph

In this study, 133 children printed the alphabet from memory at three time points to explore how this develops from the start of senior kindergarten to grade one, and whether it predicts grade one reading skill after controlling for other literacy skills. At all time points, both boys and girls most frequently began by printing the alphabet's first letters, adding more sequenced letters with time. The second most frequent strategy was printing seemingly random letters. With respect to form, children tended to print in uppercase in kindergarten and to increasingly switch to lower case in grade one. Only in fall of grade one did girls significantly exceed boys in the number of letters spontaneously printed. Letters most readily printed were a, b, c, e, i, o, p, s, w, and x, while the letters j, q, v, y, and z were the least well known. Children's ability to print the alphabet spontaneously in kindergarten was positively correlated to contemporaneous letter name knowledge, but not to contemporaneous or later letter sound knowledge or phonological awareness. Finally, it predicted 15% variance in word identification scores at the end of grade one above that accounted by kindergarten letter name, letter sound, phonological awareness, and the autoregressor of word identification scores. The mechanism by which early printing skill is a factor in reading development will be discussed.

**#62**

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**THE RELATION OF FRENCH IMMERSION EXPOSURE TO ORTHOGRAPHIC AWARENESS AND WORD DECODING IN ENGLISH-SPEAKING STUDENTS**

Kristin A Reynolds, University of Manitoba; Richard Kruk, University of Manitoba

Grade 1 children in English-language (n = 25) and French Immersion (n = 25) programs were assessed on five occasions in a longitudinal study ending in Grade 3 to examine the potential influence of exposure to spoken French on the development of syllable awareness (SA), orthographic awareness (OA) and word decoding. Children in each program were closely matched on initial abilities in phonological awareness, SA, OA and word decoding. Because the syllable is the salient unit of spoken French, compared to spoken English, it was hypothesized that substantial exposure to this distinct spoken structural form by English-language students attending French Immersion programs would have beneficial effects on growth in SA, OA and word decoding. Results of multilevel modeling indicated differences between Immersion and English program groups in growth trajectories: Immersion students experienced a more rapid development in word decoding. A marginally significant difference was found for growth in SA, indicating faster growth in Immersion students. No differences were found for growth in OA, or as expected, for initial levels of the three outcome variables. Results indicate that substantial exposure to a second language can facilitate the development of word decoding skill and SA in a first language.

**#63**

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**SEMANTIC PRIMING EFFECTS FOR POLYSEMOUS VOCABULARY WORDS IN SCHOOL-AGED CHILDREN**

Jennifer E Richards, St. Francis Xavier University; Jennifer F Sullivan, St. Francis Xavier University

This study investigated how language is processed and represented in the mind, specifically, how meanings for polysemous words – words with more than one meaning – are represented by children of various ages. Participants included children from grades three, five and seven. Children participated in a computer generated semantic priming task. The Cedrus Superlab computer program running on a 20-inch i-Mac was employed to create a timed lexical decision task where children responded with a button press to a word or a non-word. For each of 80 polysemous words, two related words and one unrelated word were used as the primes. For each of 80 non-polysemous words, one related word and one unrelated word were used as primes. Primes for the non-words were the same words as used to prime target words. The reaction times were compared for polysemous words and non-polysemous words, for words primed with a related word and a non-related word, for words primed with the two different related words for polysemous words, and all interactions. Preliminary results demonstrate developmental trends for the processing of word meanings.

**#64**

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**CRÉER DES LIENS : UNE RESSOURCE VIRTUELLE FAVORISANT LE SOUTIEN D'ÉLÈVES AYANT DES TROUBLES DU DÉVELOPPEMENT EN CLASSE RÉGULIÈRE**

Lynda Simone Rochester, McGill University; Kim M Cornish, McGill University; Kim S Daniel, McGill University; Marina Dupasquier, McGill University

« Créer des Liens » est une nouvelle ressource virtuelle développée pour les enseignants, professionnels et parents d'élèves avec de différents troubles du développement. Cette ressource bilingue est subventionnée pendant trois ans par la FQRSC (Fonds Québécois de Recherche sur la Société et la Culture) et a pour objectif de faciliter l'enseignement et l'intégration en classe régulière. « Créer des Liens » est formé de stratégies de soutien, puisé dans les plus récentes recherches. Établir et maintenir des partenariats durables entre parents et enseignants pendant tout le cheminement éducatif de ces élèves est primordial. Cette ressource joue un rôle décisif dans la réalisation de cet objectif. Toutefois, pour en être efficace, le site doit être développé et refléter les besoins de ses usagers. Pour atteindre notre but, il a été nécessaire d'interroger les futurs utilisateurs sur leurs perceptions et connaissances sur les troubles du développement dans les écoles du Québec. Nos résultats soulignent le besoin pour plus de ressources et de développement professionnel qui reconnaît les profils uniques des élèves avec de différents troubles du développement.

**#65**

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**WHAT INFLUENCES MOTHERS' CHILD CARE CHOICES?**

Elisa Romano, University of Ottawa; Lyzon Babchishin, University of Ottawa; Dafna Kohen, University of Ottawa

Parents selecting a child care arrangement take many factors into account (e.g., child's age, type of care). Decisions are also influenced by selection factors such as socio-economics and parenting practices. Our study examines mothers' child care choices and influencing variables. We currently have data for 50 mothers and preschoolers, although data collection is ongoing. Our sample was predominantly Caucasian (86%), and children were, on average, 36.1 months ( $SD = 2.0$ ). Mothers in the study were, on average, 36.2 years ( $SD = 4.1$ ) and all were married. Mothers completed a number of questionnaires including socio-economics, child care, mental health, and parenting perceptions. The majority (77.8%) of children were in child care, which began (76.9%) when the child was 12-23 months. The most common arrangement involved care in someone's home (55.5%), followed by a preschool program (26.7%), center care (17.8%), and care in one's own home (15.6%). To identify influences on child care choices, preliminary logistic regressions indicated that (1) socio-economics did not influence child care choices, (2) child's temperament was related to child care use, (3) mother's own childrearing environment was associated with center-based care, and (4) aspects of the home environment were associated with child care use and in particular, the use of center-based services.

#66

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**"ONCE UPON A TIME THERE WAS A BLUSHFUL HIPPO AND A MEEK MOUSE": A CONTENT ANALYSIS OF SHY CHARACTERS IN YOUNG CHILDREN'S STORYBOOKS**

H. Claire Rowsell, Carleton University; Kathleen Hughes, Carleton University; Robert J Coplan, Carleton University

The present study examined how shyness was portrayed in a form of media that is readily available for young children –picture storybooks ( $n = 20$ ). In this context, we investigated the message parents and children might come away with about shyness as a result of this experience. After completing a content analysis of the depiction of the shy storybook characters, we found that for the most part, storybook authors' portrayal of shyness is remarkably consistent with the current state of theoretical and empirical knowledge in the psychological sciences. However, the one aspect of this depiction that varies from the results of previous research is in the representation of shyness as relatively easy to change. Almost all shy characters were able to change in a relatively short period of time. There are both positive and negative potential connotations for children and parents with regards to this particular inaccurate portrayal of shyness. The overriding "message" that emerges from the storybooks is that shyness is stable over time, and is most often displayed in response to social novelty and social evaluation. Shy characters tended to be portrayed as withdrawn from social situations and experience difficulties in their social relationship. This was particularly problematic for shy boys. Implications of the findings for future research and intervention programs are discussed.

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**EVOLUTION OF AGGRESSIVE BEHAVIOR FROM KINDERGARTEN TO GRADE ONE: THE ROLE OF FRIEND'S AGGRESSIVENESS AND FRIENDSHIP QUALITY**

Marie-Claude Salvay, Université de Montréal; Frank Vitaro, Université de Montréal; Mara Brendgen, Université du Québec à Montréal; Michel Boivin, Université Laval; Richard E , Tremblay Université de Montréal

The aim of this study was to investigate the role of friendship quality in regard to (a) the persistence of children's physical aggressiveness from kindergarten to grade one and (b) the influence of their aggressive friends in this context in a sample of 1567 children (816 girls). Two theoretical perspectives (i.e. social learning and social bonding perspectives) served as framework to interpret past and present results. Children's aggressive behavior was stable from kindergarten to grade one. Friends' aggressiveness was related to a significant increase in children's aggressiveness. In contrast, good friendship quality was related to a reduction in aggressive behavior from kindergarten to grade one, and it also mitigated the effect of friends' aggressiveness in this context. These results suggest that fostering a positive relationship among friends in the early school years appears to decrease physical aggressiveness even if these friends are aggressive. Implications for prevention programs targeting friendship and at risk children are discussed.

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**EARLY INTERVENTION IN CANADA: PERCEPTIONS OF PARENTS AND SERVICE PROVIDERS**

Jennifer Saracino, McGill University; Ingrid E Sladeczek, McGill University; Anne Ritzema, McGill University; Kelly Walsh, McGill University

Early intervention (EI) refers to a collection of supports for young children who require assistance to reach optimal development. Family involvement, developmental timing, and program comprehensiveness are three of the most critical factors for program success. In Canada, EI services vary provincially, often leading to fragmented and discrepant services. It is therefore expected that differences will exist in terms of these variables. The aim of the present study is two-fold. First, it was designed to compare provinces and territories in terms of the common characteristics, best practices, and critical success factors. The second aim is to compare the experiences of parents with children receiving services. To this end, an inventory was constructed and sent to over 600 programs to assess how services, funding, waitlists, challenges, and perceptions of success vary as a function of the province or territory. Preliminary findings show differences across Canada in terms of program comprehensiveness. Parents across Canada are being asked to complete a similar survey and two standardized measures designed to assess family-centered care and coping. Findings will significantly improve knowledge of current services in Canada as well as the experiences of families. Direct implications and recommendations for policy, practice, and future research directions in Canada are discussed.

#69

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**PRESCHOOLERS' INTERNALIZING PROBLEMS AND PARENTING PREDICT CHILDREN'S SELF-REPORTED SOCIAL SKILLS 6 YEARS LATER**

Brittany E Scott, Concordia University; Farriola Ladha, Concordia University; Paul D Hastings, Concordia University

Children with stronger social skills perform better in school, manifest fewer problem behaviours and show better overall adjustment. Identifying early predictors of social skills will be important for promoting their development. Children with internalizing problems (IP) experience greater difficulty with effective social interactions, and social skills are stronger when parents use more positive and fewer negative socialization behaviours. However, it remains unclear whether early-emerging IP and parenting in the preschool period predict social skills in elementary-age children. We expected that parents' effective scaffolding of preschoolers' social behaviours would be particularly important for the development of social skills. In this study, 86 mothers and teachers of 2-5 year-old children reported on children's IP. Mothers reported on their use of support and negative control in response to hypothetical vignettes depicting their child being reluctant to join peers in play. Six years later, children reported on their social skills. Regression analyses revealed that children with more IP in preschool reported less assertion and lower total social skills. Mothers' support of preschoolers' social behaviour predicted greater self-control whereas mothers' negative control predicted lower empathy, cooperation and total social skills.

**#70**

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**QUALITATIVE ANALYSIS OF ADOLESCENT GIRLS' USE OF MOCK AGGRESSION IN THEIR ROMANTIC RELATIONSHIPS**

Anastasia Shamaoun, York University; Benedicte Lovald, York University; Jennifer Connolly, York University; Debra J Pepler, York University; Wendy M Craig, Queen's University

The dating aggression literature indicates that adolescent females are as physically aggressive as adolescent males, yet it is unknown from self report what the quality of this aggression is. Maccoby (1990) suggests that girls adopt a masculine behavioral response style in their attempts to influence boys. We hypothesize that girls will use aggression with a playful quality, understood as mock aggression (MA). While MA may resemble true aggression; mock aggressive negative verbalizations and acts are accompanied by markers of positive affect (e.g., smiles). These playful cues may be used to lessen consequences of aggressive tactics. The present analysis is based on observational data in which adolescent romantic partners discussed relevant conflict topics. Discussions were videotaped and later transcribed for qualitative analysis. Of thirty-seven romantic partner transcriptions, thirteen were randomly selected; six of which were identified as containing MA and analyzed. Using categorical-content perspective, we investigated why girls employ MA with romantic partners, and identified consequences of the mock aggressive episodes. Results indicate that girls initiated twenty-four episodes of MA while males initiated eight episodes. As such, identifying themes of the interactions was crucial to understanding the quality of girls' use of MA in the context of romantic relationships.

**#71**

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**LONGITUDINAL ASSESSMENT OF EARLY LANGUAGE AND BEHAVIOUR: INTERNET-BASED APPROACHES TO RESEARCHING RARE POPULATIONS**

Steven Shaw, McGill University; Shohreh M Rezazadeh, McGill University; Sarah Glaser, McGill University; Tia Ouimet, McGill University

Studying rare populations such as children recovering from brain injury, children with low incidence cancers, and children with chromosomal disorders is limited by access and sample size. The Internet has potential to address the challenges of access and provision of method for longitudinal assessment. Two components of Internet-based assessment have been developed to investigate early language and behaviour: a semi-structured weekly online diary of language skills completed by parents; and a webcam-based videorecording of semi-structured activities of children. To achieve maximum scientific, practical, and clinical benefits of naturalistic and longitudinal data collection, the following characteristics are necessary: a) acceptable reliability; b) acceptable validity that includes generalizability of results; c) data can be collected outside of the laboratory, in naturalistic settings, and in settings anywhere in the world; d) data collection must be accessible to parents and professionals; e) ethical standards and protection of data must be maintained, and f) data collection can eventually be applied to a clinical setting for psychologists, therapists, educators, and physicians. The results of a pilot study addressing all of these factors will be presented.

**#72**

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**LINKS BETWEEN VAGAL REGULATION, MATERNAL SOCIALIZATION AND AGGRESSIVE BEHAVIOUR IN CHILDHOOD**

Melissa R Simard, Concordia University; Christine Klinkhoff, Concordia University; Paul D Hastings, Concordia University

Deficits in emotion regulation (ER) have been suggested as an underlying cause of persistent aggression problems in children. Parental socialization strategies might have differential impacts on aggression depending on children's level of ER. Vagal suppression (VS), the adaptive reduction in parasympathetic activity during orientation, is a physiological index of ER. This study looked at the relations between physical aggression (AG), maternal socialization, and VS while watching a video of an angry child and mother, in 80 4 – 6 year-old children. Maternal socialization was coded during a 5-minute clean-up task and measures of AG were computed using the CBCL. Preliminary regression analyses were conducted using the first 36 children for whom cardiac data have been processed. AG was greater in children with less VS ( $\beta = .44, p < .05$ ), and children with mothers who were negative and critical during the clean-up task ( $\beta = .40, p < .05$ ). VS also moderated associations between maternal warmth and AG. Warmer parenting was only associated with lower AG in those children with less VS ( $\beta = -.81, p < .05$ ). Thus, children with weaker physiological capacity for ER might be particularly benefited by positive maternal socialization practices. Results based on the full sample will be presented and discussed in terms of possible prevention and intervention efforts for children's aggression.

**#73**

*Developmental Psychology/  
Psychologie du  
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**THE RELATION OF GRIP STRENGTH AND HAND DOMINANCE TO MOTOR SKILLS COMPETENCY IN CHILDREN AGED 3 TO 7**

Heather Sleath, University of New Brunswick; Lilly Both, University Of New Brunswick



The purpose of this study was to examine whether children with a dominant hand had grip strength differences between hands. As well, the relation between grip strength and fine motor skills was examined. A sample of 81 boys and 62 girls between the ages of 3 and 7 was recruited for this study. The Martin Vigorimeter was used to measure grip strength and the Ages and Stages Questionnaire was used to determine motor skills competency. Children in this study did not demonstrate a significant gender difference in grip strength. Results indicated that there were differences in grip strength between the right and left hands in right hand dominant children. Left hand dominant children had no differences in grip strength between hands. As well, there were no differences in the grip strength scores of right hand dominant versus left hand dominant children. Positive correlations were found between grip strength and fine motor skills in children with a dominant hand (either left or right), but no correlation was found in children who have yet to establish a dominant or preferred hand. This result suggests that having a hand preference may be important for the ability to carry out fine motor skills.

**#74**

*Developmental Psychology/  
Psychologie du  
développement*

**ARE CHILDCARE PRACTITIONER BELIEFS RELATED TO THEIR KNOWLEDGE AND PRACTICES?**

Carla Sowinski, Carleton University; Jo-Anne LeFevre, Carleton University; Lisa Fast, Carleton University; Natalia Manay, Brock University; Helena P Osana, Concordia University; Sheri L Skwarchuk, University of Winnipeg

Early learning childcare (ELCC) practitioners (n = 768) completed surveys that assessed their beliefs, knowledge and practices regarding early childhood numeracy and literacy. For beliefs, participants rated their agreement with statements that tapped either a child-initiated approach (e.g. "All activities in a program should be child-initiated") or a balanced approach (e.g. "Children should not be allowed to opt out of literacy & numeracy activities"). For knowledge, participants indicated the age at which most children are capable of specific achievements (e.g., telling a story with a beginning, middle and end; counting backwards from 5). Respondents fell into two groups in regards to these benchmarks: those who consistently rated children as older versus younger in terms of their capabilities. Participants also reported the frequency of practices such as pointing out words and letter sounds, comparing quantities, and encouraging pretend play. Beliefs were related to knowledge and practices: those who endorsed a balanced approach (a) were more likely to think that children could achieve benchmarks at a younger age and (b) reported a greater frequency of engaging in numeracy and literacy activities and c) had more confidence in their own mathematical skills. These findings have implications for early childhood programming and for education of ELCC practitioners.

**#75**

*Developmental Psychology/  
Psychologie du  
développement*

**MOTHERS SUPPORT FOR PROSOCIAL BEHAVIOUR PREDICTS LESS GENDER-TYPED AGGRESSION IN BOYS AND GIRLS**

Wai Yen Tang, Concordia University; Brittany E Scott, Concordia University; Jacob N Nuselovici, Concordia University; Paul D Hastings, Concordia University

Boys and girls differ in their forms of aggressive behaviour, with boys displaying more physical and girls more relational aggression. Whether positive parental socialization might protect against gender-typed aggression remains uncertain. In this study, 98 mothers of 4-7 year-old children read vignettes depicting their child engaging in prosocial (caring, helpful) behaviours with peers, and reported how they would respond. Mothers were coded for modeling, discussing, or directing behaviours. Teachers reported on children's physical and relational aggression at school. ANOVA revealed that boys engaged in more physical aggression than girls, but they did not differ in levels of relational aggression. Hierarchical regression analyses revealed that mothers' behaviours were more strongly associated with children's sex-typical aggressive behaviour. Boys showed less physical aggression ( $R^2 = .10$ ) when mothers reported discussing ( $\beta = -.34$ ) and modeling ( $\beta = -.27$ ) behaviours. Girls showed less relational aggression ( $R^2 = .10$ ) when mothers reported more directing ( $\beta = -.36$ ) and modeling ( $\beta = -.25$ ) behaviours. Thus, promoting mothers' positive responsiveness to children's prosocial acts might be effective for reducing both forms of aggressive behaviour, addressing the specific vulnerabilities of both girls and boys.

**#76**

*Developmental Psychology/  
Psychologie du  
développement*

**THE EFFECTS OF PERCEIVED PARENTAL HUMOUR STYLE ON PARENTAL ATTACHMENT**

Missy L Teatero, Lakehead University; Patricia Doris, University of Western Ontario

The effects of parental humour on child rearing outcomes have not been thoroughly investigated. The present study examined relationships among humour style, perceived parental humour style, perceived parenting style, self-esteem, and parental attachment. To this end, self-report questionnaires were administered to sixty-five undergraduate students. Results revealed that self-reported humour styles were positively correlated with corresponding perceived parental humour styles. For instance, self-reported affiliative humour was related to perceived parental affiliative humour ( $p < .01$ ). The findings regarding self-esteem were not statistically significant, with the exception of a positive correlation with perceived parental self-enhancing humour ( $p < .05$ ). However, multiple regression analyses revealed that perceived parental humour style moderated the relationship between perceived parenting style and parental attachment. In general, perceived parental self-enhancing humour had a positive effect on parental attachment, whereas perceived parental aggressive humour was detrimental to parental attachment. Perceived parental self-enhancing humour, for example, moderated the effect of perceived parental authoritarianism on parental attachment ( $p < .05$ ). Implications for future research and applications with respect to parenting are discussed.

**#77**

*Developmental Psychology/  
Psychologie du  
développement*

**INTERRELATIONS ENTRE LE TEMPÉRAMENT DE L'ENFANT ET LA SENSIBILITÉ MATERNELLE AU COURS DE LA DEUXIÈME ANNÉE DE VIE**

Danyka Therriault, Université de Sherbrooke; Jean-Pascal Lemelin, Université de Sherbrooke; Vezina Karine, Université de Sherbrooke; Marie-Eve Girard, Université de Sherbrooke; Tarabulsy M George, Université Laval; Marc A Provost, Université du Québec à Trois-Rivières

Plusieurs études ont montré l'importance du tempérament pour la qualité du développement ultérieur. D'autres ont suggéré que le tempérament influencerait le développement ultérieur en interaction avec la qualité des comportements maternels, mais les résultats des études ayant cherché à vérifier cette hypothèse demeurent mitigés, peut-être en raison de l'absence de prise en compte des contextes écologiques. Les objectifs de la présente étude sont d'examiner de manière longitudinale les relations entre cinq dimensions du tempérament de l'enfant (peur, colère, niveau d'activité, plaisir et intérêt) et la sensibilité maternelle afin de vérifier la direction potentielle des effets entre ces variables et de vérifier si les relations varient en fonction du statut de la mère (adolescente ou adulte). 107 dyades mère-enfant (65 adolescentes, 42 adultes) ont été évaluées à 15 et 18 mois à l'aide du Questionnaire d'Évaluation du Comportement de l'Enfant (Lemelin et al., 2007) et du Tri-de-cartes de sensibilité maternelle. Des analyses de corrélations croisées montrent que la force des relations entre le tempérament et la sensibilité maternelle varie selon la dimension examinée et soutiennent l'hypothèse de relations bidirectionnelles entre les deux construits. La force des relations et la bidirectionnalité des effets apparaissent supérieures chez les enfants de mères adolescentes.

**#78**

*Developmental Psychology/  
Psychologie du  
développement*

**ACQUISITION OF FRENCH LITERACY SKILLS IN THE PRIMARY GRADES : EVIDENCE OF A CURRICULUM EFFECT**

Glenn L. Thompson, University of Ottawa; Alain Desrochers, University of Ottawa; Sabrina Fréchette, University of Ottawa

A cross-sectional study was conducted with the goal of describing the literacy acquisition skills of francophone children ( $N > 800$ ) in the Ottawa-Gatineau area (Junior K to grade 6). A broad spectrum of measures was taken, including non-verbal intelligence, oral vocabulary, phonological awareness, alphabetic and letter-string naming scales. Of particular interest was the comparison between the Quebec and Ontario samples. Given the status of French as a minority language in Ontario, it would be surprising if Ontario children outperformed their Québécois counterparts. Yet, important differences in educational policy exist between the two provinces that call into question this prediction: a) Ontario children have a head start with an additional year of schooling, Junior K, b) the Quebec curriculum does not call for the explicit instruction of reading skills prior to grade 1. Overall, the results indicate that Ontario children outperform Quebec children in Senior K, and the Québécois children only catch up by Grade 2 for some variables, despite superior oral vocabulary and equivalent non-verbal intelligence. It is only by Grade 3 that the measures most sensitive to print exposure (e.g., irregular word naming) begin to show a Quebec advantage. The results highlight the dramatic effect of a curriculum which calls for the early and explicit instruction of alphabetic skills.

**#79**

*Developmental Psychology/  
Psychologie du  
développement*

**NEUROCOGNITIVE DEVELOPMENT AND EXTERNALIZING PROBLEMS: THE ROLE OF EARLY EMERGING EXECUTIVE CONTROL DEFICITS**

William T. Utendale, Concordia University; Paul D. Hastings, Concordia University; Michele Hubert, Concordia University; Arnaud B. Saint-Pierre, Concordia University

Executive processes have been posited as important regulators of aggression, but there has been little research on the relation between executive dysfunction and externalizing problems (EP) in early childhood. During the preschool period maturation of the prefrontal circuitry parallels increases in inhibitory control (IC). Poor IC development could result in elevated levels of EP. IC is implicated in the regulation of aggression, as positive associations between EP and impulsive behavior are well-documented. However, questions remain as to the associations between IC and EP. In this investigation IC was examined in 4 and 6 year-old children ( $n = 105$ ) with low and high levels of EP using the day-night and tapping tests. Results indicated that younger children had significantly poorer performance (fewer correct responses and longer response latencies) for both IC tasks ( $p \leq .01$ ) than older children. Children in the high EP group also demonstrated significantly fewer correct responses on the tapping test  $F(1,99) = 4.03, p < .05$ . A significant interaction was also observed,  $F(1,99) = 4.93, p < .05$ , such that 4-year-old children in the high EP group had significantly longer response latencies on the day-night task than low EP 4-year-olds. These findings imply that early differences in IC may contribute to preschoolers' development of externalizing trajectories.

**#80**

*Developmental Psychology/  
Psychologie du  
développement*

**LES CONTRIBUTIONS RELATIVES DU TEMPÉRAMENT DE L'ENFANT, DE LA SENSIBILITÉ MATERNELLE ET DU NIVEAU DE RISQUE PSYCHOSOCIAL DANS LA PRÉDICTION DES PROBLÈMES DE COMPORTEMENT À L'ÂGE PRÉSCOLAIRE**

Karine Vezina, Université de Sherbrooke; Jean-Pascal Lemelin, Université de Sherbrooke; Marie-Eve Girard, Université de Sherbrooke; Danyka Therriault, Université de Sherbrooke; Tarabulsy M. George, Université Laval; Marc A. Provost, Université du Québec à Trois-Rivières

Le tempérament, la sensibilité maternelle et les caractéristiques environnementales distales comme la pauvreté ont été identifiés comme des facteurs contribuant au développement des problèmes de comportement. Bien que les recherches montrent des liens significatifs entre ces catégories de variables et les problèmes de comportement, très peu ont examiné les contributions relatives de chacune dans la prédiction des différences individuelles sur le plan des problèmes de comportement chez des enfants d'âge préscolaire. Tel est l'objectif de la présente étude longitudinale. 81 dyades mère-enfant (54 adolescentes, 27 adultes) ont été évaluées à 18 mois à l'aide du Questionnaire d'Évaluation du Comportement de l'Enfant et du Tri-de-cartes de sensibilité maternelle. Trois dimensions négatives du tempérament ont été considérées : Crainte sociale, Prédilection à la colère, Niveau d'activité. Le niveau de risque psychosocial est défini selon le statut des mères (adultes ou adolescentes). À 36 mois, les problèmes de comportement extériorisés et intériorisés des enfants ont été mesurés avec le Child Behavior Checklist. Deux régressions multiples réalisées séparément pour chaque type de problèmes montrent que seul le niveau d'activité prédit les problèmes extériorisés alors que la prédilection à la colère et le niveau de risque psychosocial prédisent les problèmes intériorisés.

#81

*Developmental Psychology/  
Psychologie du  
développement***THE INFLUENCE OF MATERNAL REPRESENTATIONS ON MATERNAL BEHAVIORS ACROSS SIBLINGS**Vanessa Villani, University of Western Ontario; Greg Moran, University of Western Ontario; David Pederson, University of Western Ontario; Sandi Bento, University of Western Ontario

According to attachment theory, a mother's state of mind regarding attachment predicts how she will behave in interactions with her infant. These interactions influence the relationship the mother and infant share. Given theory also suggests attachment representations are relatively stable, it follows that a mother's interactions and relationships with each of her infants be similar. Research shows, however, that mothers often develop distinct relationships with each of their children. In the present study, I examined whether certain maternal states of mind, evaluated by the Adult Attachment Interview, would lead to more similarities/differences in maternal behaviors across siblings. Maternal behaviors were assessed using the Maternal Behavior Q-sort domains, each of which depicts a type of maternal interactive behavior. I expected autonomous mothers to behave more similarly with each infant than non-autonomous mothers, as reflected in domain scores. Contrary to expectations, autonomous mothers were no more similar in interactions with their two children than non-autonomous mothers. Interestingly, unresolved/disoriented mothers behaved very similarly with each infant on many domains, and were significantly more similar in interactions with each sibling for responsiveness and affect sharing behaviors than autonomous and non-autonomous mothers.

#82

*Developmental Psychology/  
Psychologie du  
développement***GENDER DIFFERENCES IN THE RELATIONSHIP BETWEEN CONDUCT PROBLEMS AND THE CORTISOL AWAKENING RESPONSE IN A POPULATION SAMPLE OF TEN-YEAR-OLDS**Anthony Walsh, University of Montreal; Sonia Lupien, McGill University; Jean R Séguin, University of Montreal

Hypothalamic-Pituitary-Adrenal (HPA) axis dysregulation has been associated with conduct problems, mainly in boys. An abnormal cortisol awakening response (CAR) is considered a good marker of HPA axis dysregulation however, previous studies have failed to find an association between an abnormal CAR and conduct problems in boys. 80 boys and 68 girls 10-year-olds were recruited from a larger population-based longitudinal sample. Cortisol was assayed from saliva samples collected by parents upon the child's awakening and 30 minutes thereafter on two separate school days. Oppositional behaviour, aggressive and non-aggressive conduct problems, were assessed by mother-report on the Child Behaviour Checklist. In boys but not in girls, a reduced CAR was associated with oppositional behaviour ( $p < .05$ ), aggressive ( $p < .05$ ) and non-aggressive conduct problems ( $p < .05$ ). There were significant gender differences for the relationships between CAR and aggressive conduct problems ( $p < .05$ ). The other gender differences only approached significance ( $p = .067$  for oppositional behaviour and  $p = .078$  for non-aggressive conduct problems). The implications of these findings are discussed.

#83

*Developmental Psychology/  
Psychologie du  
développement***CANADIAN VS. TAIWANESE CHILDREN'S PERFORMANCE ON EQUIVALENCE PROBLEMS**Rebecca P D Watchorn, University of Alberta; Menglung Lai, National Chiayi University; Jeff Bisanz, University of Alberta

A great majority of North American children from Grades 2-6 fail to solve equivalence problems (e.g.,  $2 + 4 + 5 = 3 + \underline{\quad}$ ) despite having the requisite addition and subtraction skills. These children typically interpret the equal sign as an operator, meaning "the total goes next," as opposed to a symbol specifying the relation between two sides of an equation. Failure on equivalence problems is related to poor performance in algebra, which in turn is viewed as a "gatekeeper" to higher mathematics. If children elsewhere do not fail equivalence problems to the same striking degree, we could conclude that poor performance on these problems is not a universal pattern in mathematical learning but is likely the result of culturally specific instructional practices. We presented Taiwanese children ( $N = 104$ ) who had recently completed Grades 1-4 with the same equivalence problems presented to Canadian students in Grades 2 and 4 ( $N = 199$ ). Correct performance was much higher for Taiwanese students (means 51-86% for Grades 1-4) than for Canadian students (7% and 17% for Grades 2 and 4). Analyses of performance on other tasks confirmed that the misunderstanding that contributes to poor performance is the same in both countries, but the much lower level of performance in North American children is likely due to specific instructional practices.

#84

*Developmental Psychology/  
Psychologie du  
développement***THE EFFECTS OF MATERNAL SOCIALIZATION AND SELF-REGULATION ON COMMITTED COMPLIANCE AS MODERATED BY AGE IN EARLY CHILDHOOD**Keeley White, Concordia University; Paul D Hastings, Concordia University

Children's committed compliance (CC), or willing completion of adult-directed activities, is an indicator of internalization of values that develops from preschool-age to early childhood. CC is associated with children's self-regulation (SR) and parents' authoritative child-rearing, but how the relations between SR and socialization change over development remains uncertain. This issue was investigated in a study of 160 children, aged 4 and 6 years. CC was observed in the laboratory during a clean-up task with mothers, and mothers reported on authoritative socialization practices and children's SR using questionnaires. Preliminary regression analyses on the first 87 children for whom clean-up has been coded revealed that that age significantly moderated the association between socialization, SR and CC. In 6 year-old children only, reasoning predicted more CC for children with higher SR ( $B = .54, p < .05$ ), but not for children with less SR ( $B = -.25, ns$ ). These results suggest both dispositional and external factors are important for supporting children's CC at an age when they are further in their development of internalization. Additional factors that might be important for younger children's CC will be considered and included in the final presentation.

#85

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**STUDENTS FROM RURAL AND URBAN BACKGROUNDS AND THE TRANSITION TO DIFFERENT UNIVERSITY ENVIRONMENTS**

Megan E Ames, York University; Maxine G Wintre, York University

The present research examines the relevance of student home background (rural or urban setting) and university environment on students' transition to university. First-year Canadian students (N = 2823) from six diverse universities, ranging in size from 9,600 to over 50,000 students, participated in the study in the 2004/2005 and 2005/2006 academic years. Students completed questionnaires in August, prior to entering university, and in November and March. Preliminary results indicate that students from rural backgrounds are unlikely to attend large, ethnically diverse universities,  $\chi^2(5) = 516.19, p < 0.001$ . Multivariate analyses explore the potential interaction between student home environment and university type. Outcome variables include psychological well-being and adjustment to university. While contributing to the literature pertaining to student adjustment to university, the current research will inform students, parents, educators, and school counsellors by identifying which environments provide particular students the best opportunity for an easy transition to university.

#86

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**THE COMPONENT STRUCTURE OF PRE-LITERACY SKILLS: FURTHER EVIDENCE FOR THE SIMPLE VIEW OF READING**

Julie Aouad, McGill University; Robert Savage, McGill University

The Simple View of Reading (SVR; Gough & Tunmer, 1986) provides a conceptual framework for describing the processes involved when readers comprehend text and strong evidence for the SVR comes from factor analytic studies showing dissociation between decoding and comprehension skills. The aim of the present study was to investigate if pre-decoding and comprehension components exist in Canadian English-speaking pre-readers aged 4 and 5 (n = 36) with the use of Principal Components Analysis. All children were administered a battery of pre-reading measures. Principal Components Analysis demonstrated that listening comprehension and pre-decoding measures loaded as distinct components. The findings provide support for the SVR framework.

#87

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**UNDERSTANDING THE NEEDS AND PERCEPTIONS OF ALL EDUCATORS WORKING IN AN INCLUSIVE SETTING: WORKING TOWARDS BEST INCLUSIVE PRACTICES**

Kim S Daniel, McGill University; Kim Cornish, McGill University; Lynda Simone Rochester, McGill University; Marina Dupasquier, McGill University

With an estimated 46,000 school-aged children diagnosed with a developmental disability across Canada, less than half of these students are being taught in a regular classroom setting (Statistics Canada, 2001). Possible explanations include lack of target resources and current understanding about the cognitive and academic profile of students with differing developmental disabilities. These shortcomings can interrupt the transference of clinical and scientific knowledge towards best practices. In order to identify core issues that are preventing educators in Québec from embracing inclusion we undertook the largest survey to date of the perceptions and needs of educators at all levels with regard to educating students with developmental disabilities in regular classrooms. Specifically, we asked what resources are currently utilized and what would be needed to facilitate a positive inclusive experience that would benefit students (with and without developmental disabilities), educators and families. The findings (n = 500+) indicate that less than 20% of teachers felt that adequate provisions (e.g. personnel support from psychologists) were available to help them understand cognitive and social features that characterize different developmental disabilities across the academic trajectory. Implications for professional practice in inclusive settings among clinicians will be discussed.

#88

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**THE EFFECT OF TEACHER TRAINING IN PROACTIVE CLASSROOM BEHAVIOUR MANAGEMENT ON TEACHER & STUDENT BEHAVIOUR**

Rosalina De Sa, Toronto Catholic District School Board; Joseph M Ducharme, Ontario Institute for Studies in Education at the University of Toronto

Recent research suggests that Proactive Classroom Management (PCM) approaches are most likely to lead to long-term improvements in student prosocial behaviour (Ducharme, 2007). The teacher-training program in the present study focused on providing four groups of teachers (N = 16) in a large, inner city public school with PCM strategies to aid in the prevention of off-task and disruptive student behaviour. For each group, the program consisted of a 4-hour workshop that emphasized training in such PCM procedures as building rapport, priming for transitions, scaffolding for success, building child tolerance to classroom stressors and teaching replacement behaviours. The program was implemented using a multiple baseline design across the four groups of teachers. Data were collected through classroom observations of teacher skill implementation and student behaviour (two students in each classroom who presented with behavioural challenges), as well as pre and post self-report rating scale measures of teacher attributions and perceptions and student behaviour. Outcome results of teacher skill implementation and student behaviour will be presented, as well as analyses of the utility of follow-up sessions with teachers. Implications for future teacher training will be discussed.

#89

*Psychologists in Education/  
Psychologues en éducation*

**THE EFFECT OF TEACHER TRAINING IN PROACTIVE CLASSROOM BEHAVIOUR MANAGEMENT ON TEACHER PERCEPTIONS AND ATTRIBUTIONS AND STUDENT REPORTS OF PROBLEM BEHAVIOUR**

Rosalina De Sa, Toronto Catholic District School Board; Joseph M Ducharme, Ontario Institute for Studies in Education at the University of Toronto

Recent research suggests that Proactive Classroom Management (PCM) approaches are most likely to lead to long-term improvements in student prosocial behaviour (Ducharme, 2007). The teacher-training program in the present study focused on providing four groups of teachers (N = 16) in a large, inner city public school with PCM strategies to aid in the prevention of off-task and disruptive student behaviour. For each group, the program consisted of a 4-hour workshop that emphasized training in such PCM procedures as building rapport, priming for transitions, scaffolding for success, building child tolerance to classroom stressors and teaching replacement behaviours. The program was implemented using a multiple baseline design across the four groups of teachers. Data were collected through classroom observations of teacher skill implementation and student behaviour (two students in each classroom who presented with behavioural challenges), as well as pre and post self-report rating scale measures of teacher attributions and perceptions and student behaviour). Results of analyses of changes in teacher perceptions of self-efficacy and of the severity and frequency of student problem behaviour will be presented, as well as student self-reports of problem behaviour. Implications for future teacher training will be discussed.

**#90**

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**EXPLORING THE LONG-TERM EFFECTS OF READING INSTRUCTIONAL METHODS USING ABRACADABRA: A WEB-BASED LITERACY PROGRAM**

Maria R Di Stasio, McGill University; Robert Savage, McGill University

This study examined the long-term effects of a computer-based literacy intervention with disadvantaged children, in an urban school setting. Two literacy interventions- a 'synthetic' and an 'analytic' approach were implemented in kindergarten classes. Participants were assigned by random allocation to one of the intervention approaches. A total of 49 participants were followed up one year later in Grade 1, to examine if there were any qualitative differences in their phonological abilities and reading skills. There were 23 participants who received a 'synthetic' phonics intervention and 26 participants who received an 'analytic' phonics intervention in kindergarten. In Grade 1, participants decoding skills and reading comprehension were assessed. The findings of this study showed that there were no qualitative differences in reading ability among the children who received a 'synthetic' intervention versus those who received an 'analytic' literacy intervention. Individual responses to intervention were also explored. Phonological awareness is predictive of children's reading abilities. Participants' non-word decoding skills at post test were significant predictors of reading ability in Grade 1. Vocabulary was also a predictor of blending skills and reading comprehension in Grade 1.

**#91**

*Psychologists in Education/  
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**PARENTS AS GATEWAYS OF CHANGE IN EDUCATING CHILDREN WITH DEVELOPMENTAL DISABILITIES IN INCLUSIVE CLASSROOMS**

Marina Dupasquier, McGill University; Kim S Daniel, McGill University; Lynda Simone Rochester, McGill University; Kim M Cornish, McGill University

Since 1998, Quebec has favored the placement of students with developmental disabilities in regular classrooms. Although still controversial, there is growing consensus and research findings indicating that inclusion guarantees best school performance in students with developmental disabilities. However, research on parents' knowledge and perceptions of inclusion is lacking. Yet, identifying and bridging gaps in parents' knowledge is of critical importance to help their children grow in an effective inclusive environment. It is imperative that parents share their insight on identifying the gaps in knowledge and perceptions of developmental disabilities. Parents were recruited from across Montréal. Information was gathered from two parent populations: parents of children with a developmental disability and who is currently educated within a regular classroom and parents who child does not have a developmental disabilities but is part of a regular classroom that has students with disabilities. The overall goal of the study is to discern the parents' perceptions and knowledge about the needs of students with a developmental disability and the perceived impact of addressing those needs in a typical classroom. Preliminary findings suggest that positive perceptions of inclusion and its effectiveness are correlated with the perceived availability of resources and support services.

**#92**

*Psychologists in Education/  
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**READING COMPREHENSION AND GROUP PARTICIPATION: A COMPARISON OF STRUCTURED AND UNSTRUCTURED COMPUTER-SUPPORTED COLLABORATIVE LEARNING CONDITIONS**

Meghann Fior, University of Calgary; Allyson Hadwin, University of Victoria; Rachel Morris, University of Victoria

This study examines the relationship of reading comprehension in terms of participation within a computer supported collaborative environment across two collaborative conditions: (a) structured chat, and (b) unstructured chat. The purpose of this study was (a) to examine the relationship reading comprehension and student participation, and (b) to examine the structure of reciprocal teaching roles, scripts and prompts in moderating the relationship between reading comprehension and collaborative chat participation. Data were collected from 62 grade 10 students assigned to one of the two conditions: (a) structured chat enhanced with specific cognitive roles, scripts and prompts, or (b) unstructured chat enhanced by only a text based chat tool. The participants collaboratively discussed a challenging text in groups of 4 using a text-based chat tool. Correlations were found between reading comprehension and participation.

**#93**

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**LITERACY INSTRUCTION IN CANADIAN CHILD CARE CENTERS**

Brooke A Fletcher, Ontario Institute for Studies in Education at the University of Toronto; Michal Perlman, Ontario Institute for Studies in Education at the University of Toronto

The purpose of this study was to describe literacy instruction in child care centers, examine aspects of child care center quality that may predict such instruction, and provide a limited analysis of whether literacy instruction impacts children's concurrent pre-academic functioning. Staff and children in 103 classrooms serving preschool-aged children from 64 child care centers in a major Canadian city participated in the study. Literacy instruction was captured using a series of 20-second time-sampled observations over the course of one morning. The following types of literacy instruction were examined and are reported as a percentage of the snapshots in which they were observed: Reading Aloud 2.8%, Word Instruction 1.2%, Letter Identification 1.2%, Printing/Writing 0.7%, Symbol Recognition 0.5%, Letter-Word Sounds 0.2%, and Word Segmentation 0%. Hierarchical linear models revealed that literacy instruction is a staff rather than classroom center characteristic. Overall, literacy instruction occurred infrequently in child care classrooms. Indicators of quality were not found to drive literacy instruction, and literacy instruction did not predict greater verbal intelligence scores among children. Implications for research and practice are discussed.

#94

*Psychologists in Education/  
Psychologues en éducation*

**COGNITIVE ASSESSMENT TRAINING IN CANADA**

Laurie A Ford, University of British Columbia; Juliana Negreiros, University of British Columbia; Alexandra Percy, University of British Columbia

Carroll's book *Human Cognitive Abilities* (1993) brought changes to cognitive assessment. His research synthesis resulted in Tri-Stratum Theory which has many similarities to Gf-Gc Theory (Horn & Cattell). In the late 90's Carroll & Horn agreed upon an approach to interpreting human cognitive abilities called Cattell-Horn-Carroll (CHC) Theory. Since then most major cognitive assessment measures address CHC theory (e.g. WJIII COG, KABC-2, WISCIV). While CHC Theory is a framework guiding most current measures of cognitive abilities, it is not clear how that translates to training and practice. Alfonso (2000) conducted research indicating that while many tests were beginning to incorporate CHC Theory relatively few training programs in the US systematically addressed CHC Theory in their cognitive assessment coursework. Further, study of CHC Theory was more common in school than clinical psychology training. In this national study the current cognitive assessment training in Canadian school and clinical psychology training was examined. School psychology programs place greater emphasis on CHC than clinical programs. Emphasis on the Wechsler scales continues to dominate cognitive assessment training. The findings of the survey are presented along with discussion of the implications of the results for the next directions in cognitive assessment training and practice in Canada.

#95

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**EFFET MÉDIATEUR DE L'EXPÉRIENCE SCOLAIRE SUR LE RISQUE DE DÉCROCHAGE SCOLAIRE DES ADOLESCENTS DÉPRIMÉS VIVANT LA TRANSITION PRIMAIRE-SECONDAIRE**

Marie-Eve Gagné, Université du Québec à Montréal; Marcotte Diane, Université du Québec à Montréal

Cette recherche s'intéresse, d'une part, à la relation de réciprocité entre la dépression et l'expérience scolaire et, d'autre part, à l'évaluation d'un modèle médiateur de l'expérience scolaire sur le risque de décrochage des adolescents déprimés vivant transition primaire-secondaire. L'étude est menée auprès d'un échantillon longitudinal de 499 élèves (262 garçons, 237 filles), âgés de 10 à 14 ans. Les résultats suggèrent une relation de réciprocité entre l'attitude négative envers l'école et la dépression chez les garçons seulement. Également, les résultats indiquent la présence d'un lien entre la dépression en 6e année et le risque de décrochage scolaire chez les garçons et les filles de première secondaire. Ceux-ci présentent un risque deux fois plus important de décrochage scolaire suite à la transition primaire-secondaire que leurs pairs non déprimés. Enfin, nos analyses montrent le rôle médiateur de l'attitude négative envers l'école et du rendement scolaire sur la relation entre la dépression et le risque de décrochage chez les garçons. Chez les filles, l'engagement en classe, l'attitude négative envers l'école et la perception du rendement scolaire agissent en tant que médiateurs entre la dépression et le risque de décrochage scolaire.

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**DEVELOPMENT OF A YOUTH LEADERSHIP MEASURE: EXAMINATION OF ITS PSYCHOMETRIC PROPERTIES**

Yvonne L Hindes, University of Calgary; Vicki L Schwean, University of Calgary; David W Nordstokke, University of Calgary

Test construction has become increasingly more popular within psychology due to the increased awareness of the importance and need for valid assessments of cognitive, academic, social, emotional and other life skills (Clark & Watson, 1995). Leadership is one area that is becoming more recognized within the educational system, but is not yet widely represented in test development. There is an inconsistency in how the construct of leadership is operationalized, which leads to the use of a variety of different approaches for developing and enhancing leadership skills (Conner & Strobel, 2007). Consequently, there is a lack of reliable and validated measures to evaluate youth leadership skills. Therefore, measures of youth leadership that encompass skills and traits associated with leadership and positive outcomes need to be developed. The objectives of this study were to develop a test of youth leadership and evaluate its psychometric properties. Statistical analyses and theoretical conceptualization guided the item selection and development of the youth leadership questionnaire. 1600 Calgary youth in Grades 10, 11 and 12 completed the youth leadership questionnaire to provide insight into the test's reliability and degree of validity. Results will be discussed in terms of the measure's psychometric properties and clinical utility within the educational system.

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**DEVELOPMENT OF THE FUNCTIONAL INTELLIGENCE RATING SCALE FOR TEACHERS**

Jason J Jordan, University of Calgary; Sarah M Wills, University of Calgary; Vicki L Schwean, University of Calgary; Donald H Saklofske, University of Calgary; David W , Nordstokke University of Calgary

There is a need for increased efficiency in the psycho-educational assessment of school-age children. There is also evidence that the daily intellectual behaviour of persons with certain disorders frequently does not match with the results of traditional individualized testing (e.g., ADHD, Asperger's Disorder, giftedness). To address both of these considerations, we commenced construction of a rating scale of intellectual ability based on the factor structure of the WISC-IV, the Functional Intelligence Rating Scale for Teachers (FIRST). It is intended that this measure will be used by teachers to identify the "doing" (vs. knowing) aspects of intellectual functioning in 6- to 9- year-olds. This will serve to expedite early assessment and intervention while streamlining referral for more specialized assessment services. The FIRST should also increase the ecological "real life" validity of children's intellectual assessment. Preliminary scale construction and development is described here, including results from the preliminary investigation (questionnaires, focus groups) with teachers. Teachers were asked to identify students' behaviours in relation to the four intellectual domains assessed with the WISC-IV: Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed. An overview for future FIRST development is provided.

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### **THE CURRENT AND DESIRED ROLES AND FUNCTIONS OF SCHOOL PSYCHOLOGISTS IN CANADA**

Jason J Jordan, University of Calgary; Yvonne L Hindes, University of Calgary; Donald H Saklofske, University of Calgary

The roles and functions of Canadian school psychologists have been shaped by provincial and national standards, school district and board demands, and availability and content of training programs (Saklofske, Schwan, Bartell et al., 2007). However many aspects of school psychology are less well defined and vary across Canada (Saklofske, Schwan, Harrison, & Mureika, 2007). Guided by the annual survey of the National Association of School Psychologists (NASP; Ysseldyke et al., 1997), a questionnaire was customized to examine the practice of school psychology in Canada. The survey was distributed to members of the Canadian Association of School Psychology (CASP), the Psychologists in Education Section of the Canadian Psychological Association (CPA), and other provincial psychology associations. This online questionnaire examined the full range of practice domains and explored preferred and ideal professional roles. Preliminary results were presented at the 2007 conference of the Canadian Psychological Association. With the added number of responses, we present updated results and a more in-depth look at the roles and functions of school psychologists. Data were aggregated for all respondents as well as by regions across Canada. Aspirational and values questions allowed for construction of a "wish list" for the future of Canadian school psychology.

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### **CLASSWIDE PEER TUTORING IN INCLUSIVE CLASSROOMS FOR CHILDREN WHO HAVE BEHAVIOUR PROBLEMS**

Antastasia Karagiannakis, McGill University; Ingrid E Sladeczek, McGill University

The objective of the workshop is to present an effective classwide peer tutoring intervention to regular education teachers teaching children with behaviour problems (BP) in inclusive classrooms. Peer tutoring programs have been responsible for increasing social interactions between tutor and tutee, enhancing students' attitudes toward the subject being tutored, and improving students' self-concept. Classwide Peer Tutoring is a classwide instructional program that involves the entire classroom without stigmatizing children with BP. CWPT is based on reciprocal peer tutoring and behaviour management principles. All students have the opportunity to respond to questions by allowing peers to supervise their classmates' responses. Forty boys in Grades 3 and 4 from one elementary school located in the suburban Montreal area participated in CWPT over a 12-week period. A control school was also studied. Significant improvements were obtained in the academic, socio-behavioural, self-concept and social status domains of children with BP who participated in CWPT. In addition, student and teacher satisfaction with CWPT was high. Implications for the practical applications of using CWPT with students who have a variety of special needs will be discussed as it relates to the inclusion of students with exceptional needs in their neighbourhood schools.

#100

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### **MULTI-YEAR IMPACT OF EMOTIONAL INTELLIGENCE ON POST-SECONDARY SUCCESS**

Kateryna V Keefer, Trent University; James D A Parker, Trent University; Laura M Wood, Trent University

Although researchers are increasingly interested in the relationship between emotional and social competencies and post-secondary success, most of the existing work has focused on specific sub-groups (e.g., 1st year students) or explored a narrow aspect of academic success (e.g., GPA over a single term). The present study examined the relationship between emotional intelligence and academic success over a multi-year period. The sample consisted of 1,037 students (293 males, 744 females) who had graduated from high school within the previous two years of their start at the university; they also started their undergraduate studies as full-time students. During the 1st week of their undergraduate studies (September) all participants completed the EQ-i: Short and participant's academic records were matched 6 years later. Two groups were examined: students who excelled academically (graduation GPA of above 80%; n = 147); and those who met minimum academic requirements (graduation GPA of above 60%) but received no honour distinctions (n = 721). Honour graduates had significantly higher adaptability levels than either regular graduates or drop-outs, whereas drop-outs had significantly lower stress-management levels than both regular and honour graduates. Results are discussed in the context of the importance of specific emotional and social competencies for post-secondary success.

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### **EXAMINING THE RELATIONSHIPS BETWEEN FAMILY FACTORS, CHILDREN'S COGNITIVE ABILITIES, AND CHILDREN'S SOCIAL-EMOTIONAL BEHAVIOURS AS RESOURCE AND RISK FACTORS IN PREDICTING EARLY ACADEMIC ACHIEVEMENT**

Janet Kidd, University of British Columbia; Laurie A Ford, University of British Columbia; Susan Dahinten, University of British Columbia

Recent research has contributed to our understanding of the importance of children's social-emotional behaviour and early academic achievement; however, different patterns of associations for various types of social-emotional behaviour (i.e. prosocial versus aggressive behaviour) have been found (Miles & Stipek, 2006). Further, ecological paradigms of school-readiness have provided frameworks to better understand how interrelationships between children's early environmental contexts, such as the family, influence developmental outcomes (Rimm-Kaufman & Pianta, 2000). The purpose of this research was to test theoretically-driven models of the relationships between family-level factors, children's cognitive abilities, children's social-emotional behaviours, and early academic achievement. A total of 187 Kindergarten students and their families participated in the spring of 2007. A series of hierarchical regression analyses were conducted to test which factors act as resource and/or risk factors in predicting early academic achievement. Mediating and moderating effects of children's cognitive abilities and social-emotional behaviours were also examined. Implications of this research include a better understanding of both family factors and specific child-level competencies that are important to develop and support in families during the period of early childhood.

**#102**

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**MILLE ET UNE RAISONS D'ALLER EN RÉCUPÉRATION : UN EXAMEN DES INCITATIFS RAPPORTÉS PAR DES ÉLÈVES DU SECONDAIRE**

Karine Lafleur, Université du Québec en Outaouais; Carmen Thauvette, Polyvalente Le Carrefour; Isabelle Green-Demers, Université du Québec en Outaouais; Daniel Pelletier, Université du Québec en Outaouais

Toutes les écoles secondaires consacrent une part non négligeable de leurs ressources financières et humaines à la mise sur pied d'activités de récupération pédagogique. Bien que cette pratique soit largement répandue, la perception qu'en ont les élèves reste non documentée. Dans le cadre d'une étude exploratoire, un échantillon de 1343 élèves du secondaire de l'Outaouais québécois ont répondu à une série de questions à choix multiples et de questions ouvertes portant sur leur perception des activités de récupération. Les données quantitatives indiquent que le taux de participation aux activités de récupération est élevé et qu'elles sont généralement perçues de façon positive par les élèves. La motivation scolaire des élèves y assistant est aussi plus élevée. Les informations qualitatives portant sur la pertinence de la récupération ont fait l'objet d'une analyse en regroupements hiérarchiques effectuée par un panel de 3 juges indépendants. Deux métacatégories en émergent : le soutien instrumental relié à la maîtrise des contenus et le soutien relationnel favorisant l'apprentissage. Celles-ci constituent les pôles opposés d'un continuum sur lequel des catégories de premier niveau sont placées en ordre séquentiel. La participation à la récupération pédagogique semble ainsi répondre à un vaste éventail de besoins rapportés par les élèves.

**#103**

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**L'INFLUENCE DU GENRE SUR LES PERCEPTIONS DE SOUTIEN SOCIAL, LA MOTIVATION SCOLAIRE, L'ESTIME DE SOI, LA DÉPRESSION ET L'ANXIÉTÉ À L'ADOLESCENCE**

André Lauzon, Université du Québec en Outaouais; Martin Yelle, Université du Québec en Outaouais; Isabelle Green-Demers, Université du Québec en Outaouais; Stéphane Bouchard, Université du Québec en Outaouais; Geneviève Forest, Université du Québec en Outaouais

Des travaux antérieurs intéressants ont identifié des différences utiles sur le plan de la motivation scolaire et ses corrélats chez les garçons et les filles. L'objectif du présent projet est d'examiner les différences de genre dans la perception du soutien offert par les gens importants dans l'environnement social des élèves, la motivation scolaire, l'estime personnelle, la dépression et l'anxiété à l'adolescence. Un sondage par questionnaire a été distribué à des élèves recrutés dans 3 écoles secondaires de l'Outaouais. L'échantillon comprend 156 garçons et 200 filles de secondaire 1 à 5 (N = 356). Les résultats ont révélé des différences significatives entre les garçons et les filles pour la quasi totalité des variables à l'étude. Dans l'ensemble, les perceptions de soutien social étaient plus élevées chez les filles que chez les garçons. De plus, la motivation des filles était plus autonome que celle des garçons et leur estime de soi était également plus élevée. Cependant, les filles affichaient des symptômes de dépression et d'anxiété plus prononcés que les garçons. Ainsi, les résultats semblent indiquer que les filles sont avantagées au plan des variables sociales et scolaires mais plus affectées au plan psychologique que les garçons. Ces résultats sont discutés en fonction de leurs retombées fondamentales et appliquées.

**#104**

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**Y A-T-IL UN COÛT À LONG TERME DE LA SURÉVALUATION DE SA COMPÉTENCE SCOLAIRE?**

Aurélie Lengelé, Université du Québec à Montréal; Thérèse Bouffard, Université du Québec à Montréal; Karine Bédard, Université du Québec à Montréal

Un débat important en psychologie porte sur les coûts ou bénéfices d'une surévaluation de sa compétence. Ceci dit, la majorité des études sont ponctuelles et celles dites longitudinales se déroulent sur une période relativement courte. Dans la présente étude, 576 élèves (276 garçons) ont été examinés une première fois en 2005 alors qu'ils étaient 4<sup>ème</sup> ou 5<sup>ème</sup> année du primaire, puis de nouveau 4 ans plus tard en 2008 une fois en secondaire 1 ou 2. Les résidus de la régression de la mesure d'habiletés mentales sur celles des perceptions de compétence scolaire prises la première année a permis de constituer 3 groupes : ceux qui surévaluaient leur compétence, ceux l'estimaient correctement et ceux qui la sous-estimaient. Ces groupes ont été utilisés comme facteur, avec le genre des élèves pour examiner les différences éventuelles dans des aspects divers de leur adaptation psycho-scolaire en 2008. L'ensemble des résultats ne soutiennent aucunement l'hypothèse du caractère nuisible de la surévaluation de ses compétences, et tend à montrer, au contraire qu'elle contribue à une meilleure adaptation psycho-scolaire à long terme. La discussion focalisera sur la contribution de ces conclusions au débat sur les coûts d'une surévaluation de sa compétence.



**#105***Psychologists in Education/  
Psychologues en éducation***A NINE-YEAR LONGITUDINAL COMPARATIVE STUDY OF SCHOOL TRAJECTORIES OF DROPOUTS, RETURNERS, YOUNG WORKERS AND REGULAR STUDENTS**Diane Marcotte, Université du Québec à Montréal; Laurier Fortin, Université de Sherbrooke

Personal, family, school and environmental factors related to dropping out of school have been documented in the literature. However, we still have limited knowledge about the trajectories leading to dropping out as well as the characteristics that differentiate students who drop out from other groups of students, such as students who enter the job market right after high school, student returners who go back to school after temporarily dropping out, and students who continue their studies until they complete college or university degrees. Very few studies have examined the trajectories of these subgroups in order to identify what dimensions evolved differently among these groups. This study examined a large set of personal, social, family and school variables associated with the risk of dropping out of school from a longitudinal perspective. Starting in Grade 7, 504 students between 19 and 22 years of age were divided into four trajectories nine years later: 49 student dropouts, 56 student returners, 145 young workers and 254 regular students. The results would suggest the existence of a combination of risk factors associated with dropping out and a combination of protective factors, especially family, and communication between school and family, factors, as being protective factors facilitating going back to school.

**#106***Psychologists in Education/  
Psychologues en éducation***INVESTIGATING THE IMPACT OF THE RESPECT IN SPORT (RIS) PROGRAM ON BULLYING IN SPORTS**Rashmeen Nirmal, University of British Columbia; William McKee, University of British Columbia

Bullying is becoming increasingly prevalent among children and youth in schools. While bullying is widespread in environments such as schools, it is also becoming increasingly visible in sports and activity programs. As such, increased awareness and education targeted for coaches in schools and in the community is one avenue that will assist coaches in effectively recognizing and intervening with signs of bullying. Respect in Sport (RiS) is an education program for activity leaders and coaches that targets key areas that are paramount to prevention and intervention in bullying. The goal of the RiS program is to teach coaches how to promote a safe and healthy environment for their athletes. The focus of this current study is to investigate the impact of the RiS program through the coaches' perspective of the program. It is hoped that information gathered from this study will help form positive instructional and coaching practices, and provide strategies that will help facilitate safe and healthy sport environments. Moreover, it is hoped that results from this study will inform social policy whereby social intervention programs are to be required at local, provincial, and national levels, including sport organizations at elementary, secondary, and university schools.

**#107***Psychologists in Education/  
Psychologues en éducation***AN ECOLOGICAL APPROACH TO OUTPATIENT BEHAVIOR MANAGEMENT SERVICES FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS**Alex Nounopoulos, University of Kentucky; Lisa A Ruble, University of Kentucky; Grace Mathai, University of Louisville

Successfully meeting the behavioral health needs of individuals with autism spectrum disorders remains an elusive goal for practitioners. While there are several examples of empirically supported, behavior-based interventions, there is also increasing concern regarding the degree to which treatment protocols developed in laboratory settings extend and translate to outpatient, community-based service settings. Examples of methods that facilitate the development of individualized, socially valid, and ecologically relevant treatment plans are necessary. The Collaborative Model for Promoting Competence and Success (COMPASS; Ruble & Dalrymple, 2002) is a process approach and decision-making framework in which practitioners work in collaboration with parents and caregivers to identify personal and environmental protective and risk factors that influence the teaching and attainment of targeted functional alternatives to problem behavior. The purpose of this presentation is to describe the use of COMPASS as a treatment protocol through the presentation of case studies and treatment outcomes using a multi-component treatment package.

**#108***Psychologists in Education/  
Psychologues en éducation***THE EFFECTS OF READING INTERVENTION ON THE SELF-PERCEPTIONS OF ADOLESCENT AND YOUNG ADULT STRUGGLING READERS FROM THE ONTARIO CHILD WELFARE SYSTEM: A MIXED-METHODS EXPLORATION**Andrea M Regina, Ontario Institute for Studies in Education at the University of Toronto; Jody M Chong, Ontario Institute for Studies in Education at the University of Toronto; Dale M Willows, Ontario Institute for Studies in Education at the University of Toronto

Substantial evidence indicates that maltreatment places abused children at great risk for illiteracy and damaging self-perceptions of competency and worth (Harter, 1999; Richards & Wadsworth, 2004). Ensuing consequences are severe, pervasive and widespread (Beitchman, Wilson, Douglas, Young & Adlaf, 2001). Given that academic ability and self-concept are reciprocally related and mutually reinforcing (Marsh, Trautwein, Ludtke, Koller & Baumert, 2005), it was hypothesized that participation in an intensive, remedial reading program may positively impact reading skills and negative self-perceptions of maltreated struggling readers from the Ontario Child-Welfare system. Using a mixed methods approach, 11 participants (age 15-23) and a control group were interviewed about reading and skill-related self-perceptions and completed standardized reading measures and self-perception questionnaires, pre and post intervention. Interview responses were analyzed thematically. Results converged to provide empirical support for the benefits of reading intervention on skill development and self-perception improvements for the participants. Qualitative analysis also revealed unanticipated, dramatic and meaningful changes. Improved communication and metacognitive skills, increased autonomy and internal motivation, and amplified feelings of empowerment and hope for the future were reported.

**#109***Psychologists in Education/  
Psychologues en éducation***ADAPTATION ET VALIDATION EN LANGUE FRANÇAISE D'UNE MESURE D'INTIMIDATION SCOLAIRE**Jacques Richard, Université de Moncton; Joelle Robichaud, District scolaire 01; Jenny Coulombe, District scolaire 01; Barry Schneider, Université d'Ottawa; François Vigneau, Université de Moncton

L'objectif principal de cette étude est de doter les chercheurs et éducateurs de langue française d'un outil pratique afin de mesurer l'intimidation scolaire. Ainsi, le Bully-Survey, développé en langue anglaise par Swearer (2001), a été sujet à une traduction directe ainsi qu'à une adaptation basée sur les recommandations de la Commission internationale des tests (voir, par exemple, Hambleton, 1994). Par la suite, la nouvelle version a été administrée à 207 élèves francophones bilingues de la 6e à la 8e année. Pour des fins de validation externe, ces élèves ont aussi rempli la version française du Loneliness and Social Dissatisfaction Scale. De plus, 68 élèves anglophones de la même région et des mêmes niveaux ont remplis la version originale anglaise du Bully-Survey. Les résultats (khi-carres) suggèrent que la version francophone du Bully-Survey est équivalente à sa mesure originale et peut être utilisée pour mesurer l'intimidation dans les écoles francophones canadiennes.

**#110***Psychologists in Education/  
Psychologues en éducation***TRADUCTION ET VALIDATION EN LANGUE FRANÇAISE DE MESURES DU CLIMAT SCOLAIRE**Jacques Richard, Université de Moncton; Jenny Coulombe, District scolaire 01; Joelle Robichaud, District scolaire 01; Barry Schneider, Université d'Ottawa; François Vigneau, Université de Moncton

L'objectif principal de cette étude est de doter les chercheurs et éducateurs de langue française d'outils pratiques permettant la mesure du climat scolaire. Nous avons entrepris une procédure de traduction, d'adaptation et de validation de deux questionnaires anglophones en langue française, soit le Elementary and Middle School Inventory of Classroom Environments (ICE – Students' Perceived Classroom – Students' Preferred Classroom) (Fraser, 1998) et le Climate of the Playground and Lunchroom Climate Questionnaire (PLCQ) (Leff et al., 2003). L'échantillon est composé de 207 élèves francophones bilingues âgés entre 11 et 15 ans de niveaux scolaires intermédiaires (6e, 7e et 8e année). La traduction et la validation transculturelle des questionnaires ont été effectuées selon les recommandations de la Commission internationale des tests (voir, par exemple, Hambleton, 1994). En accord avec notre objectif de recherche, les résultats (structures factorielles, alphas de Cronbach, corrélations item-total) révèlent des caractéristiques psychométriques tout à fait satisfaisantes en ce qui concerne la fidélité et la validité. Par conséquent, l'équivalence des versions francophones de ces instruments de mesures dans l'évaluation du climat scolaire avec les questionnaires initiaux anglophones peut être confirmée.

**#111***Psychologists in Education/  
Psychologues en éducation***READING BETWEEN THE LINES: USING VISUAL AIDS TO IMPROVE READING COMPREHENSION FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS**Jennifer Rocchi, McGill University; Maryssa Cortina, McGill University; Robert Savage, McGill University; Tara Flanagan, McGill University

The effects of visual aids on reading comprehension skills of students with autism were measured. Participants included 5 elementary school-aged children divided into two groups, tested across six sessions. The first group began by receiving the non-intervention condition (book without visuals) followed by the intervention (visual book) condition. The second group began with the intervention, followed by the non-intervention. It was hypothesized that students with autism who are provided with visual aids alongside text would display improved levels of reading comprehension. Comprehension was assessed using a multiple-choice questionnaire. When looking at both individual and group comprehension scores, results show a strong trend suggesting that the presence of images alongside text appears to effect the degree to which students integrate and understand the words they are reading. Such findings are of great significance as research in this area is lacking. Due to the exploratory nature of this study, further research of visual aids in reading comprehension for children with autism is discussed. In addition, the implications for school psychologists and professionals working with such a population are examined.

**#112***Psychologists in Education/  
Psychologues en éducation***THE LINK BETWEEN IMPLICIT BELIEFS, ACHIEVEMENT GOALS AND AFFECT**Lavanya Sampasivam, McGill University

Research suggests that the implicit theories students hold about learning orient them towards adopting different goals for learning. Students who hold an incremental theory of intelligence view intelligence as being an unstable trait and typically set mastery goals for learning wherein they focus on increasing their competence during learning. In contrast, students with an entity theory of intelligence view intelligence as a fixed and global trait and typically set performance goals for learning, such as attaining the highest grades and demonstrating their ability to others. Forty participants' implicit beliefs and achievement goals were assessed. Participants were then given a brief math task and were randomly assigned into the positive, negative or no performance feedback conditions. Preliminary results show that participants holding an incremental theory of intelligence accompanied by performance goals, followed by participants holding an entity theory of intelligence accompanied by performance goals display the most negative affect in response to negative performance feedback. Results are discussed within an achievement goal theory framework.

**#113***Psychologists in Education/  
Psychologues en éducation***MEASURING TREATMENT INTEGRITY OF AN EVIDENCE-BASED INTERVENTION STUDY: PRACTICAL IMPLICATIONS EXAMINED FOR THE 2007-2009 PAN-CANADIAN, ABRACADABRA WEB-BASED LITERACY STUDY**Bindy Sanghera-Sidhu, McGill University; Gia Deleveaux, Concordia University; Phil Abrami, Concordia University; Robert Savage, McGill University

This paper focuses on the methodological considerations undertaken to examine the implementation fidelity of the 2007-2009 Pan-Canadian early literacy intervention study. This reading intervention study was conducted to explore the effectiveness of the ABRACADABRA (ABRA) web-based literacy program in over 60 classrooms across Alberta, Ontario and Quebec. An essential aspect of large scaled studies of this sort is the use of treatment integrity (TI) measures, which can demonstrate the extent that the intervention has been implemented as it was intended. Three formalized TI instruments employed in this study will be discussed: (1) the Implementation Fidelity Measure (IFM) checklist, used to formally observe whether the most central components of the ABRA program were implemented during experimental sessions, (2) the Literacy Instruction Questionnaire, completed by both experimental and control teachers in order to self-evaluate their own literacy practice, and (3) the Early Literacy and Language Classroom Observation, which was used to measure the literacy practices and materials in participating classrooms. TI information is critical in establishing that the intervention program was implemented as planned, for only then can any significant changes in the outcome measures (i.e. reading skills) be confidently attributed to the evidenced based literacy intervention program.

- #114** **PSYCHOLOGICAL DIMENSIONS OF GRAPHICAL REPRESENTATION OF SCIENCE**  
*Psychologists in Education/* Jordan R Schoenherr, Carleton University; Jim Davies, Institute of Cognitive Science,  
*Psychologues en éducation* Carleton University; Jolie Bell, Institute of Cognitive Science, Carleton University

Graphical representations of science are one tool at the disposal of educators to show how disciplines and areas of research are interrelated. These maps contain numerous nodes representing research paradigms connected by edges that represent the relationship between these paradigms. The present study examines the ability of participants to decode information contained within these conceptual maps as well as the factors affecting preference ratings. Participants were presented with maps of science that varied in terms of the represented discipline, the number of research paradigms within the discipline and the interconnectivity between paradigms. After the presentation of a map, participants were required to decide which of two research paradigms were closer together and rate their preference in terms of aesthetic appeal, the interest elicited by the map, and the extent a representation appeared to accurately reflect a discipline. Results demonstrated that decoding of information from these maps decreased with paradigm connectivity. However, maps with intermediate levels of connectivity were preferred and considered most accurate over all other maps. Correlations between the psychological preference dimensions suggested that an optimal graphical representation of scientific disciplines could be used to facilitate comprehension of the relationship of, and increase interest in, various advanced scientific topics.

- #115** **THE COLLEGE ACHIEVEMENT INVENTORY: AN EXAMINATION OF PSYCHOMETRIC PROPERTIES**  
*Psychologists in Education/* Tara D Semple, University of Calgary; Donald H Saklofske, University of Calgary; Sarah M  
*Psychologues en éducation* Wills, University of Calgary; Elizabeth J Austin, University of Edinburgh

The College Achievement Inventory (CAI) is a 102-item questionnaire that was developed to measure social and emotional functioning associated with academic success during the transition from high school to university (Parker, Wood, Keefer, & Eastabrook, 2007). The CAI is composed of 8 subscales: 4 clustering together to form an emotional intelligence (EI) composite, and the remaining 4 acting as indicators of socio-emotional functioning. However, before studies employing the CAI as a measure of EI can be conducted, it is necessary to establish both the reliability and validity of this measure. Data were obtained from 472 undergraduate students in order to examine the construct validity of the CAI by determining its factor structure. An additional purpose of this study was to explore the criterion validity of the CAI by inspecting its correlations with related measures such as the EQ-i:Short (Bar-On, 2002), the Positive and Negative Affect Schedule (PANAS; Watson et al., 1998), the Perceived Stress Scale (PSS; Cohen et al., 1983), and the Satisfaction with Life Scale (SWLS; Denier et al., 1985). Preliminary results support a five factor structure rather than the 8 proposed by Parker et al (2007). Reliability analyses and correlations with the other measures offer some support for the CAI as a measure of EI.

- #116** **MORPHOLOGICAL AWARENESS AS A PREDICTOR OF WORD READING ABILITY IN BILINGUAL PRIMARY SCHOOL CHILDREN: THE LANGUAGE PROFICIENCY FACTOR**  
*Psychologists in Education/* Dana Shafman, Ontario Institute for Studies in Education at the University of Toronto;  
*Psychologues en éducation* Esther Geva, Ontario Institute for Studies in Education at the University of Toronto

Cross-linguistic research has demonstrated the importance of children's morphological awareness (MA) in reading ability (RA). Deacon, Wade-Woolley and Kirby (2007) demonstrated that there was both within and cross-language contributions of MA to English and French reading in French Immersion children. However, Saiegh-Haddad and Geva (in press), investigated EL1 children learning Arabic as an L2, and suggested that these relationships may not be universal. What has not yet been considered is how language proficiency may play a role in MA's contributions to RA in bilingual populations. The present study investigated cross-linguistic contributions of different aspects of MA to RA in bilingual children learning Hebrew and English. Half the children learned Hebrew in an early partial immersion program while the other half did not, thus allowing for two groups with identical English, but different Hebrew, language proficiencies. By the end of Grade 1, due to vowelized Hebrew's shallow orthography and instruction in reading beginning at the same time, there were no differences between the groups in their RA in either language. Because of the difference in Hebrew language proficiency, cross-linguistic differences of how MA contributes to RA differently between the groups emerged. Implications of these findings with respect to second language learners will be discussed.

#117

*Psychologists in Education/  
Psychologues en éducation***THE EFFECT OF PROACTIVE CLASSROOM MANAGEMENT ON STUDENT BEHAVIOUR**Carly M Shecter, Ontario Institute of Studies in Education at the University of Toronto; Rosalina DeSa, University of Toronto; Joseph M Ducharme, University of Toronto

Classroom management refers to teachers' management of student behaviour to construct a classroom atmosphere that fosters the development of effective teaching and child learning (Van Acker, Grant, & Henry, 1996). Recent research suggests that Proactive Classroom Management (PCM) approaches are most likely to lead to long-term improvements in student prosocial behaviour (Ducharme, 2007). The teacher-training program in the present study focused on providing four groups of teachers (N = 16) with PCM strategies to aid in the prevention of off-task and disruptive student behaviour. For each group, the program consisted of a 4-hour workshop that emphasized training in such PCM procedures as building rapport, scaffolding for success, building child tolerance to classroom stressors and teaching replacement behaviours. The program was implemented using a multiple baseline design across the four groups of teachers. Data were collected through classroom observations of teacher skill implementation and student behaviour (two students in each classroom). The goal of the research was to investigate: 1. whether the change in teacher practices resulted in a change in student behaviour, and 2. which PCM strategy had the greatest impact on student prosocial behaviour. Results of a linear regression analysis of the data and implications for future teacher training endeavours will be discussed.

#118

*Psychologists in Education/  
Psychologues en éducation***TEXT TO VOICE TECHNOLOGY IN AN ADULT ABORIGINAL SAMPLE WITH READING DIFFICULTIES: EXAMINATION OF THE EFFICACY**Robert Silvestri, Northern Ontario Assessment and Resource Centre; Alana Holmes, Northern Ontario Assessment and Resource Centre; Albert P Gouge, Sudbury Regional Hospital

Purpose: This poster presentation will report the results of a study examining the efficacy of text-to-voice technology (i.e., Kurzweil 3000 software) within a sample of Aboriginal adults with reading difficulties. The purpose of this study was to (1) investigate the effectiveness of this technology to improve performance on a reading comprehension measure; and (2) identify the cognitive processes predictive of improved performance in reading comprehension utilizing text to voice technology. Method: 30 Aboriginal adults, 17 years of age and older with self-reported reading difficulties, were trained on text-to-voice technology, and in a counter balanced, randomized format completed a measure of reading comprehension with and without technology. Measures of phonological processing, word recognition, rapid naming, working memory and general processing speed were administered as well. Results: We will present performance comparisons of reading with text-to-voice technology and reading without the use of this technology on a reading comprehension measure. Also, cognitive processes will be analyzed as to their predictive power in facilitating text to voice technology use in reading comprehension.

#119

*Psychologists in Education/  
Psychologues en éducation***MOTIFS LIÉS À UN CHANGEMENT DE RÉGIME D'ÉTUDES CHEZ DES ÉTUDIANTS INSCRITS À UN BACCALAURÉAT À TEMPS PLEIN**Marie-Andrée Taché, Université du Québec à Chicoutimi; Lise Lachance, Université du Québec à Chicoutimi; Natasha Tremblay, Université du Québec à Chicoutimi; Marie-Josée Harvey, Université du Québec à Chicoutimi; Louis-Manuel Tremblay, Université du Québec à Chicoutimi; Yannick Simard, Université du Québec à Chicoutimi; Louis Richer, Université du Québec à Chicoutimi

L'abandon et la persévérance scolaires font l'objet de maintes recherches et le régime d'études a été identifié comme l'un des facteurs explicatifs. En effet, un régime d'études à temps partiel prolonge la durée des études et est lié négativement à l'investissement dans les études, à l'intégration dans le milieu scolaire ainsi qu'à l'obtention d'un diplôme. Cette recherche vise à cerner les motifs liés au changement de régime d'études chez des étudiants inscrits à un baccalauréat à temps plein. Lors de visites en classe, 824 étudiants ont accepté d'être contactés advenant un changement de régime d'études. Puis, 19 ont été rencontrés en entrevue semi-dirigée et ont complété un questionnaire sociodémographique. Les données collectées visaient à décrire et à comprendre leur situation personnelle et familiale ainsi que leur vie scolaire et au travail. Les résultats révèlent que la plupart des étudiants détiennent un DEC professionnel donnant accès au marché du travail et se sont inscrits à l'université pour parfaire leurs connaissances dans leur spécialité et bénéficier de meilleures conditions de travail. Or, la majorité des étudiants ayant opté pour des études à temps partiel ont préalablement abandonné ou échoué un cours. Le changement de régime d'études pourrait être une stratégie de conciliation études-travail-vie personnelle et mener certains étudiants à l'abandon des études.

#120

*Psychologists in Education/  
Psychologues en éducation***STRENGTHS IN MOTION PROGRAM: BULLY AND VICTIM PROFILES**Missy L Teatero, Centre of Excellence for Children and Adolescents with Special Needs; Edward P Rawana, Centre of Excellence for Children and Adolescents with Special Needs; Jessica L Franks, Centre of Excellence for Children and Adolescents with Special Needs; James Centre of Excellence for Children and Adolescents with Special Needs; Jennine S Rawana, Centre of Excellence for Children and Adolescents with Special Needs

Recent research has shown that involvement in bullying, as a bully or as a victim, is related to numerous negative trajectories (e.g., Kardelis, Sukys, & Kardeliene, 2008). The present study examined the characteristics of bullies and their victims to aid in the development of a model of school-based bullying prevention. Within a large-scale, longitudinal evaluation of a bullying intervention, the Strengths in Motion Program, 103 students from grades 4 to 8 completed the Strength Assessment Inventory, the Student Experiences Survey, and the Safe Schools Survey. A "bully" and a "victim" variable were created to include any student who had bullied or been bullied at least once, respectively. Significant associations were found between these categories and gen-

der, ethnicity (including aboriginal identity), grade, age, behavioural and emotional problems, alcohol use, class climate, and strengths. Results revealed that 55% of students had bullied, while 70% had been the target of such behaviour. Furthermore, there was a significant relationship between being classified as a bully and as a victim as well as between bullying modalities (e.g., physical, social, verbal, and electronic). The implications of these findings on the aforementioned intervention as well as their possible applications to in-school bullying prevention, particularly in Northern Ontario, are discussed.

**#121**

*Psychologists in Education/  
Psychologues en éducation*

**HOW CLASSROOM WORKING ALLIANCE CONTRIBUTES TO THE SCHOOL SATISFACTION OF STUDENTS WITH AND WITHOUT LEARNING DISABILITIES**

Jessica R Toste, McGill University; Michael J Sornberger, McGill University; Nancy L Heath, McGill University

Students with learning disabilities (LD) often experience increased frustration and failure at school relative to their peers. However, students who enjoy their academic experiences and have positive perceptions of school life have been found to be more resilient in their classroom functioning. Although teacher-student relationship has been characterized as a protective factor also supporting resilient functioning, we have yet to examine it as a factor contributing directly to school satisfaction. The construct of "working alliance" taps three interrelated components which represent interactions that take place between teachers and students: task, bond, and goal. The present study sought to examine whether alliance variables would differentially predict school satisfaction for students with and without LD. Preliminary analyses were conducted with an early-stage sample of children with LD (n = 20; 12 male, 8 female) and a comparison group of children without LD. Results from regression analyses indicated that alliance was a significant predictor of school satisfaction for children both with and without LD, although the contribution of each component differed between the groups. Given that students with LD often struggle with academic adjustment, it is critical for educators to understand how students' perceptions of school life can be enhanced through alliance-building.

**#122**

*Psychologists in Education/  
Psychologues en éducation*

**DO STUDENTS WITH READING DISABILITIES REALLY NEED MORE TIME?**

Leslie C Villeneuve, Laurentian University; Elizabeth Levin, Laurentian University

Roughly 10% of Canadians exhibit learning disabilities (LDAC, 2005), with reading difficulties accounting for about 80% of initial diagnoses (Lyon, 1996; Meyer, 2000). To help, students will often be given accommodations, the most common being extra time. Objectives: to examine whether students with reading disabilities (RD) would need more time to complete a reading comprehension test (RCT) than their non-learning disabled (NLD) peers; and to see if anxiety, test anxiety, attitude towards reading, processing speed, and reading speed would predict the need for extra time. Participants were RD and NLD students in grades 4-6. They completed a number of tasks including a timed and untimed RCT. Results: None of the individual variables predicted when extra time was needed. Also, while the RD students did not take more time to complete the test in the untimed condition, there was a positive correlation between reading speed and time taken on the test, and a negative correlation between processing speed and time taken. Finally, it was found that the RD students had higher levels of test anxiety, less favourable reading attitudes, and slower processing and reading speeds than their NLD peers. This suggests that extra time alone does not benefit RD students, but it may be important to examine factors, such as test anxiety and reading attitudes, when assessing children with RD.

**#123**

*Psychologists in Education/  
Psychologues en éducation*

**EMOTIONAL INTELLIGENCE AS A MEDIATING FACTOR: THE CASE OF UNDERGRADUATE STRESS**

Sarah M Wills, University of Calgary; Donald H Saklofske, University of Calgary; Elizabeth J Austin, University of Edinburgh; Tara D Semple, University of Calgary

Although there has been some suggestion that trait emotional intelligence (EI) is encompassed within personality, evidence is accumulating that trait EI predicts unique variance above personality on a number of outcomes (e.g., Petrides, Pita, & Kokkinaki, 2007). Recent work has further proposed a possible mediating function of EI on personality (e.g., Saklofske, Austin, Galloway, & Davidson, 2007). The current study investigated whether EI and coping style together may mediate the relationship between personality and perceived stress in undergraduate students (N = 472). This model was assessed during periods of low and high external stressors (start and end of university term), allowing for modeling to include predictions of the relative increase in perceived stress as well as the stress level at each time period. Preliminary data analysis for the low-stress period indicated that all correlations were in the expected direction, with EI and Coping forming several higher-order factors which in turn predicted stress level. SEM was used to investigate the mediating role of EI in the personality-stress relationship. Implications for the understanding of EI and personality and their role in the student experience will be discussed.

**#124**

*Teaching of Psychology/  
Enseignement de la  
psychologie*

**THE TIMING OF LECTURE SLIDE AVAILABILITY AND ITS EFFECT ON ATTENDANCE, PARTICIPATION, AND EXAM PERFORMANCE**

Kimberley A Babb, University of Windsor; Craig Ross, University of Windsor

The use of PowerPoint slides has become an almost ubiquitous practice in university classrooms, however little research has examined whether the timing of lecture slide availability to students (before lecture or after lecture) affects classroom behaviour or exam performance. The present study examined lecture slide availability differences in attendance, participation, and exam performance in two psychology courses taught in both the Fall and Winter semesters. For each type of course, lecture slides were made available on the course website before lecture in one semester and after lecture in the other semester. Course material was held constant across semesters. Results showed that mean attendance was higher when slides were available before lecture, but

only for the type of course that did not include attendance points as part of students' final grades. For students who participated in class, participation was more frequent when slides were available before lecture. No significant differences in exam performance were found between lecture slide availability conditions, however. These findings suggest that providing lecture slides to students before lecture may lead to better overall attendance and participation, but exam performance is determined by more than just whether or not students have lecture slides available for their note-taking.

**#125** **TEACHING SELF CARE PRACTICES TO GRADUATE LEVEL THERAPY TRAINEES**  
*Teaching of Psychology/* Thea Comeau, University of Alberta  
*Enseignement de la*  
*psychologie*

The therapeutic process is fraught with struggle, not only for the client but also for the therapist. Well documented are the risks of the therapeutic process for practitioners such as burnout, vicarious trauma, and isolation among others. Research has highlighted that these difficulties are particularly acute for novice therapists, who are still developing the clinical judgement and confidence required to cope with the unique challenges of the psychological field. However, the current curriculum for training psychotherapists does not facilitate the development of adequate self care strategies. This project reviews the literature emphasizing the importance of therapist self care, as well as how it might best be taught. It highlights the literature that states that novice therapists are particularly at risk, and argues that as such the teaching of self care practices is essential at the graduate level. Finally, the current project proposes a modular training program which can be instituted by graduate programs in applied psychology, in whole or in part, to train novice therapists in the essentiality and practice of active self care regimens. This program involves a peer support structure, in which students partake in self care behaviours of their choice, followed by reflection with their peer supporter. The peers are mentored by a practicing psychologist in the community.

**#126** **INCORPORATING ACTIVE LEARNING STRATEGIES INTO AN UNDERGRADUATE ABNORMAL PSYCHOLOGY COURSE: A STUDENT SURVEY**  
*Teaching of Psychology/* Lauren Haubert, University of Calgary; Kristin von Ranson, University of Calgary  
*Enseignement de la*  
*psychologie*

Although large, undergraduate psychology courses are traditionally lecture-based, recent research suggests that active learning activities may enhance student learning. Students' perceptions of the value of active learning activities, however, are largely unknown. This project evaluated the perceived effectiveness of active learning activities in two large undergraduate, introductory abnormal psychology classes (N = 230 students). Learning strategies included in-class writing activities; small and large group discussion, case examples, videos, guest speakers, and participation in five graded online discussions. We hypothesized that active learning activities would promote critical thinking and appeal to diverse learning styles. Student feedback was solicited using a series of surveys. Space was also allotted for students' qualitative comments regarding the course. Students perceived guest speakers, lectures, readings, and case examples to be the most beneficial learning strategies. Perceptions of the positive and negative aspects of the course were wide-ranging. We conclude that active learning activities were not among the most highly valued components of this abnormal psychology course, although they appealed to a substantial minority of students. Based on the results, recommendations will be proposed for teaching of large undergraduate abnormal psychology courses.

**#127** **EDUCATING EDUCATORS ON THE IMPORTANCE OF INITIATING SELF-CARE STRATEGIES**  
*Teaching of Psychology/* Kristine N Jaboni, McGill University; Carla M Daniels, McGill University; Nicholas F Skinner, King's University College  
*Enseignement de la*  
*psychologie*

Myriad reasons exist for the depletion of a teacher's ability to work effectively in the classroom setting (e.g., large workloads, dual teaching roles, large class sizes, lack of resources, poor peer support, etc.). Past research has shown that teachers experience difficulties in balancing protective self-help strategies with the high demands of teaching (Acker & Feuerverger, 1996). As stress, anxiety, and chronic fatigue increase with workload, teachers may find their ability to cope with their demanding role challenging. Some teachers will find it difficult to reconcile the various demands of their occupation, and thus may run the risk of burn-out. Limitations of previous research have included small sample sizes, imbalanced gender samples, and limited teaching experience (Tsouluhas, 2005). The current study identifies the stressors that deplete teachers' capacity to function optimally, and examines ways in which teachers may "self-care" — take care of personal needs — to enhance their ability to teach competently. Thirty teachers were interviewed to discuss their stressors, workloads, coping strategies, and self-care initiatives. Comparisons were drawn between less experienced and more experienced educators in terms of job satisfaction and coping strategies. Implications for future self-care initiatives for educators were proposed.

**#128** **STUDENT EXPERIENCES IN A LARGE UNDERGRADUATE PSYCHOLOGY PROGRAM: ISSUES AND RECOMMENDATIONS**  
*Teaching of Psychology/* Kara C Irwin, University of Calgary; Christopher R Sears, University of Calgary  
*Enseignement de la*  
*psychologie*

Psychology continues to be one of the most popular undergraduate majors in North America (The Princeton Review, 2008). The demand has led to large psychology undergraduate programs at many universities and high student to faculty ratios in these programs. While psychology departments have focused on resourcing and staffing issues, comparatively little attention has been paid to the experiences of undergraduate students in these programs. In the present study we surveyed a group of psychology majors (N = 200) on their experiences in a large psychology program (with over 600 majors). Using a 111 item questionnaire, several key issues for students were identified and formed the basis for several recommendations for departments and administrators.

**#129**

*Teaching of Psychology/  
Enseignement de la  
psychologie*

**TEACHING ATYPICAL CHILD DEVELOPMENT WITH ONLINE CASE DISCUSSION**

Genevieve Johnson, Grant MacEwan College

Presentation and discussion of cases studies is a fundamental teaching tool in most applied professions. The central feature of the case method is the involvement of students in the analyses of situations that are thought to be representative of those they might encounter in work life, and/or that might illustrate basic principles in a field. Internet communication technologies facilitate online discussion of case studies. Such use of the Internet has been well-received by college students and there is evidence that student learning is enhanced by online, as opposed to in-class, discussion. Indeed, online discussion is amendable to equitable student participation and evaluation of student contribution to the discussion (i.e., archived files). Via the Blackboard discussion tool, students in a senior undergraduate course in Atypical Child Development (childhood psychopathology) engaged in ten online case discussions which applied and integrated lecture content (e.g., childhood depression, anxiety, schizophrenia, and attention disorders). Students expressed a great deal of satisfaction with the learning experience and demonstrated high levels of active involvement in online case discussions. The quality of online postings suggested emerging professional competencies and mastery of course material.

**#130**

*Teaching of Psychology/  
Enseignement de la  
psychologie*

**GOOD TEACHING: XII. PERSONALITY AND COGNITIVE STYLE  
CONCOMITANTS OF ACADEMIC PERFORMANCE**

Nicholas F Skinner, King's University College

The present study is the fourth in a series examining the impact of personality factors on student academic performance. Previous investigations have linked poor academic performance with adaption (Skinner, 2008), plus extraversion and emotional instability (Skinner, 2007). Using a simulation procedure (Skinner, 1982), in this research a representative sample of first-year undergraduates responded to the Eysenck Personality Inventory (EPI) and the Kirton Adaption-Innovation Inventory (KAI) in the manner they thought they would be completed by either an "academically strong" or "academically weak" student. Unsurprisingly, clear connections were again found between academic difficulty and EPI dimensions, particularly neuroticism. More importantly, in terms of the subscales of the KAI, participants judged academic success to be mediated most strongly by high-level production of (a) different (high Originality score), (b) "on target" (low Efficiency score), and (c) unconventional (high Rule-Group Conformity score) solutions to problems. Consideration of these findings, particularly those generated by the KAI, raises disquieting concerns about the extent to which the personality and cognitive style attributes of the strong student may be constrained by the top-down, teacher-centred, traditional nature of many contemporary university classrooms.

**2009-06-12 – 11:30 AM to 12:25 PM – 11 h 30 à 12 h 25 – JOLLIET****Conversation****ACCREDITATION CONVERSATION SESSION**

Peter Henderson, The Ottawa Hospital Rehabilitation Centre; Daniel Lavoie,  
Canadian Psychological Association

Teachers, trainers, and students are invited to talk about current issues, developments, needs, and concerns regarding training and accreditation of professional psychology programmes. An update on CPA Accreditation activities for the 2008-09 academic year will be presented, as well as Accreditation Panel initiatives for the coming year.

**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – DULUTH****Workshop/Atelier**

*Students in Psychology/  
Étudiants en psychologie*

**MAKING CENTS OF SCHOLARSHIP AND GRANT GENERATION: TIPS ON  
APPLYING FOR AND OBTAINING EXTERNAL FUNDING**

Pamela M Seeds, University of Western Ontario; Annie Drouin, University of Ottawa; David J A Dozois, University of Western Ontario

Each year, psychology students and professionals apply for external funding from various sources. The purpose of this workshop is to provide students and professionals with practical tips on how to apply and improve their chances of obtaining research funding. This workshop will be presented by graduate students and a faculty member who have proven track records of success in obtaining external funding at the undergraduate, graduate, and professional level. During the first part of the workshop, speakers will discuss important issues including: identifying public and private funding sources including information on the major funding agencies in Canada and types of funding available from each; information on what is needed to apply for funding; common application mistakes; and tips on how to write and enhance funding applications. Information will be based on available literature as well as the personal and professional experiences of the speakers. The second part of this workshop will include a question and answer period that will provide attendees with an opportunity to ask about applying for external funding. The learning objectives of this workshop are to provide students and professionals with information regarding funding, and to afford the opportunity to learn about the process from current psychology graduate students and faculty. Handouts will be provided.

**2009-06-12 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – MACKENZIE****Symposium****PRESIDENT'S NEW RESEARCHER'S AWARD SYMPOSIUM/  
SYMPOSIUM POUR LES RÉCIPENDIAIRES DU PRIX DU NOUVEAU CHERCHEUR**

Catherine M Lee, University of Ottawa

**A THE PERFECTIONISM MODEL OF BINGE EATING: DAILY AND LONGITUDINAL TESTS OF AN INTEGRATIVE MODEL**

Simon B Sherry, Dalhousie University

Perfectionism is a putative personality risk factor for disordered eating. The Perfectionism Model of Binge Eating (PMOBE) is intended to explain why perfectionism is linked to binge eating. According to this model, perfectionistic concerns (i.e., concerns over others' expectations, negative reactions to failures, and doubts about performance abilities) confer risk for binge eating by generating exposure to four triggers of binge episodes: interpersonal discrepancies, low interpersonal esteem, depressive affect, and dietary restraint. Predictions based on the PMOBE were tested using both a daily diary study and a 4-wave longitudinal study. Mediation analyses suggested that the indirect effect of perfectionistic concerns on binge eating through triggers of binge episodes was significant. A pattern of reciprocal relations was also found between triggers of binge episodes and binge eating. Results supported the incremental validity of the PMOBE beyond neuroticism and the generalizability of this model across Asian and European Canadian participants. Persons high in perfectionistic concerns may raise their risk of binge eating by generating conditions in their lives that are conducive to binge episodes. Perfectionistic concerns may represent a personality risk factor for binge eating that encapsulates core attributes of, or key concerns for, persons who binge eat.

**B THE CULTURAL SHAPING OF SELF AND SYMPTOM: ONGOING RESEARCH IN CULTURE, HEALTH, AND PERSONALITY**

Andrew G Ryder, Concordia University

The overarching goal of the Culture, Health, and Personality Lab is to investigate the ways in which individual and cultural factors interact with one another to predict health outcomes, with a particular emphasis on depression and anxiety. We take the approach that psychological symptoms represent (1) behavioural and physiological manifestations of neurobiological events and, at the same time, (2) culturally constructed experiences that play out in the social world. Cultural psychology has established that the self-concept is deeply shaped by culture; we hope to extend this work by exploring the ways in which the cultural self shapes the experience and expression of psychopathology. I will briefly describe three ongoing projects. First, I will discuss cross-national work on depressive symptoms conducted in China and Canada, including evidence that the cultural self affects the extent to which individuals focus on certain kinds of symptoms. Then, I will discuss acculturation research in which the cultural self is seen as changing over time, with implications for psychosocial functioning. Finally, I will introduce some new conceptual work on the ways in which cultural and clinical perspectives can be combined to improve our understanding of intercultural clinical encounters, including practical implications for the idea of 'cultural competence'.

**C SMOKE SCREENS: DO RECOMMENDATIONS FOR DEPRESSION SCREENING IN CARDIOVASCULAR CARE BENEFIT PATIENTS?**

Brett D Thombs, Institute of Community and Family Psychiatry SMBD-Jewish General Hospital

A recent Science Advisory from the American Heart Association (AHA) recommended routine screening of all patients with coronary heart disease (CHD) for depression. The authors of the advisory noted that the high prevalence and prognostic significance of depression in patients with CHD supports this strategy. A systematic review of the evidence on depression screening and treatment in CHD patients published soon after the AHA advisory found that screening tools for major depression are reasonably accurate among patients with CHD, but that the majority of patients who screen positive will not have major depression; that depression treatment in CHD patients only accounts for a small amount of variance in depression symptom change scores; and that there is no evidence that screening for depression improves CHD outcomes. This presentation will review evidence for and against depression screening in cardiovascular care and other medical settings and will raise issues related to potential harms from screening that have not received adequate attention.

2009-06-12 – 11:30 AM to 12:25 PM – 11 h 30 à 12 h 25 – MATAPÉDIA

**Keynote (Section)/  
Conférencier de  
la section***History and Philosophy of  
Psychology/Histoire et  
philosophie de la  
psychologie***SECTION PROGRAM/PROGRAMME  
DE LA SECTION****THE EVOLUTION OF EMPATHIC CRUELTY AND ITS PLACE IN THE SOCIAL  
BRAIN AND HUMAN NATURE**

Allan Young, McGill University

A century ago, the biological and moral evolution of the human mind was measured in terms of rationality. Primitive man was said to represent the unevolved mind's pre-rational beginnings. Since then, anthropological research has undermined the myth of primitive mentality, yet there are new doubts about rationality. Researchers in the field of comparative cognitive science have demonstrated that rational behavior (appropriately defined) is not an exclusively human property. In place of rationality, empathy and the cognitive operation that it enables, "mind-reading," are increasingly promoted as the iconic human traits, and the foundation of moral reasoning, a feature that is incontestably unique to humans. The evolutionary history of empathy is likewise the history of the so-called social brain. Until recently, these accounts have assumed that empathy is intrinsically pro-social (explaining the self-organizing potential of hominid societies) and morally positive (engendering sentiments and acts of tenderness). This paper considers a conspicuous exception: empathic cruelty.



**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – CHAUDIÈRE**

**Workshop/Atelier**  
*Clinical Psychology/  
 Psychologie clinique*

**COGNITIVE-BEHAVIORAL TREATMENT FOR DEATH ANXIETY**  
*Patricia Furer*, St. Boniface General Hospital/University of Manitoba

Over the years, there has been a considerable amount of psychological research focused on death anxiety. However, little attention has been given to clinical aspects of this problem. This workshop will provide a practical approach to assessment and treatment of death anxiety for the clinician. Situations where it is wise to evaluate death anxiety will be discussed and questions to address this topic in a sensitive manner will be provided. Death anxiety is clearly a central feature of health anxiety and may also play a significant role in other anxiety disorders. While there is very little specific research on treatment of fear of death, research on the anxiety disorders in general and health anxiety in particular has facilitated the development of an approach we have found useful in treating death anxiety (Furer & Walker, 2008; Furer, Walker, & Stein, 2007). The main components of this treatment include exposure to feared themes related to death, reduction of safety behaviors, cognitive reappraisal, increased focus on life goals and life enjoyment, and relapse prevention. Workshop attendees will receive client handouts developed at our center to facilitate their own clinical practice.

**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – HARRICANA**

**Workshop/Atelier**  
*Counselling Psychology/  
 Psychologie du counseling*

**INTEGRATING EATING DISORDER AND OBESITY PREVENTION THROUGH SHARED RISK FACTORS**  
*Shelly Russell-Mayhew*, University of Calgary

Attempts at prevention of eating disorders (EDs) and obesity (OB) have inadequately addressed the connections between eating/exercise behaviours, the attitudes/feelings youth have about their bodies, and the context within which these behaviours take place. The co-occurrence of increasing EDs and OB is problematic but is also an opportunity to address the continuum of weight-related issues in a complimentary way. Activities designed to concurrently prevent both OB and EDs by focusing on shared risk factors potentially optimizes the delivery of the healthy eating/active living messages (OB prevention) without triggering weight and shape preoccupation (ED prevention). Five shared risk factors will be targeted through classroom activities that address dieting, media, body image, teasing/discrimination, and self-esteem. Activities align with universal health curriculum outcomes (e.g. Alberta Health Curriculum), and are informed by the OB and ED prevention literatures, as well as the developmental assets and inquiry-based learning (IBL) models. Interactive games, worksheets, and movement activities provide hands-on learning for workshop participants that mimic the classroom experience. Shared risk factors will be discussed within an integrative school-based ecological approach to the prevention of weight-related issues and a research design exploring this approach will be shared.

**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – RICHELIEU**

**Workshop/Atelier**  
*Psychopharmacology/  
 Psychopharmacologie*

**WORKSHOP ON META-ANALYSIS WITH A FOCUS ON DEVELOPING EXPERTISE IN PSYCHOPHARMACOLOGY**  
*David Nussbaum*, University of Toronto

Increasingly, literature reviews are supplementing traditional conceptual and descriptive empirical reviews with quantitative evaluations of effect size (ES) called meta-analysis. This workshop will provide attendees with the tools to conduct thorough literature searches, convert Mean and SD differences, traditional test statistics (e.g., t and F scores, correlation and regression r values) and probability levels into a universal effect size metric, Cohen's d, and a variant correcting for number of observations in individual studies, g. D-STAT shareware will be used to calculate d and g. Summary statistics including Mean ES, variability (Q), and number of unreported studies that would have to be done to produce a zero ES (Fail Safe Number) will be explained and demonstrated. The workshop is intended to provide CPA Psychopharmacology Section members the ability to both master and contribute to specific aspects of pharmacotherapy and report their findings in the section newsletter. The workshop is open to all CPA members, but limited to the first 50 applicants.

**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – PÉRIBONKA**

**Workshop/Atelier**  
*Substance Abuse/  
 Dependence/  
 Toxicomanies*

**ADOLESCENT DEVELOPMENT: SUBSTANCE USE AND MENTAL HEALTH**  
*Farah Jindani*, Addiction Services for York Region

A young person's substance use and mental health problems may be interrelated and might affect each other in a number of different ways. For example, mental health problems may precede substance use and a young person may be using substances to cope with or 'self-medicate' mental health symptoms. Alternatively, a person may have developed mental health symptoms as a result of substance use (Ballon, 2002). Concurrent disorders are stressful for youth but also for families and friends. Often concurrent disorders become secrets that families try to hide or even deny. Families must unite to become support systems encourage youth on the road towards recovery and in developing a higher self-esteem. Considering the difficulties and struggles often faced by these populations, counselors who work with a diverse population discuss strengths based and empowering ways to best work with this population. A particular emphasis will be on the stigmas and barriers and how best to work with the strengths of youth and their families to empower them. By helping youth to feel empowered, they can effectively deal with their mental health symp-

toms without resorting to substance use. There will be an emphasis on the fact that youth with concurrent disorders do learn to effectively cope with these issues and go on to lead healthy, happy and successful lives.

**2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – GATINEAU**

**Workshop/Atelier**  
*Women and Psychology/*  
*Femmes et psychologie*

**MOOD DISORDERS IN PREGNANCY AND POSTPARTUM: ADVANCES IN MULTI-DISCIPLINARY ASSESSMENT, DIAGNOSIS AND TREATMENT**  
Michal Regev, Women's Hospital; Doris Bodnar, Women's Hospital

Pregnancy and the postpartum periods are considered to be exciting and joyful times in a woman's life. However, between 15%-40% of women experience the onset of a mood disorder during those times. Mood disorders are difficult to diagnose during pregnancy, due to a significant overlap in symptoms between a normal pregnancy and symptoms of mood disorders. Similarly, postpartum mood disorders are often under diagnosed, due to the focus on the baby and the reluctance of new mothers to report mood disturbances. Research shows that untreated mood disorders during pregnancy and postpartum are detrimental to the well-being of both mother and baby. Also, long term effects of maternal mood disorders on child development and adjustment have been well established. On the other hand, diagnosis and treatment of women with these disorders has been linked to decreased psychopathology in both women and their offspring. In this workshop, participants will learn to assess pregnant and postpartum women in ways, which avoid normalizing symptoms in pregnant and postpartum women when psychopathology exists. Leading-edge assessment tools and treatment modalities will be presented. Finally, a model of multi-disciplinary care for women with perinatal mood disorders will be presented and lessons learned from a recently developed and implemented provincial program will be shared.

**2009-06-12 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – SAINT-CHARLES**

**Symposium**  
*Criminal Justice Psychology/*  
*Psychologie et justice pénale*

**VIOLENCE PREVENTION PROGRAMS FOR MALE AND FEMALE FEDERAL OFFENDERS**  
Kelley D Blanchette, Correctional Service of Canada

This symposium will highlight components of the Correctional Service of Canada's Violence Prevention Programs for male and female federal offenders. The first session will provide an overview of the Women's Violence Prevention Program (WVPP), and discuss the theoretical underpinnings and other components which make it gender-informed. This will be followed up with a presentation on the preliminary results of the national pilot evaluation of the WVPP. The third presentation will present results of a study examining factors associated with treatment receptivity in violence prevention programs for male federal offenders.

**A DEVELOPMENT AND PILOT OF A GENDER-INFORMED WOMEN'S VIOLENCE PREVENTION PROGRAM**

Doris Fortin, Correctional Service of Canada; Kelley D Blanchette, Correctional Service of Canada

To date, the development of correctional programs has been initiated primarily for a male treatment group. Subsequently, programs are sometimes adapted to better meet the needs of female offenders. This presentation will outline the development and pilot implementation of a violence prevention program developed specifically for federally sentenced women offenders. In addition to targeting reductions in serious institutional incidents and violent recidivism, this programming aims to facilitate the safe and timely re-entry of women who have committed violent crimes in the community. About 5% of federal women offenders released in any given year will reoffend violently within two years. Moreover, those with a violent admitting offence are about eight times more likely to reoffend violently (Gobeil & Barrett, 2007). We estimate that successful completion of the WVPP will not only reduce the amount of time that the women are serving in federal institutions but will also promote an increase in safe and successful community reintegration for women offenders under supervision. Women's risk factors for violence will be discussed, and well as the theoretical underpinnings and program structure which make this intervention a unique contribution to the field of women's corrections.

**B PRELIMINARY IMPLEMENTATION RESULTS FOR WOMEN'S VIOLENCE PREVENTION PROGRAM**

Derkzen Dena, Correctional Service of Canada

Recently, the Correctional Service of Canada (CSC) introduced a Women's Violence Prevention Program (WVPP) to address criminogenic needs of women offenders who have a history of repeat violent offending. This unique program is offered to federally sentenced women within 5 institutions across Canada and aims to address different forms of violence as it relates to women's life experiences. Evaluation of WVPP is particularly important given that it is a new treatment approach for women offenders and assessing its implementation and outcomes are essential in order to ensure its success. In order to examine offender change on various programs targets, pre- and post-results on 30 offenders were assessed on the following psychometric measures: Buss-Perry Aggression Questionnaire, Criminal Sentiments Scale, University of Rhode Island Change Assessment and Social Problem Solving Questionnaire. Program implementation was assessed through qualitative facilitator and participant feedback on various aspects such as program content, group experience and overall impression. Finally, preliminary program outcomes in terms of institutional behaviour are discussed in relation to program completion. The implications of these findings for our understanding of violence in women offenders and for the further advancement of treatment programs will be discussed.

C

**RECEPTIVITY TO TREATMENT IN PARTICIPANTS OF THE VIOLENCE PREVENTION PROGRAM FOR MEN**

Jenelle Power, Correctional Service of Canada; Daryl G Kroner, Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University Carbondale; Andrew Harris, Correctional Service of Canada

The successful completion of correctional programs is related to a reduction in recidivism, yet little research has been conducted on factors that contribute to offenders' receptivity to treatment. The current project examined 138 completers and 135 non-completers of the Violence Prevention Program. Data were obtained through a review of electronic files and coding of information obtained from a national data repository maintained by the Correctional Service of Canada and from Canadian Police Information Centre records. Analyses examined factors related to treatment receptivity, including aggressive behaviours, willingness to seek help, and criminal history. These results may aid in the identification of inmates who are at high risk of non-completion of correctional programming and will inform future interventions designed to improve treatment receptivity among violent offenders.

2009-06-12 – 11:30 AM to 12:25 PM – 11 h 30 à 12 h 25 – SAINT-FRANÇOIS

**Keynote (Section)/  
Conférencière de  
la section**

*Environmental  
Psychologie de  
l'environnement*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**CLIMATE CHANGE: THE ISSUES, THE SOLUTIONS AND THE ROLE YOU  
(CAN?) PLAY IN THEM**

Louise Davey, The Climate Project - Canada

The war on climate change is by far the greatest challenge the modern world has ever faced. It has taken over 25 years for the issue to reach mainstream consciousness. How much time do we have left for real solutions? The Climate Project - Canada provides information on the root causes of climate change and how individuals can participate in its mitigation. This concise presentation, updated and with current Canadian data, is developed from Al Gore's original presentation "An Inconvenient Truth". Learn something about both the science and the psychology of this highly complex issue — and most importantly, understand what your role is in the solutions which will ultimately be required to mitigate the effects of climate change.

2009-06-12 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – YAMASKA

**CPA Foundation/  
Fondation de la SCP  
SECTION PROGRAM/**

**CPA FOUNDATION BUSINESS MEETING**

Thomas Hadjistavropoulos, University of Regina; Karen Cohen, Canadian Psychological Association; Ken Craig, University of British Columbia

2009-06-12 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – BERSIMIS

**Symposium**

*Social and Personality  
Psychology/Psychologie  
sociale et de la  
personnalité*

**EXPECTATIONS AND STANDARDS IN ROMANTIC RELATIONSHIP MAINTENANCE  
PROCESSES**

Cheryl Harasymchuk, University of Manitoba

Relational knowledge and expectations shape perceptions of relational well-being and the maintenance of relationships. The maintenance literature has moved beyond the expectations that individuals have for negative processes (e.g., conflict), to more positive, ideal standards. The first presenter will discuss affective and motivational outcomes when there are discrepancies between perceptions of the romantic partner and one's ideals for the romantic partner using correlational and experimental designs. The two remaining presentations focus on relationship processes represented on either end of a positive, appetitive spectrum: intimacy on the high end (i.e., an ideal state) and relational boredom at the low end (i.e., a challenge to the ideal). The second presenter will review a series of studies on the prototypicality of intimacy and sexual intimacy and then show how prototype matching on these dimensions predicts relationship and sexual satisfaction independent of general, theory-based ratings of the same constructs. The final presenter will discuss the conceptualization and development of a measure of relational boredom, which poses a challenge to maintaining an ideal intimate relationship, using prototype analysis, with supporting evidence from correlational and daily diary methods.

A

**THE INFLUENCE OF PARTNER DISCREPANCIES ON EMOTION AND  
REGULATORY FOCUS**

Sandra D Lackenbauer, University of Western Ontario; Lorne Campbell, University of Western Ontario

This research examined the predictions that: 1) a partner discrepancy in which the partner is perceived to be discrepant from one's ideal standards (PD-partner) would be associated with dejection-related affect and a promotion regulatory focus, and 2) a partner discrepancy in which one is discrepant from his or her partner's ideal standards (PD-self) would be associated with agitation-related affect and a prevention regulatory focus. We will briefly review three studies providing support for the predicted link be-

tween partner discrepancies and dejection and agitation emotions. In a fourth study, participants were randomly assigned to one of four experimental conditions that varied the partner discrepancy prime (PD-partner vs. PD-self) and regulatory fit task (approach vs. avoid). Participants primed with a PD-partner experienced regulatory fit in the approach-oriented task indicating that this form of partner discrepancy leads to a promotion regulatory focus whereas participants primed with a PD-self experienced regulatory fit in the avoidance-oriented task indicating that this form of partner discrepancy leads to a prevention regulatory focus. Overall, the results of these four studies indicate that partner discrepancies influence emotion and regulatory focus and, importantly, the perceived source of the discrepancy specifies the type of emotion and regulatory style adopted.

**B INTIMACY AND SEXUAL INTIMACY: HOW PROTOTYPE MATCHING INFLUENCES RELATIONSHIP AND SEXUAL WELL-BEING**

Carolyn Birnie, McGill University; John E Lydon, McGill University

Prototype analysis was used to generate bottom-up assessments of intimacy and sexual intimacy derived from lay conceptions. A series of studies established the prototypical structure of the two concepts and provided a basis for creating prototype measures of each. In our primary study, the extent to which one's current relationship corresponds with these prototypes was assessed (prototype matching) and used to predict relationship and sexual well-being, relative to theory-based measures of these constructs derived from Reis and Shaver's (1988) concept of perceived partner responsiveness. 219 participants (53% female) in exclusive, heterosexual romantic relationships rated the extent to which several unique intimacy and sexual intimacy attributes characterized their current relationship, and they felt understood, accepted, and cared for by their partner both in general and during sexual activity. Results indicated that perceiving one's relationship as matching the prototypes of intimacy and sexual intimacy was associated with greater relationship and sexual well-being, respectively, above the effects of the theory-based measures. These results underscore the importance of studying prototypes. People often think about relationship constructs in a prototypical fashion; these prototypes guide their evaluations of their own relationships and ultimately influence their well-being.

**C PROTOTYPE OF RELATIONAL BOREDOM: TWO DISTINCT COMPONENTS**

Cheryl Harasymchuk, University of Manitoba; Beverley Fehr, University of Winnipeg

The purpose of the present investigation was to build on existing models of relational boredom (e.g., the self-expansion model; Aron & Aron, 1986) by examining how laypeople perceive boredom in their relationship and developing a standard multi-item measure of relational boredom. In a series of studies using a bottom-up, prototype analysis it was identified what laypeople (in dating and marital relationships) view as most central to the meaning of relational boredom. The results revealed that relational boredom is best characterized as a low appetitive variable (i.e., low positive affect, low motivation to approach rewards) that is distinct from general conflict (i.e., high negative affect, high motivation to avoid punishment). A measure of relational boredom was developed based on the most central features identified in the relational boredom prototype. Boredom was found to have two underlying components: 1) lack of novelty and arousal in the relationship and, 2) disengagement from the relationship (emotionally, physically, and psychologically). In a follow-up online study, 56 married participants completed measures of boredom, affect, and other relationship and individual difference variables over a two-week period. The findings offered further support for the validity of the different components of relational boredom.

**D DISCUSSANT**

Tamarha Pierce, Université Laval

Discussant

**2009-06-12 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – JOLLIET**

**Invited Speaker  
(CPA/Section)/  
Conférencier invité  
(SCP/section)**

*Health Psychology/  
Psychologie de la santé*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**ATTRACTING AND RETAINING BLOOD DONORS: BENCH TO DONOR BEDSIDE  
APPLICATIONS OF HEALTH PSYCHOLOGY**

Christopher France, Ohio University

This talk will cover numerous angles, including 1) translation of lab-based work to the field, 2) application of psychological theory to a new arena of donor recruitment and retention, and 3) practical information that is of general interest to most people whether or not they've ever given blood.

**2009-06-12 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – MATAPÉDIA**

**Committee Business  
Meeting/Réunion  
d'affaires**

**INTERNATIONAL RELATIONS COMMITTEE BUSINESS MEETING**

Janel Gauthier, Université Laval

**2009-06-12 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – SAINT-FRANÇOIS****Invited Speaker (CPA)/  
Conférencier invité (SCP) CONTRIBUTIONS OF PSYCHOLOGY TO MEETING THE CHALLENGES OF  
CLIMATE CHANGE**

*Environmental Psychology/  
Psychologie de  
l'environnement* Paul C Stern, National Research Council

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

It is clear that human behaviour is changing the climate. Psychological research, and psychologists, can contribute to understanding and influencing these changes. Research areas where psychology can contribute include: 1. Understanding the causes of environmentally significant individual/household behavior 2. Interventions to change environmentally significant consumption in households 3. Understandings of climate risk 4. Improving processes for environmental decision making 5. Climate-related decision support 6. Developing data to inform responses to climate change The talk will conclude with advice for interested psychologists: • APA has created a task force to develop a research and action agenda for the field (actions to date will be discussed) • Other national psychological associations are doing the same • There are major contributions that can be made o Need to move beyond the discipline isn't adequately addressed yet oMore interested psychologists should extend beyond the discipline to look at the issue broadly and find ways to contribute o Need to link to interdisciplinary and international activities.

**2009-06-12 – 1:00 PM to 1:25 PM – 13 h 00 à 13 h 25 – MACKENZIE****Theory Review/Examen  
théorique SSRIS AND PLACEBOS: WHAT TO MAKE OF IT ALL**

*Clinical Psychology/  
Psychologie clinique* Myles Genest, Genest Psychological Services Incorporated

Recent research, which has received considerable public attention, has suggested that SSRIs may confer little benefit over placebos. Although psychologists in Canada do not prescribe, practitioners need to be reasonably aware of psychotropic medication guidelines and practices, and are often called upon to consult with other health professionals concerning medication. This presentation will provide perspective on the controversies concerning anti-depressant medications and placebo-effects. The major findings concerning placebo effects and antidepressants are reviewed, and the primary arguments that are taking place in the research literature are outlined. The challenges of distinguishing between statistically and clinically significant findings are noted. Studies reviewing biases in the research literature and consumer advertising for SSRIs are summarized. Related claims concerning correction of serotonin deficiency are also critically examined. Finally, primary-practice guidelines are examined.

**2009-06-12 – 1:00 PM to 1:25 PM – 13 h 00 à 13 h 25 – SAINT-CHARLES****Theory Review/Examen  
théorique HELPING THE HELPERS: IMPROVING THE TREATMENT OF POST TRAUMATIC  
STRESS DISORDER IN POLICE OFFICERS**

*Criminal Justice  
Psychologie et  
justice pénale* Naomi L Doucette, University of New Brunswick

Law enforcement officers are exposed to a wide range of stressors on a daily basis and are likely to experience a number of critical incidents during their careers (e.g., Blau, 1994; Bohl, 1995). As a result, they may experience physical and psychological consequences, including Post Traumatic Stress Disorder (PTSD; Martinussen et al., 2007; Mitchell, 1999; Violanti et al., 2006). In order to partially address this concern, various preventative strategies have been developed to reduce the impact of traumatic incidents (e.g., Critical Incident Stress Debriefing, peer support; Levenson & Dwyer, 2003; Miller, 2006; Mitchell & Everly, 1995). However, 9-46% of police officers still eventually develop PTSD (e.g., Gersons, 1989; Maia et al., 2007; Mitchell, 1999), which suggests preventative methods are insufficient. The current paper will review stress in policing, current approaches intended to address PTSD in this population, and will propose a comprehensive therapeutic approach for addressing PTSD in police officers. Highlights of this approach include increasing competence in working with this population; provision of effective training prior to exposure to stressors and critical incidents; and a modified intervention immediately following exposure to a traumatic incident. Several suggestions for improving the treatment of PTSD after it has developed will also be discussed.

**2009-06-12 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – GRAND SALON****The Family of Psychology RICH FALSE MEMORIES**

**Keynote Address/  
Conférence** Elizabeth Loftus, University of California at Irvine  
**“La Famille de la  
Psychologie”**

People can be led to develop entire memories for events that never happened – “Rich false memories.” People can even be led to falsely believe that they had experiences that would have been rather traumatic had they actually happened. False memories, like true ones, have consequences for people, affecting later thoughts, intentions, and behaviors. For example, people who are led to

believe that as children they got sick eating particular foods show avoidance of those foods later on. Can we tell true memories from false ones? In several studies we created false memories in the minds of people, and then compared them to true memories. False memories look very much like true ones – in terms of behavioral characteristics, emotionality, and neural signatures. The few differences that do emerge are probably not useful in ascertaining whether real world memory reports stem from true or false experiences.

2009-06-12 – 2:30 PM to 4:25 PM – 14 h 30 à 16 h 25 – HOCHELAGA 1-6

Poster/Affiche

POSTER SESSION 'D'/ PRÉSENTATION PAR AFFICHAGE

Clinical Psychology/ Psychologie clinique ; Psychoanalytic & Psychodynamic/ Psychoanalytique et psychodynamique

#1

*Clinical Psychology/  
Psychologie clinique*

**DON'T EVEN THINK ABOUT CHECKING! MENTAL CHECKING CAUSES MEMORY DISTRUST**

Gillian M Alcolado, Concordia University; Gregory A Mendelson, Concordia University; Monique Lahoud, Concordia University; Adam S Radomsky, Concordia University

Repeated compulsive checking (both physical and mental) is a common symptom of obsessive-compulsive disorder (OCD). Patients often report that they continue checking because they cannot remember the outcome of their previous check. Previous research found that repeated physical checking reduced memory confidence, vividness and detail in memory, while memory accuracy remained intact. This suggests that people with OCD do not have memory impairments, although they may perceive them as such because as checking increases, memory confidence decreases. The current study examined memory and meta-memory in undergraduate students (n = 42 tested to date out of 65) for both physical and mental checks after repeated physical or mental checking of a stove. We hypothesized that repeated physical checks would reduce memory confidence and meta-memory for physical, but not mental checking, and that repeated mental checking would reduce memory confidence and meta-memory for mental but not physical checks. Preliminary results show that repeated physical checking impairs all indices of metamemory for physical checks but none for mental checks, whereas repeated mental checking impairs all indices of metamemory for mental checks as well as memory vividness for physical checks. Results are discussed in terms of cognitive-behavioural models of OCD.

#2

*Clinical Psychology/  
Psychologie clinique*

**THE INFLUENCE OF INTERPARENTAL VIOLENCE AND ATTITUDES ON ADOLESCENT'S INTENT TO SEEK HELP FOR DATING VIOLENCE**

Kelly A Anthony-Brown, University of Windsor; Patti A Timmons Fritz, University of Windsor

Adolescents' exposure to inter-parental violence and adolescents' perceptions of parents' attitudes towards help-seeking are being investigated to determine whether these two factors have an influence on adolescents' intent to seek help for their own dating violence. Participants are 250 high school and undergraduate females ranging in age from 16 to 19 years old who reported being in a past or currently violent dating relationship. Participants complete questionnaires assessing their level of exposure to violence between their parents as well as perceptions of how parents feel about seeking help for problems. Adolescents' own attitudes about help seeking are also measured. Experiences of child abuse, perceived stigma, and severity of dating violence are also measured and will be included as control variables. It is hypothesized that participants who report being exposed to little or no inter-parental violence and who perceive their parents to have positive attitudes about help-seeking will be more likely to have the intent to seek help for dating violence than participants with higher levels of inter-parental violence exposure and negative perceived parental attitudes. Analyses are currently under way. Findings from this study will add to the understanding of barriers to seeking help for dating violence in adolescence, and may inform the development of intervention programs.

#3

*Clinical Psychology/  
Psychologie clinique*

**ATTACHMENT AND DEPRESSIVE SYMPTOMS: MEDIATING EFFECTS OF LONELINESS AND SOCIAL SUPPORT SEEKING AMONG FIRST YEAR UNDERGRADUATE STUDENTS**

Anna Arcuri, University of Windsor; Cheryl D Thomas, University of Windsor

The relationship between insecure adult attachment and depression is well supported in the literature. Although several variables that mediate the association between adult attachment and depressive symptoms have been investigated, the potential roles of social support seeking behaviours and loneliness have not been evaluated. The objective of the current study was to assess the mediating role of social support seeking behaviours in the relationship between insecure adult attachment and loneliness and subsequent depressive symptoms. Two hundred and fifteen first-year undergraduates were individually administered measures that assessed attachment (Experiences in Close Relationships Scale), depressive symptoms (CES-D), loneliness (University of California, Los Angeles, Loneliness Scale) and social support seeking. Structural equation modelling was used to assess whether indirect social support seeking behaviours (e.g., complaining about a problem without requesting help) mediated the relationship between attachment-related anxiety and loneliness and subsequent depressive symptoms and whether reluctance to seek social support mediated the association between attachment-related avoidance and loneliness and subsequent depressive symptoms. Results are discussed in regards to designing preventative and intervention programs for students undergoing the transition to university.

## #4

*Clinical Psychology/  
Psychologie clinique***AGE OF ONSET OF NON-SUICIDAL SELF-INJURY: INDICATOR OF SEVERITY?**Alyssa Baxter, McGill University; Jessica R Toste, McGill University; Rick Noble, McGill University; Rusty McLouth, McLouth Research and Consulting; Nancy L Heath, McGill University

Non-suicidal self-injury (NSSI) refers to the deliberate, self-inflicted destruction of body tissue resulting in immediate damage. In this study, 7126 middle and high school students completed a survey covering a broad range of lifestyle and health-related questions. It was found that 654 (9.2%) students reported that they had engaged in self-injury to deal with stress, without any suicidal ideation. Also, 605 (8.5%) students engaged in self-injury both with and without suicidal intent; this group reported a significantly younger age of onset ( $M = 12.0$ ) than the non-suicidal group ( $M = 12.9$ ). Within the non-suicidal group, males were found to have a younger onset than females. A significant correlation between lifetime frequency of NSSI and age of onset was revealed, such that more frequent NSSI was associated with an earlier onset. There was no difference in age of onset between students who had and had not tried alcohol or drugs. However, a positive correlation emerged between age of onset of NSSI and the age when the student first tried alcohol. Also, age of onset was positively related to the number of drugs that the student had tried. These results suggest that earlier onset of NSSI may be indicative of a more severe profile of adjustment including greater suicidality, frequency of self-injury, and comorbid difficulties, such as experimentation with alcohol or drugs.

## #5

*Clinical Psychology/  
Psychologie clinique***KNOWLEDGE AND EXPERIENCES OF PSYCHOLOGISTS AND PSYCHIATRISTS IN CANADA IN WORKING TOGETHER**Sarah P Bellefontaine, University of Ottawa; Catherine M Lee, University of Ottawa; Barry Schneider, University of Ottawa; Nadia Kucherepa, University of Ottawa; Simon Davidson, Children's Hospital of Eastern Ontario; Catharine Robertson, Children's Hospital of Eastern Ontario

Interprofessional collaboration is recognized as a cornerstone of health service delivery, yet it is unclear how professionals learn to collaborate with one another. To better understand the knowledge and experiences of Canadian psychologists and students in psychology, as well as Canadian psychiatrists and students in psychiatry, we conducted an online survey about interdisciplinary learning and practice in the goal of improving interdisciplinary training. In total, 1071 psychologists, interns and doctoral students, in addition to 267 psychiatrists and residents and fellows in psychiatry, completed the online survey. Participants were both English-speaking and French-speaking, and represented various stages of training, from graduate student to established professional. The survey asked participants from each profession about topics such as their personal awareness of and collaboration with the other profession how they acquired their knowledge of the profession of the other profession, as well as their experiences with any formally organized learning opportunities. The majority of respondents embraced the idea of interprofessional collaboration, and described both formal training and case-based work that had helped them to collaborate. Several key differences between the responses of both professions were found. In addition, implications for training will be presented.

## #6

*Clinical Psychology/  
Psychologie clinique***AN ITEM RESPONSE THEORY ANALYSIS OF THE PERSONALITY ASSESSMENT INVENTORY: ANTISOCIAL FEATURES SCALE IN A LARGE HETEROGENEOUS SAMPLE**Andrea H Bennett, University of British Columbia; Brian P O'Connor, University of British Columbia

The Personality Assessment Inventory (PAI) is commonly used in forensic settings to assess offenders on personality disorders, including antisocial personality. The present study examined the psychometric properties of the PAI Antisocial Features scale in a sample of 2280 persons from forensic correctional facilities, hospital and psychiatric clinics, and from university classes. Factor analyses, Mokken scale analyses, and the DIMTEST revealed significant departures from unidimensionality. Item response theory analyses revealed numerous improperly functioning items and poor discrimination between respondents at the moderate and high regions of the antisocial latent trait continuum. Item response theory and factor analyses were then used to develop new versions of the overall antisocial scale and of the antisocial subscales that were shorter, unidimensional, and that displayed much stronger psychometric properties at both the item and scale levels. The potential drawbacks with use of the original PAI Antisocial Features scale in clinical assessment are discussed.

## #7

*Clinical Psychology/  
Psychologie clinique***THE EXPERIENCE OF DELIBERATE SELF-HARM: IMPULSIVE AND COMPULSIVE FEATURES**Sarah Bertrim, Royal Ottawa Mental Health Centre

Deliberate self-harm (DSH) is often described as impulsive in the literature, but the impulsive (IMP) and compulsive (COMP) features of DSH have not been adequately studied. This study used qualitative and quantitative methods to examine IMP and COMP features of DSH in two samples: clinicians describing the prototypical DSH client ( $N = 115$ ) and undergraduates' self-reports on DSH ( $N = 96$ ). Both samples endorsed multiple methods including self-cutting, scratching, burning, and hitting. Simeon and Favazza's (2001) model would classify both samples as "impulsive" DSH. Items were generated to reflect IMP and COMP features of DSH, with validity being evaluated with expert ratings and established measures of the constructs. Analyses within and between samples revealed: (1) the set of items was reduced to components reflecting IMP and COMP in both samples; (2) IMP and COMP were negatively correlated ( $r = -.42, p < .01$ ); (3) both clinicians and undergraduates described significantly more COMP than IMP features associated with DSH; (4) in undergraduates, DSH-specific COMP features positively predicted number of methods, frequency, and density of DSH. Qualitative data showed a complex relationship between IMP and COMP in DSH.

These findings suggest that it is inaccurate to qualify these forms of DSH as “impulsive” in clinical and non-clinical settings, and COMP plays an important role.

**#8**  
*Clinical Psychology/  
Psychologie clinique*

**HOW NOVICE THERAPISTS DEAL WITH IN-SESSION ANXIETY: A STUDY OF DEFENSE MECHANISMS USED BY MASTER LEVEL TRAINEES**

Maneet Bhatia, McGill University; Jonathan Petraglia, McGill University; Eric Morris, McGill University; Jack De Stefano, McGill University; Marilyn Fitzpatrick, McGill University; Martin Drapeau, McGill University

Psychotherapy can be an anxiety provoking experience for both the client and the therapist. This is particularly true for therapists in training where the experience of face-to-face contact with clients generates a host of untoward reactions in the trainee. Chief among these is anxiety and trainees use a number of psychological strategies to deal with the stresses and challenges that emerge in their sessions. These strategies can include adaptive defensive coping and each of these reactions impact the trainee's sense of effectiveness and competence. The present study examined the specific defense mechanisms that trainees use in practice. One early session (1-3) from 25 therapist-client dyads were chosen. Early sessions were the focus of interest because the participants had not yet become accustomed to each other and high levels of uncertainty, and anxiety on the part of both were expected. The verbal responses of trainees were rated using the Defense Mechanism Rating Scales (Perry, 1992) and the pattern of defensive functioning of trainees was established. Additionally, the defensive functioning of clients was examined to determine whether therapists accommodate to the client's defensive style. Examining defenses can lead to better training, as supervision is often focused on increasing the trainee's self-awareness and on decreasing unhelpful behaviours and attitudes.

**#9**  
*Clinical Psychology/  
Psychologie clinique*

**THE EFFICACY OF TWO BODY IMAGE IMPROVEMENT PROGRAMS FOR REDUCING BODY DISSATISFACTION AMONG UNIVERSITY WOMEN VARYING IN THEIR STAGE OF CHANGE**

Loretta Blanchette, Lakehead University; Ron Davis, Lakehead University

Body dissatisfaction (BD) is common among women and is associated with disordered eating and psychological distress. The present study assessed the response of university women to two novel interventions aimed at reducing BD. University women (N = 61) were randomly assigned to a mindfulness exercise or to the psychoeducational program Turning Points 2 (Davis et al., 2004), with both interventions spanning 14 daily exposures of 25 minutes. Across four dependent measures, participants reported reduced BD pre- to post-intervention without differential effects of either intervention. A further purpose was to explore the predictive validity of stage of change in response to these interventions. Participants rated their need to control their weight or shape on the Stage of Change Inventory (Davis, 1996). Findings failed to demonstrate the predictive validity of this item, nor were there any shifts in stage of change over the course of the interventions. The present study also extended the results of Mercier (2007) and discovered that indeed action stagers report more BD when compared to their counterparts. Results are discussed in terms of the value of the stage of change notion as we have operationally defined it in this study.

**#10**  
*Clinical Psychology/  
Psychologie clinique*

**L'IMPORTANCE DES MANDATS POUR ÉVALUER L'EFFICACITÉ DE LA THÉRAPIE CONJUGALE EN MILIEU NATUREL**

Marie-Michèle Boisvert, Université de Montréal; Justine Lorange, Université de Montréal; Gérald Côté, Clinique de consultation conjugale et familiale Poitras-Wright Côté; John Wright, Université de Montréal

Le concept de mandat a récemment été proposé pour rendre compte de la diversité des besoins des couples en thérapie conjugale. Le mandat se définit comme étant une entente entre les deux conjoints et le thérapeute quant au plan d'intervention à suivre et aux objectifs thérapeutiques à atteindre (Poitras-Wright & St-Père, 2004). Les mandats les plus fréquents sont l'amélioration de la relation et la résolution de l'ambivalence. La présente étude vise à souligner les différences entre ces types de mandats. Les 108 couples participant à l'étude ont complété l'Échelle d'ajustement dyadique (DAS; Spanier, 1976), l'Échelle de satisfaction sexuelle (ISS; Hudson, Harrison & Crosscup, 1981) et l'Indice des symptômes psychiatriques (PSI; Ilfeld, 1976). Les résultats montrent que la proportion de couples poursuivant un mandat d'amélioration de la relation s'élève à 68,6%, comparativement à 25,8% pour les couples en mandat de résolution de l'ambivalence. En moyenne, les couples ont bénéficié de 9.21 séances (ÉT : 5.5, étendue = 2 à 30 séances). Des tailles d'effet moyennes à grandes ont été obtenues au niveau des changements de la satisfaction conjugale, de la satisfaction sexuelle et de la détresse psychologique des conjoints. Ces résultats soulignent la pertinence d'utiliser le concept de mandat afin de rendre compte des différences dans la pratique clinique effectuée auprès des couples.

**#11**  
*Clinical Psychology/  
Psychologie clinique*

**FACTORIAL VALIDITY OF THE CENTER FOR EPIDEMIOLOGICAL STUDIES DEPRESSION 10 IN ADOLESCENTS**

Kristina Bradley, Dalhousie University; Alexa L Bagnell, Dalhousie University, IWK Health Centre; Cyndi L Brannen, Dalhousie University, IWK Health Centre

The Center for Epidemiological Studies Depression (CES-D) Scale 20-item version is well-validated and reliable for detecting depressive symptoms in adolescents in community samples. A shortened version, CES-D10 has not been validated with adolescents but has demonstrated strong psychometrics in other populations. The purpose of this study was to test the factorial validity and internal consistency of the CES-D 10 in adolescents. Using data from 156 adolescents in a previous community-based study, we tested 3 models of the underlying factors of the CES-D-10 using Structural Equation Modeling (SEM) based on factor models validated in other populations. A two-factor model comprised of depressive affect and positive affect was found to be the model that best fits the data (report the RMSEA, CFI, X2 here). These findings are consistent with other studies in adults and provide



initial support for the use of the CES-D10 as a depression screen for adolescents in the community. The utility of a briefing screen for adolescents in the community is high, given that many adolescents do not know they need help or are reluctant to seek help. The CES-D 10 could be used as a depression screen for adolescents at a population level and in health clinics.

**#12**

*Clinical Psychology/  
Psychologie clinique*

**THE PERFECTIONISM MODEL OF BINGE EATING: A SECOND TEST OF AN EMERGING INTEGRATIVE MODEL**

Ellen K Breen, Dalhousie University; Aislin R Graham, Dalhousie University; Stephanie L Allen, Dalhousie University; Jillian T Tonet, Dalhousie University; Daniel S McGrath, Dalhousie University; Sherry H Stewart, Dalhousie University; Dayna L Sherry, Queen Elizabeth II Health Sciences Centre; Simon B Sherry, Dalhousie University

This study tests the Perfectionism Model of Binge Eating (PMOBE; Sherry & Hall, 2008), a conceptual framework aimed at explaining why perfectionistic concerns (i.e., negative reactions to perceived failures, concerns over others' criticism and expectations, and doubts about one's performance abilities) are associated with binge eating. This model asserts that perfectionistic concerns confer risk for binge eating by generating exposure to four triggers of binge episodes: interpersonal discrepancies, low interpersonal esteem, depressive affect, and dietary restraint. To test the PMOBE, a sample of 152 university students was recruited and studied using a cross-sectional design. Hypotheses based on the PMOBE were largely supported, with path analyses suggesting that the indirect effect of perfectionistic concerns on binge eating through triggers of binge episodes was significant. Individuals with high levels of perfectionistic concerns appear more likely to encounter a range of negative and stressful events in their lives (see also Dunkley et al., 2003), including exposure to putative triggers of binge episodes. Viewed from this perspective, binge eating may be seen as an unhealthy coping response to negative contextual conditions generated by perfectionistic concerns.

**#13**

*Clinical Psychology/  
Psychologie clinique*

**EXPLORATION OF THE PHENOMENOLOGICAL EXPERIENCE OF SADNESS IN BORDERLINE PERSONALITY DISORDER**

Rachel Briand-Malenfant, Université de Montréal; Émilie Deschenaux, Université de Montréal; Serge Lecours, Université de Montréal

Borderline Personality Disorder is associated with dysphoric feelings such as distress, depression and sadness. The distress and depression of BPD has been associated with anaclitic themes but little is known about the phenomenology of their sadness. Since sadness has been recognized as facilitating adaptive functions like mourning and introspection, the study of sadness in BPD is relevant for a better understanding of their emotional experience and difficulties. This study aims to explore verbal contents of sadness reported by BPD participants with a qualitative approach. A sample of 8 outpatients (1 man and 7 women, aged 18-39), who received a diagnosis of BPD as assessed by the SCID II, has participated to a specially designed semi-structured interview which explores 2 relational experiences of sadness. A thematic analysis of the transcripts of these interviews has been performed jointly by two doctoral students to outline major themes associated with their experience of sadness. Five major themes were found: 1) aggression, 2) overwhelming experience, 3) experience of being devalued, 4) relationship broken by the other, and 5) self-representation of being defective. The results suggest that this painful experience can not be easily metabolized through mourning and introspection. Implications for clinical work will be discussed.

**#14**

*Clinical Psychology/  
Psychologie clinique*

**MEDIATORS OF THE RELATIONSHIP BETWEEN NEUROTICISM AND EATING DISTURBANCES IN FEMALE UNIVERSITY STUDENTS: PERCEIVED STRESS AND COPING STYLE**

Vanessa A Bruce, University of Windsor; Cheryl D Thomas, University of Windsor

Although it is well established that neuroticism is associated with many problematic behaviours, including eating disorders, little is known about the mechanism through which this relationship emerges. The purpose of the present study was to assess the possible mediating roles of perceived stress and coping style in the relationship between neuroticism and eating disturbances in a large sample of female undergraduates, an at-risk population for eating disorders. It was hypothesized that a combination of daily accounts of perceived stress and coping style might provide a better test of the relationship between neuroticism and eating disturbances than a one-time assessment. Therefore, a two-stage methodology was used to assess major study variables. In the initial session, participants completed retrospective self-report measures of neuroticism, eating disorder symptoms, stress, and coping. During stage two, participants completed daily records of stress, chosen coping strategies, and change in eating behaviour for a two-week period. Three mediational models were tested to determine if either or both constructs could account for the relationship between neuroticism and eating disturbances. Multiple regression was used to test the mediational models. Results are discussed in the context of refining preventative treatment approaches for eating disorders.

**#15**

*Clinical Psychology/  
Psychologie clinique*

**GENDER AS A VARIABLE IN COLLEGE STUDENTS' PERCEPTIONS OF SUICIDE SYMPTOMS**

Marie Bullock, King's University College

Previous research examining college students' perceptions of suicide (Mueller & Waas, 2002) focused on the role that empathy plays in attitudes, evaluations, and responsiveness to suicidal symptoms. There were gender effects i.e. females were more willing to provide direct assistance and talk with the hypothetical friend than males. However, the study was not designed to make cross gender analyses possible and their observations were qualified by interactions between gender and empathy level. Is there an interaction between the gender of the rater/perceiver and the gender of the target peer demonstrating suicidal symptomatology? The present study had university students complete one of two online surveys that presented two scenarios reflecting suicidal symptoms: one affective, and one behavioral. They responded using four scales developed by Mueller and Waas—the Perception of Suicide

Seriousness, the Suicide Helpfulness Scale, the Self-Efficacy Questionnaire, and the Outcome Expectancy Questionnaire. Female and male participants responded to scenarios that were either about a hypothetical student of the same or of a different sex, in order to determine whether gender of respondent, hypothetical student, or an interaction of the two affected perceptions of suicide risk.

**#16**

*Clinical Psychology/  
Psychologie clinique*

**COGNITIVE DETERMINANTS OF CHECKING BEHAVIOUR: THE ROLE OF RESPONSIBILITY, THREAT, AND META-COGNITIVE BELIEFS**

Anna Campbell, University of New Brunswick; David A Clark, University of New Brunswick

In his cognitive theory of compulsive checking, Rachman (2002) proposed that inflated perceptions of responsibility and threat are the critical determinants of compulsive checking. However, recent evidence suggests that meta-cognitive beliefs about the efficacy of one's memory and related cognitive processes may be more potent predictors of compulsive checking than perceived responsibility and threat (Gwilliam, Wells, & Cartwright-Hatton, 2004; Myers & Wells, 2005). The purpose of this research was to investigate the contributions of these various cognitive constructs (perceived responsibility, threat, and meta-cognitive beliefs) to checking behaviour. A new experimental paradigm was used in which 130 participants from the University of New Brunswick (UNB) completed checks for safety under conditions of high responsibility and threat or low responsibility and threat. Participants' trait meta-cognitive beliefs were assessed using The Memory and Cognitive Confidence Scale (Nedeljkovic & Kyrios, 2007) and state appraisals of confidence in memory and attention were obtained during the checking task. A series of regression analyses was used to examine the effects of responsibility, threat, and meta-cognitive beliefs on checking behaviour. Implications for cognitive conceptualizations and treatment of OCD are discussed.

**#17**

*Clinical Psychology/  
Psychologie clinique*

**PARENTS' PERCEPTIONS OF ADOLESCENT GAMBLING BEHAVIOUR**

Colin A Campbell, McGill University; Jeffrey L Derevensky, McGill University; Eric Meerkamper, DECODE; Jo Cutajar, DECODE

Adolescent gambling is an issue of concern nationally, as prevalence rates and levels of adolescents who are considered problem or at risk gamblers are quite high. Particularly concerning are research findings that report children perceive that their parents are unconcerned with their gambling activities, and even facilitate this activity. To date, no study has examined parental gambling attitudes in regards to their children. The current study examines those attitudes by administering a national survey examining parental attitudes in three (3) domains: 1) attitudes that parents hold towards gambling in comparison to other risky behaviours, 2) involvement in gambling with their children, and 3) attitudes/awareness regarding youth education and prevention for gambling and other risky behaviours. A national study of parents of adolescents ranging in ages from 13 to 18 years of age indicate that parents view gambling as unimportant in comparison to other risky behaviours, have purchased lottery items for their children, and did not believe that they or their child received sufficient information about gambling and the associated risks. Implications and comparisons to adolescent perceptions of parental attitudes will be presented.

**#18**

*Clinical Psychology/  
Psychologie clinique*

**CYBERVICTIMIZATION: PREVALENCE, STABILITY, AND ASSOCIATED MENTAL HEALTH PROBLEMS DURING ADOLESCENCE**

Mary Catherine Cappadocia, York University; Debra J Pepler, York University; Wendy M Craig, Queen's University

Cybervictimization involves being harassed, insulted, physically threatened, socially excluded, and/or humiliated through electronic media. Cybervictimization is common among youth, as one-third of adolescents report being cybervictimized and about 50% report knowing someone who has been cybervictimized (Li, 2006; Patchin & Hinduja, 2006). Cybervictimization is associated with clinically significant social problems, as well as substance use and delinquency (Ybarra & Mitchell, 2004; Ybarra, Mitchell, Wolak, & Finkelhor, 2006). In the present study, one-year longitudinal data collected by the World Health Organization were used to investigate the prevalence and stability of cybervictimization, as well as associated mental health problems over time, among 1972 Canadian high school students in grades 9 and 10. About 8% of the students reported cybervictimization, with one-fourth (i.e., 2%) of those students reporting stable cybervictimization across the one-year period. Students who reported increases in cybervictimization over the one-year period also reported significant increases in internalizing mental health problems, while students who reported decreases in cybervictimization reported significant decreases in these mental health problems. Gender differences will be investigated and implications for bullying prevention and intervention programs will be discussed.

**#19**

*Clinical Psychology/  
Psychologie clinique*

**COGNITIVE REACTIVITY IN OBSESSIVE RUMINATION: A NATURALISTIC AND LONGITUDINAL INVESTIGATION**

Yves Careau, IUSM Robert-Giffard; Kieron O'Connor, Fernand-Seguin Research Center; Lyse Turgeon, Fernand-Seguin Research Center; Mark Freeston, Newcastle University

Cognitive models of obsessive-compulsive disorder (OCD) posit a bidirectional link between beliefs and emotions. However, only a few empirical studies have examined the impact of mood states on cognition. In order to better grasp the dynamics of cognitive reactivity in OCD, the current study provides a qualitative analysis of the longitudinal, naturalistic, covariation between mood states and appraisals in 8 individuals with obsessional rumination. Each participant completed diaries of emotions and appraisals over the course of cognitive behavior therapy (CBT) for OCD. Based on the sequential analysis of conditional probability, contingency magnitude estimations of covariations revealed important cognitive reactivity in 5 participants. Systematic case reviews revealed that the results of the covariation analyses may be closely related to a preferential reliance on different processing strategies. Different phenomenological variables appeared to promote reliance on different processing strategies, but a motivation for accuracy and the use of attentive neutralization strategies were associated with substantive processing and cognitive reactivity.

## #20

*Clinical Psychology/  
Psychologie clinique***ENHANCING COPING AMONG AT RISK ADOLESCENTS: A SCHOOL-BASED COPING SKILLS PROGRAM**Alina E Carter, University of Windsor; Rosanne Menna, University of Windsor

Research has demonstrated how stress, coping and adjustment are related and how adolescence is a developmental period of substantial transitions. One way to prevent maladaptive developmental trajectories is through early intervention or preventative efforts. This study evaluates the “Best of Coping” program (Frydenberg & Brandon, 2002) with 71 identified at risk adolescents. A treatment group (N = 38) was compared to waitlist controls (N = 33) at pre- and post-testing. Participants completed questionnaires measuring stress, coping and symptomatology. The treatment group improved significantly more on coping strategies from pre- to post-treatment than did the waitlist control group. This included increased reported use of adaptive coping strategies on two measures of coping (Adolescent Coping Scale; Frydenberg & Lewis, 1993; and revised Coping Across Situations Questionnaire; Seiffge-Krenke, 1995), such as the ACS Seek Social Support and Focusing on the Positive scales, and the CASQ Active Coping scale. The treatment group reported a decreased use of maladaptive coping strategies. Compared to the waitlist control group, the treatment group reported a decrease in peer problems. Gender was found to also impact some of the treatment outcome findings; male treatment participants reported improvements in some areas female participants did not. The utility of the program is discussed.

## #21

*Clinical Psychology/  
Psychologie clinique***PSYCHOLOGICAL TESTS AS PREDICTORS OF FEAR CONDITIONING AND EXTINCTION IN HUMANS**Melissa Castro Couch, Ponce School of Medicine

Patients with PTSD show augmented fear learning and deficient extinction memory. Using tasks that rely on the same prefrontal regions implicated in fear expression and extinction, we sought to determine if psychological tests could predict fear learning and extinction. 19 healthy adults were administered the State-Trait Anxiety Inventory, Wisconsin Card Sorting Test, a counting Stroop (MSIT) and Emotional Stroop (EST). Subjects were trained to associate a coloured light with an electrical current. Subjects were later trained to extinguish this association and tested the next day to assess recall of extinction, as measured by skin conductance responses. Longer response latencies to threat words in the EST were associated with enhanced fear conditioning ( $r = 0.75$ ;  $p \leq 0.001$ ) but less fear during renewal ( $r = -0.50$ ;  $p = 0.029$ ). These correlations were greater for female subjects ( $r_1 = 0.81$ ;  $r_2 = -0.91$ ) than male subjects ( $r_1 = 0.58$ ;  $r_2 = -0.25$ ). Women’s state anxiety scores also correlated with greater conditioning ( $r = 0.69$ ;  $p = 0.06$ ) and less fear recall ( $r = -0.85$ ;  $p = 0.009$ ). Regression analysis confirmed that EST performance and State Anxiety are strong predictors of fear acquisition ( $R = 0.89$ ;  $p = 0.019$ ) and its contextual renewal ( $R = 0.90$ ;  $p = 0.018$ ), particularly in women. Our findings suggest that simple psychological tests could function as cost-effective screening tools for at risk populations.

## #22

*Clinical Psychology/  
Psychologie clinique***PRENATAL AND POSTNATAL DEPRESSION IN FIRST-TIME MOTHERS AND FATHERS**Kathy Chan, University of Regina; Phillip R Sevigny, University of Regina; Lynn Loutzenhiser, University of Regina

This investigation examines depression in first-time parents. First, we assessed changes in self-reported depressive symptoms across the transition to parenthood. In Study 1, the Beck Depression Inventory (BDI-II) was used to measure prenatal and postnatal depressive symptoms for 72 mother-father pairs. A repeated-measures ANOVA found a main effect for sex,  $F(1, 71) = 54.93$ ,  $p < .001$ , with mothers scoring higher than fathers. A significant sex-by-time interaction was also found,  $F(1, 71) = 20.09$ ,  $p < .001$ , suggesting that while mothers’ depressive symptoms decrease, fathers’ symptoms increase postnatally. Since the BDI-II is typically used with clinical samples, we wanted to determine if our findings would replicate using a measure designed for use in general populations. Study 2 data ( $n = 94$  couples) replicated the main effect for sex and sex-by-time interaction found in Study 1 using the Center for Epidemiologic Studies Depression Scale (CES-D). Second, given the increasing interest in paternal postpartum depression, we examined the frequency of fathers reporting scores that exceed clinical cutoffs. Consistent with previous research (Goodman, 2004), approximately 13% of fathers reported depressive symptoms in the clinical range using the CES-D. Using the BDI-II however, 6% of fathers scored in the clinical range. Implications and future research directions will be discussed.

## #23

*Clinical Psychology/  
Psychologie clinique***ASSESSING PARENTING BEHAVIOURS IN EURO-CANADIAN AND EAST ASIAN IMMIGRANT MOTHERS: LIMITATIONS TO OBSERVATIONS OF RESPONSIVENESS**Kathy Chan, University of Regina; Kailee Penner, University of British Columbia; Janet WT Mah, University of British Columbia; Charlotte Johnston, University of British Columbia

Similar parenting behaviours may be associated with child behaviour problems in different ways across different cultures. Hence, using parenting measures that are developed for Western families without testing their validity with families from Non-Western cultural backgrounds may not be appropriate. This study examined the cross-cultural validity of an observational Maternal Responsiveness coding system and of self-reports of permissive/inconsistent parenting. Euro-Canadian ( $n = 23$ ) and East Asian immigrant mothers ( $n = 23$ ) of boys aged 4-7 were matched on variables such as SES and child behaviour problems. Observations of mothers’ responsiveness to their child, self-reported permissive/inconsistent parenting, and child behaviour problems were measured. Consistent with previous research, among Euro-Canadian mothers, greater responsiveness to their child was associated with less permissive/inconsistent parenting and fewer child behaviour problems. Among East Asian immigrant mothers however, greater responsiveness was not related to reports of permissive/inconsistent parenting, but was in fact associated with more child behaviour problems. These findings suggest that the observational measure of maternal responsiveness may not be valid for use with East Asian immigrant mothers, and highlight the importance of using culturally-valid methods in assessing parenting and child problems.

**#24**

*Clinical Psychology/  
Psychologie clinique*

**DETECTION OF CULTURALLY BIASED ITEMS IN MEASURES OF DEPRESSION AND ANXIETY BETWEEN CHINESE AND CAUCASIAN CANADIAN UNIVERSITY STUDENTS**

Ai-Lan Chia, University of Victoria; Roger Graves, University of Victoria

Techniques from item response theory were applied to detect measurement items that were culturally biased due to their functioning differently across two cultural groups. A total of 251 Caucasian Canadians and 206 Chinese Canadian university students completed measures on affective, cognitive, and somatic domains of depressive and anxiety symptomatology (e.g., Agoraphobic Cognition Questionnaire; Chambless et al., 1984; Mood & Anxiety Symptom Questionnaires; Watson et al., 1995), and on several adapted cultural experience measures (e.g., Multigroup Ethnic Identity Measure, Roberts et al., 1999). The presence of culturally biased items were common (about 26% items among all measures used) and relevant to both samples, suggesting the importance of establishing item equivalence across cultural groups and not including biased items in an summary score for research or clinical uses. Cultural contrast response tendency, a composite variable of all cultural biased items, was found to relate to external but not internal domains of Chinese and Canadian cultural orientations. Individuals' external cultural orientation, as expected, significantly related to their way of reporting symptoms, which related to individuals' level of acculturative stress. Additional clinical and research implications for Chinese Canadian immigrant community were discussed.

**#25**

*Clinical Psychology/  
Psychologie clinique*

**COPING BEHAVIOURS AND NON-SUICIDAL SELF-HARM IN YOUTH**

Paula Cloutier, Children's Hospital of Eastern Ontario; Elizabeth Glennie, Children's Hospital of Eastern Ontario; Allison Kennedy, Children's Hospital of Eastern Ontario; Clare Gray, Children's Hospital of Eastern Ontario

Non-suicidal self-harm (NSSH) can be conceptualized as a coping behaviour used to alleviate emotional distress. The relationship between coping and psychopathology, particularly with respect to NSSH in adolescents requires further evaluation. This study examines the coping strategies of adolescents who presented to the Crisis Intervention Program at the Children's Hospital of Eastern Ontario in 2007/08 using the Youth Stress and Coping Questionnaire, a measure developed for the assessment of coping and risk behaviours in a crisis population. Analyses focused on the presence and intensity of NSSH and its relationship to coping and risk-taking behaviour. Youth who reported engaging in NSSH completed a subset of items adapted from the Ottawa Self-Injury Inventory to determine intensity of self-harm. Significant group differences were found for engagement coping, risk taking and emotional venting/giving up. Specifically, youth engaging in high intensity self-harm scored significantly lower on engagement coping and higher on risk taking and emotional venting/giving up than those in the low intensity or no self-harm groups. The rate of risk taking behaviours increased with intensity of self-harm with the top three risky behaviours being alcohol use, drug use and engaging in physical risks. The relationship between coping, gender, and intensity of NSSH will also be examined.

**#26**

*Clinical Psychology/  
Psychologie clinique*

**THE ROLE OF ALEXITHYMIA IN EATING DISORDER SYMPTOMS**

Stéphanie Couture, Université de Montréal; Lecours Serge, Université de Montréal

Eating disorders (EDs), both clinical and subclinical, have become an important public health issue. Prevalence rates as high as 13% have been reported for clinical EDs. Moreover, subclinical eating disorders might affect as much as 61% of the college female population. The high prevalence of eating problems supports the importance of a better understanding of the underlying aetiological factors. Alexithymia is thought to be an important personality trait implicated in eating disorders, both clinical and subclinical. To test this hypothesis, we recruited 203 university students and 58 eating-disordered individuals participating in a local support group. Both groups completed questionnaires pertaining to their eating symptomatology and to alexithymia. Results supported the implication of alexithymia in ED pathology. Clinical theoretical implications are discussed.

**#27**

*Clinical Psychology/  
Psychologie clinique*

**COPING WITH COMORBID CANCER AND SCHIZOPHRENIA: A QUALITATIVE EXPLORATORY ANALYSIS**

Lara E Cross, University of New Brunswick; Abraham Rudnick, University of Western Ontario

Many individuals with schizophrenia are diagnosed with cancer, a multiple diagnosis called comorbidity. Research has shown psychiatric symptoms and impaired cognitions interfere with cancer coping, yet it is unclear how individuals with schizophrenia cope with cancer. This undergraduate thesis investigated how comorbid cancer and schizophrenia impacted self-concept, illness perception, and illness outcomes, and how coping strategies compared to published findings on a) coping with cancer without schizophrenia, and b) coping with schizophrenia without cancer. Data was collected in phenomenological semi-structured interviews using Lazarus and Folkman's (1984) coping model framework, and by administering the Structured Clinical Interview for Diagnostic and Statistical Manual of Mental Disorders to confirm diagnosis. Data was analyzed by thematic content analysis. 3 females and 1 male participated. Individuals viewed their self-concept as threatened or unaffected by illness. Illness perception affected psychological, emotional and physical well-being. Outcomes were negative or positive, depending on the severity of illness. Individuals who used predominantly emotion-focused coping had increased positive symptoms of schizophrenia, cancer severity, and lack of insight. The experiences and coping with comorbid cancer and schizophrenia is diverse. Further research is required.

#28

*Clinical Psychology/  
Psychologie clinique***REDUCING CHILDREN'S MENTAL HEALTH WAITING TIMES: A CONJOINT ANALYSIS MODELING THE RESPONSE OF PARENTS TO SELF-PACED PROGRAMS COMBINING THERAPIST AND COMPUTERIZED TELEPHONE COACHING ASSISTANCE**Charles E Cunningham, McMaster Children's Hospital & McMaster University; Heather Rimas, McMaster University; Yvonne Chen, McMaster University; Stephanie Mielko, McMaster University; Jenna Ratcliffe, McMaster University; Amanda Holding, McMaster University; Patrick McGrath, IWK Health Centre

We modeled parental response to self-paced parenting programs supported by a combination of therapist and computerized telephone coaching (CATHI) as a children's mental health waiting list reduction strategy. Using focus group themes, we developed 14 4-level interim service attributes and composed a discrete choice conjoint survey. Participants completed 25 choice tasks presenting experimentally varied attribute level combinations. We computed individual parameter estimates with hierarchical Bayes, utility values with multinomial logit, latent class segmentation analysis, and randomized first choice simulations. The Active segment (63%) preferred that CATHI conduct most of the program's coaching calls. They showed a stronger preference for weekly readings with questions and practice exercises, more frequent homework planning calls, and more frequent reminder calls. They preferred e-mail contact and group meeting with parents using the service. The Less Active segment (37%) preferred that therapists conduct most coaching calls. They preferred less frequent homework planning calls, less frequent reminders, and no contact with parents using the service. Simulations predicted that, while waiting for treatment, 61.7% would use a cost-effective, self-paced program introduced by therapist coaches and supported by CATHI the computerized telephone assistant.

#29

*Clinical Psychology/  
Psychologie clinique***COMPARING THE PARENTING PROGRAM PREFERENCES OF FATHERS AND MOTHERS SEEKING SERVICES FOR CHILDREN WITH MENTAL HEALTH PROBLEMS: A DISCRETE CHOICE CONJOINT ANALYSIS**Charles E Cunningham, McMaster Children's Hospital & McMaster University; Yvonne Chen, McMaster University; Greg Fabiano, University of Buffalo; Dan Waschbush, University of Buffalo; Heather Rimas, McMaster University; William Pelham, University of Buffalo; Patrick McGrath, IWK Health Centre

Fathers often fail to enroll in parenting programs. This study used consumer preference modeling methods derived from marketing research to compare the parenting service preferences of mothers and fathers. Using focus group themes, we developed 20 4-level interim parenting information attributes and composed a discrete choice conjoint survey. Participants (n = 1081) completed 30 choice tasks presenting experimentally varied attribute level combinations. We computed individual parameter estimates with hierarchical Bayes, utility values with multinomial logit, latent class segmentation analysis, and randomized first choice simulations. Standardized importance scores and utility values revealed few differences in the design preferences of mothers and fathers. Mothers reported significantly higher depression scores and responded more positively to programs reducing parental stress and anxiety. Randomized first choice simulations predicted that, while mothers would be more likely to utilize self-paced, coach supported programs, fathers were more likely to pursue information alone. Our results suggest that differential enrollment in parenting programs reflects motivational factors rather than differences in service design preferences.

#30

*Clinical Psychology/  
Psychologie clinique***EXAMINING HOW THE MENTAL HEALTH NEEDS OF CHILDREN WHO HAVE EXPERIENCED MALTREATMENT ARE ADDRESSED WITHIN ONTARIO CHILDREN'S AID SOCIETIES**Jennifer M Czincz, University of Ottawa; Elisa Romano, University of Ottawa

American data suggest that there is often a lack of mental health service provision to children in the child welfare system that have experienced maltreatment and are exhibiting psychological difficulties. This data is concerning given that the existing literature unanimously concludes that children who have experienced maltreatment present with significantly higher rates of mental health difficulties than general samples of children in the community. Given that little Canadian research has been conducted in this area, this study examined the need identification and referral process made to mental health services by Ontario Children's Aid Societies for children who have experienced maltreatment. This study comes at a critical point in the evolution of the child welfare system in Canada, as there has been an increasing movement in the past decade toward integration between initial risk assessment/ maltreatment identification and service delivery/ outcome measurement. An email questionnaire was completed by the Director of Service of each of the 53 Children's Aid Societies in Ontario that addressed need identification, mental health service referrals and provision, resource allocation, and interagency communication. Results and implications will be presented and discussed. This study is endorsed by the Ontario Association of Children's Aid Societies.

#31

*Clinical Psychology/  
Psychologie clinique***THE ROLE OF EMOTIONAL ABUSE AS A MEDIATOR OF THE RELATION BETWEEN JEALOUSY AND COUPLE DISSATISFACTION**Cathy Dandurand, University of Ottawa; Melody Matte, University of Ottawa; Marie-France Lafontaine, University of Ottawa

Studies have demonstrated jealousy to be associated with intimate physical abuse (De Silva, 1994), however, the relation with emotional abuse has yet to be examined. The current study examined received emotional abuse as a mediator of the relation between having a partner with maladaptive jealousy and couple dissatisfaction. Maladaptive jealousy was defined as high levels of cognitive jealousy (worries/thoughts of infidelity) and/or behavioural jealousy (checking/snooping) (Pheiffer and Wong, 1989). Emotional abuse was defined as emotional isolation, whereby one's partner impedes interactions/activities outside the relationship

(Gottman, 2008). The sample included 118 heterosexual individuals completing the Multidimensional Jealousy Scale, the Emotional Abuse Scale, and the Dyadic Adjustment Scale. In this model, both behavioural and cognitive jealousy predicted lower couple satisfaction ( $F [1,117] = 24.774, p < .0001, R^2 = .412 \beta = .13, p < .001$ ;  $F [1,117] = 29.288, p < .001, R^2 = .440 \beta = -.098, p < .001$ , respectively). Once emotional abuse was added to the model, however, the relation between jealousy and couple satisfaction was no longer significant ( $R^2 = .613 \beta = -.017, p > .05$ ;  $R^2 = .608 \beta = -.022, p > .05$ , respectively). These findings support the role of emotional isolation as a mediator of the relation between jealousy and couple dissatisfaction.

**#32**

*Clinical Psychology/  
Psychologie clinique*

**IS THERE A RELATIONSHIP BETWEEN LEVELS OF PHYSICAL ACTIVITY AND PSYCHOLOGICAL DISTRESS IN A DIABETIC POPULATION?**

Tracy De Boer, King's University College; John Sneep, King's University College; Andrea Oggenorth, University of Alberta

Past research has explored the relationship between physical activity and mental health. The positive benefits of engaging in physical activity have been identified in various populations including those with chronic illnesses such as diabetes. This study investigated the correlational relationship between physical activity and psychological distress in a diabetic population. 100 diabetic participants were asked to complete a questionnaire which included the Diabetic Distress Scale (DDS-17), the Perceived Stress Scale (PSS-10) and the International Physical Activity Questionnaire (IPAQ). It was hypothesized that there would be a negative correlational relationship between the variables of physical activity and perceived stress as well as between the levels of physical activity and diabetes distress.

**#33**

*Clinical Psychology/  
Psychologie clinique*

**HOW DOES RELIGIOSITY AFFECT THE RELATION OF OBSESSIONALITY AND NEGATIVE EMOTION WITH MENTAL CONTROL?**

Adriana del Palacio-González, University of New Brunswick; David A Clark, University of New Brunswick; Mügkan Altin, Middle East Technical University, Ankara, Turkey; Nicola McHale, University of New Brunswick

Metacognitive processes, such as beliefs about the importance of controlling thoughts, have been associated to obsessiveness. Wegner's (1994) theory of mental control predicts that deliberate attempts to control thoughts may backfire and produce an undesired effect. Not surprisingly, mental control has also been linked to higher levels of anxiety and negative mood. At the same time, some research shows that highly religious individuals present more obsessional symptoms and beliefs about the need to control thoughts. In this study, we explore religiosity as a moderator of the relation of obsessiveness, anxiety and depression with mental control. Two hundred and fifty undergraduate students completed measures of mental control (CUTS), obsessiveness (CBOCI), anxiety and depression (DASS), and religion-related questions (i.e. fundamentalism, and importance of religiosity). Hierarchical regression analyses showed that even though obsessiveness is the main predictor of mental control, anxiety has a unique contribution in the explanation of mental control. Also, the interactions between religiosity and depression, and religiosity and obsessiveness significantly predicted mental control. Results are discussed in terms of the role of religiosity in the prediction of mental control when interacting with depression, obsessiveness and anxiety.

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**DOES IMAGERY MEDIATE THE RELATIONSHIP BETWEEN FEELINGS OF ANXIETY AND URGES TO WASH?**

Ivana C Di Leo, Concordia University; Corinna Elliott, Concordia University; Stella M Paradisis, Concordia University; Gillian M Alcolado, Concordia University; Adam S Radomsky, Concordia University

A new conceptualization of a fear of contamination involves two types of contamination fears: Physical and mental. Mental contamination (MC) differs from physical contamination in that MC may be evoked by thoughts, words or imagined events and is difficult to wash away. MC is found present in individuals suffering from OCD; however, MC is also found present in other anxiety disorders (e.g., specific phobia) and among women who have been sexually assaulted. Previous research involving mental contamination has relied heavily on participants' ability to imagine an event as if it were occurring at that very moment in the laboratory. The purpose of this study is to investigate whether or not participants' ability to form and hold an image may mediate the relationship between feelings of anxiety and urges to wash, two important indices of mental contamination. Female undergraduate students (n = 16 tested to date out of 80) listen to an audio recording involving guided imagery and imagine that they are the main character in the scenario and that the events are happening right now. The content of the audio recording involves receiving a non-consensual kiss from a man. Data collection continues and will be completed well before the conference. Final results will be discussed in terms of cognitive-behavioural conceptualizations of and treatments for OCD.

**#35**

*Clinical Psychology/  
Psychologie clinique*

**COPING PATTERNS USED BY THERAPISTS IN TRAINING: AN INVESTIGATION OF IN-SESSION PROCESSES**

Debora D'Iuso, McGill University; Jack De Stefano, McGill University; Marilyn Fitzpatrick, McGill University; Martin Drapeau, McGill University

Trainees experience challenges and stresses throughout their training. This is acutely felt when therapists meet with clients and experience anxiety and other negative affect. Trainees' quality of coping has an impact on their performance of essential communication and intervention skills. In considering that the transactional sequences of therapists and clients are mutually-influencing, coping patterns used by trainees might influence clients' coping behavior. This study examined the coping patterns of trainees at the beginning of clinical training and how they relate to the psychotherapeutic process (e.g., working alliance). Also examined is how trainees respond to the clients' use of coping strategies. Early sessions from N = 25 therapist-client dyads were rated for

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coping strategies using the observer-rated method developed by Perry and colleagues (2004). LAG sequential analysis was used to determine if trainees used predictable coping strategies to respond to client messages. Knowing the response patterns of trainees (i.e., coping) is of value to trainers and supervisors. Novice therapists experience psychotherapy as stressful and effective training is often focused on helping trainees understand their own in-session behaviors and on fostering understanding of their contributions to the unfolding process.

**#36**

*Clinical Psychology/  
Psychologie clinique*

**AN EXAMINATION OF THE HYPOTHESIS-TESTING STRATEGIES AND COPING PATTERNS: SUPERVISORY IMPLICATIONS**

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There are three hypothesis-testing strategies clinical trainees may use: confirmatory, disconfirmatory and unbiased strategy to test a diagnosis (Speranza, 2001). These strategies differ in their effectiveness in accurately diagnosing the clients' symptoms and may therefore lead to the trainees' negative affect. Additionally, trainees' quality of coping with this affect can have an impact on the effectiveness of their interventions. This study therefore examined whether a relationship exists between the hypothesis testing strategies used and trainees coping patterns. Method: Early sessions from N = 25 therapist-client dyads were rated to identify the hypothesis testing strategies. Three raters were trained to classify the questions posed by the clinicians as being confirmatory, disconfirmatory, and/or unbiased (Speranza, 2001). Additionally, identification of the coping patterns used the method developed by Perry and colleagues (2004). Analyses were conducted to determine if a relationship exists between the hypothesis-testing strategies selected and the types of coping strategies. The implications of this study include helping trainees use the hypothesis-testing strategies and the coping patterns needed to reduce their negative affect in session.

**#37**

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Psychologie clinique*

**COGNITIVE-BEHAVIOURAL THERAPY AND APPLIED RELAXATION FOR GENERALIZED ANXIETY DISORDER: A COMPARISON OF CHANGES IN WORRY, SOMATIC ANXIETY, AND DEPRESSIVE SYMPTOMS DURING TREATMENT**

Eleanor Donegan, Concordia University; Michel J Dugas, Concordia University & Hôpital du Sacré-Cœur de Montréal; Kathryn A Sexton, Concordia University

Generalized anxiety disorder (GAD) is characterized by excessive worry and somatic anxiety (DSM-IV-TR; APA, 2000) and is often associated with depressive symptoms (Wittchen et al., 1994). Although efficacious treatments have been developed (Ladouceur et al., 2000; Öst & Breitholtz, 2000), little is known about the nature of GAD symptom change or the mechanisms by which change occurs. This study will examine the sequence of changes in worry, somatic anxiety, and depressive symptoms in 57 individuals with GAD who received applied relaxation (AR) or a GAD-specific cognitive-behavioural therapy (CBT). We predict different patterns of change in AR and CBT. As this CBT targets worry, we predict that changes in worry will precede changes in somatic symptoms, which will alleviate associated depressive symptoms. AR, in contrast, targets somatic anxiety. As GAD and depression share many somatic symptoms, alleviating somatic anxiety may lead to changes in depressive symptoms before changes in worry occur. Changes in somatic anxiety in AR are therefore predicted to precede changes in depressive symptoms, which will precede changes in worry. We will also explore potential mechanisms of change by examining whether cognitive processes (e.g., intolerance of uncertainty) mediate symptom change. This study will help clarify the nature of symptom changes that occur in common treatments for GAD.

**#38**

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Psychologie clinique*

**PERSONAL STANDARDS AND SELF-CRITICISM DIMENSIONS OF PERFECTIONISM AND DAILY STRESS, COPING, AND AFFECT SIX MONTHS LATER**

David Dunkley, SMBD Jewish General Hospital and McGill University

This study of community adults (66 men, 132 women) examined personal standards (PS) and self-criticism (SC) dimensions of perfectionism and daily stress, coping, and affect six months later. Participants completed measures of perfectionism at Time 1 and then six months later completed questionnaires at the end of the day for 14 consecutive days. Confirmatory factor analysis supported the measurement model used in this study. Zero-order correlations showed that SC was primarily associated with maladaptive aspects of functioning (e.g., daily stress, avoidant coping) six months later. On the other hand, PS was associated with both maladaptive (e.g., daily stress, avoidant coping) and adaptive (e.g., problem-focused coping) aspects of functioning six months later. Structural equation modeling indicated that the relation between SC and daily negative affect six months later was mediated or explained by higher stressfulness of most bothersome daily events, cumulative daily hassles, and avoidant coping, whereas PS exhibited an indirect relation with positive affect six months later through problem-focused coping. Clinical implications of distinguishing between PS and SC dimensions of perfectionism are discussed.

**#39**

*Clinical Psychology/  
Psychologie clinique*

**HUMOUR CREATION ABILITY AND MENTAL HEALTH: ARE FUNNY PEOPLE MORE PSYCHOLOGICALLY HEALTHY?**

Kim Edwards, University of Western Ontario; Rod A Martin, University of Western Ontario

Recently, there has been a push in the mental health literature towards definitions that include a focus on general strengths, resources and capacities that enable people to thrive (Peterson, Park, & Seligman, 2006). One personality trait thought to play an important role in coping, mood, and interpersonal relationships is sense of humour (Martin, 2007). However, past research contains gaps in conceptualizations of humour as a creative ability or aptitude. Therefore, the purpose of this study was to assess the rela-

tionship between humour creation ability (HCA), other humour self-report measures, and psychological well-being. Two humour production activities and a variety of questionnaires were completed by a sample of 215 university students. Correlation analyses provided support that humour creation ability was negatively related to seriousness, and positively correlated with both life satisfaction and family social support. Regression analyses revealed interactions between humour styles and HCA, on a number of mental health variables, suggesting that well-being may depend on how this ability is used in everyday life, and not simply how funny an individual is. These findings have potential implications for future interventions attempting to train people to create humour in hopes that enhanced well-being will follow.

**#40**

*Clinical Psychology/  
Psychologie clinique*

**DOES SELECTIVE MEMORY PLAY A ROLE IN PROBLEM GAMBLING?**

Cheryl Everall, Lakehead University; Dwight Mazmanian, Lakehead University; John Jamieson, Lakehead University; Alexander Penney, Lakehead University; Nicholas Harris, Lakehead University

Previous research has suggested that cognitive factors might play a role in problem gambling. The role of attention and selective memory for gambling-related stimuli and gambling "wins" was investigated in a controlled laboratory environment. Seventy-five adult participants were classified as problem gamblers ( $n = 20$ ), social gamblers ( $n = 33$ ), or non-gamblers ( $n = 22$ ) using South Oaks Gambling Screen cut-off scores (Lesieur & Blume, 1987). All participants were asked to complete a computerized word-list recall task, followed by an opportunity to play a computerized slot machine simulation task. In the word recall task, participants were presented a randomized list of 20 gambling-related words, 20 food-related words, 20 neutral words, and 20 filler words, followed by an immediate free-recall task. Upon completion of the slot machine task, participants were asked to recall the number of slot machine wins. Participants were contacted after a 7-day retention interval and asked to recall their number of wins once again. Problem gamblers did not recall more gambling-related words than recreational gamblers or non-gamblers ( $F_s < 1$ ), and there were no differences for immediate and delayed recall of slot machine wins ( $F_s < 1$ ). These findings suggest that selective attention or memory for wins and gambling-related stimuli may not play a role in problem gambling.

**#41**

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Psychologie clinique*

**PREDICTING AND MANAGING VIOLENCE IN ACUTE PSYCHIATRY USING THE BROSET VIOLENCE CHECKLIST AND REFLECTIVE SOLUTIONS DEBRIEF MEETINGS**

Karlee D Fellner, Alberta Hospital Edmonton; Wendy L Hawkins, Alberta Hospital Edmonton; Elizabeth Hood, Alberta Hospital Edmonton

Quality practice survey results at a psychiatric hospital indicated that aggression and violence were the most critical issues affecting safety, treatment, and retention of staff. A plan was developed to build staff capacity to address aggression/violence and to improve communication, reflective practice, staff solidarity, de-escalation skills and safety. Staff on two acute adult psychiatry units implemented the Broset Violence Checklist (BVC), a measure designed to predict patient violence through tracking indicators of violence. Weekly debriefing meetings were held with interdisciplinary staff to collectively process, learn from, and address issues related to aggression/violence. BVC data analysis found irritability was the most common indicator of violence, and there was a decrease in irritability and confusion over the course of the study. Several themes emerged in the debriefing meetings. Regular staff felt confident with their ability to predict violence without using the BVC, but endorsed its usefulness for training new staff. Factors that contribute to patient aggression include staff attitude and communication style, environment, inconsistent rules and procedures, and insufficient de-escalation training. Building staff cohesion and effective communication is essential to decrease frustration, aggression, and violence, and to provide necessary support after an incident.

**#42**

*Clinical Psychology/  
Psychologie clinique*

**RECURRENT DREAMS AND WELL BEING IN CHILDREN**

Aline Gauchat, Université de Montréal; Antonio Zadra, Université de Montréal; Jean R Séguin, Université de Montréal

Clinical and empirical findings indicate that the occurrence of recurrent dreams in adults is associated with impoverished psychological well-being and that their content presumably reflects unresolved difficulties in the dreamer's life. However, whether similar associations exist in children remains unknown. We investigated if children reporting recurrent dreams scored lower on measures of well-being and adjustment than children without recurrent dreams. A total of 168 11-year old children, comprised equally of boys and girls, completed a self-report dream questionnaire in addition to measures of well-being. 32% of boys and 38% of girls reported having experienced a recurrent dream during the past year. Multivariate analyses revealed a marginally significant interaction between gender and recurrent dream presence, explaining 13% of the variance and a significant main effect of gender which accounted for 18% of the variance. Univariate analyses revealed that boys reporting recurrent dreams had significantly higher scores on reactive aggression than those who did not and children with recurrent dreams had higher levels of reactive aggressiveness than children who did not report recurrent dreams. The data thus suggest that by age 11 years, the presence of recurrent dreams may reflect underlying emotional difficulties in boys but not necessarily in girls.

**#43**

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Psychologie clinique*

**THE EFFECTS OF SOCIAL ANXIETY IN THE MODERN WORKFORCE: AN INTERVENTION TARGETING SELF-FOCUSED ATTENTION**

Dubravka L Gavric, University of Waterloo; David A Moscovitch, University of Waterloo

Social anxiety is characterized by a fear of social situations in which embarrassment, negative evaluation, or criticism may occur (APA, 2000). When in a social situation, socially anxious individuals tend to engage in self-focused attention, which is the careful monitoring of self-referent information (Clark & Wells, 1995). Research in this area has demonstrated that self-focus is associated

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with increased anxiety and a variety of performance deficits (Woody, Chambless, & Glass, 1997). In a study by Gavric, Gilin and Stewart (2007), self-focus was found to be a key mediator between social anxiety and negotiation performance. In contrast to self-focused attention, the ability to focus attention on the thoughts of a negotiation partner has been shown to improve negotiation outcomes (Galinsky & Mussweiler, 2001). The purpose of the current study is to determine whether manipulating attentional focus can improve the negotiation outcomes of socially anxious individuals. Approximately 180 undergraduate students will be recruited to take part in a negotiation simulation. Participants will be assigned to one of three focus conditions (self, other, and control) prior to taking part in a negotiation with a fellow student. It is expected that the other-focus condition will result in lower anxiety and greater negotiation success in comparison to the self-focus and control conditions.

#44

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#### **LA MISE EN PLACE DE PROCESSUS DÉLIBÉRATIFS AU SEIN D'UNE ORGANISATION DE SERVICE: UN ÉLÉMENT FACILITATEUR POUR AUGMENTER L'UTILISATION DES CONNAISSANCES SCIENTIFIQUES PAR LES PRATICIENS**

Marie-Joëlle Gervais, Université du Québec à Montréal; François Chagnon, Université du Québec à Montréal

Dans le domaine de l'intervention sociale, les intervenants et les gestionnaires doivent reconnaître la pertinence d'une connaissance scientifique afin de l'utiliser au sein de leur pratique (Belkhdja et al. 2007). Plusieurs auteurs suggèrent qu'un des mécanismes important permettant d'établir la pertinence d'une évidence pour la pratique passerait par un processus de délibération et d'échange avec les pairs au sein de l'organisation (Lomas, 2005). Or, le lien entre la présence de processus délibératifs, l'augmentation de la pertinence d'une connaissance scientifique pour la pratique et son utilisation n'a jamais été démontré. L'étude vise à examiner ce lien par l'analyse de trois expériences de collaboration entre la recherche et la pratique qui ont cours au sein des centres jeunesse de Montréal. Des entrevues individuelles après d'intervenants (N = 15) et de gestionnaires (N = 15) ont été réalisées. L'étude permet d'appuyer le lien entre la mise en place de processus délibératifs au sein de l'organisation, l'augmentation de la pertinence des connaissances scientifiques acquises et leur utilisation par les praticiens. Des stratégies individuelles et organisationnelles afin de favoriser les processus de délibération des connaissances au sein d'une organisation œuvrant dans le domaine de l'intervention auprès des jeunes et des familles en difficultés sont également présentées.

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Psychologie clinique*

#### **KNOWLEDGE TRANSLATION AMONG CLINICIANS AND MANAGERS: ARE THERE TWO WORLDS?**

Marie-Joëlle Gervais, Université du Québec à Montréal; François Chagnon, Université du Québec à Montréal

Many authors suggested that dissemination and implementation strategies must be fine-tuned to the type of decision-making process and the context in which the user groups work in order to insure knowledge utilization (Lavis et al. 2003; Rich, 1997). However, little is known about how to adapt and disseminate research findings to maximize their utilization among children's social health providers. The aims of the study are: 1) to investigate to which purposes clinicians and managers usually use scientific knowledge and 2) to examine the differences in the type of criteria clinicians and managers use to establish the credibility and usefulness of scientific knowledge for their practice. Based on case study design (N = 3), in-depth interviews were conducted between November 2007 and May 2008 with clinicians (N = 15) and managers (N = 15) in youth protection services. The study highlights important differences between clinicians' and managers' knowledge utilization processes. Differences were also found in the type of criteria they apply to establish the usefulness and credibility of research findings for their daily actions. The research empirically supports the importance of adapting the type of dissemination strategies to the specific context in which the users work, to their role within the organisation, to their decision-making process, and to their current practices and needs.

#46

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#### **THE ROLE OF MEANING-MAKING ON PSYCHOLOGICAL ADJUSTMENT FOLLOWING INTERPERSONAL VICTIMIZATION**

Natacha Godbout, Université Laval; Marsha Runtz, University of Victoria

People exposed to traumatic events often experience a loss of meaning in their lives, which can shatter their vision of the self, others, as well as their sense of control and direction in life. Researchers and clinicians have proposed that survivors who are able to make sense of their trauma and its implications in their current life fare better than those who do not. Based on a need for a comprehensive quantitative measurement tool to assess meaning-making, we developed the Meaning Making Questionnaire (MMQ; Godbout & Runtz, 2007). The MMQ includes 6 dimensions: no self blame, strong identity and goals, overcoming the traumatic experience, closeness and trust in others, fighter/survivor, and religion. A sample of 1044 women and men completed the MMQ and questionnaires assessing interpersonal victimization, attachment, post-traumatic stress, and psychological symptoms (TSI-2; Briere, 2008). Reliability analyses supported the internal consistency of the MMQ, factor analyses confirmed its' structural validity, and correlations between the MMQ, interpersonal victimization and psychosocial outcomes provided evidence of its' content validity. Results of structural equation models supported the role of meaning making as a mediator of the link between interpersonal victimization and subsequent adjustment. Practical implications for survivors of interpersonal trauma are discussed.

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#### **COMORBID ANXIETY AND DEPRESSION IN YOUTH: SYMPTOMATOLOGY AND FAMILY FUNCTIONING**

Carly Guberman, University of Toronto; Katharina Manassis, The Hospital for Sick Children and University of Toronto

Previous studies suggest that comorbid anxiety and depressive disorders in youth are associated with more severe symptomatology and family dysfunction than a diagnosis of either disorder alone. This study's objective was to replicate and extend past findings by expanding the definition of comorbidity to include comorbid subthreshold symptoms (i.e., one symptom set falls below the diagnostic criteria cut-off of a disorder). We divided 193 clinic-based youth, aged 4 to 18 years, into anxiety (ANX), depression (DEP), and comorbid groups (COM). Outcome measures assessing the youth's internalizing symptoms and family functioning were completed by youth and maternal caregivers. COM youth endorsed more severe anxiety symptoms and family dysfunction than ANX youth. By contrast, COM youth did not endorse more severe depression symptoms or family dysfunction compared to DEP youth. Similar results were found for maternal reports of internalizing symptoms, but maternal reports of family functioning yielded no group differences. This study replicates past findings that the presence of comorbid depression in anxious youth is associated with severe anxiety and family dysfunction. Our findings also suggest that subthreshold depressive symptoms in anxious youth relate to the severity of symptomatology and family dysfunction reported, but subthreshold anxiety symptoms in depressed youth do not.

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**EXECUTIVE DYSFUNCTION IN VIOLENT OFFENDERS: A POTENTIAL AVENUE FOR REHABILITATION**

Megan Hancock, University of Western Ontario; Peter N S Hoaken, University of Western Ontario

Canadian crime statistics indicate that 1 in 7 violent offenders re-offend within a year of their release from prison (Bonta, Ruggie, & Dauvergne, 2003). Traditionally, punishment, most notably incarceration, has been employed in hope of deterring criminals and decreasing violent crime. This model has been shown to be largely ineffective (Correctional Service of Canada, 2002). Understanding and treating the causal underpinnings of violent crime is of the utmost importance for individuals and society as a whole. Several factors have been identified as potential contributors to violent crime, including cognitive deficits in executive functioning (Hoaken, Allaby, & Earle, 2007). To investigate this further, 80 violent offenders from Fenbrook Institution, a federal facility, were tested on a battery of executive functioning measures. Offenders were administered four subtests of the Delis-Kaplan Executive Function System (Verbal Fluency, Color-Word Interference, Card Sort, and the Tower Test) as well as the Iowa Gambling Task. Violent offenders were found to have broad and pervasive dysfunction in their executive abilities and this translated into specific violent behaviours. This speaks to the possibility of a new type of correctional rehabilitation program, one that focuses on the rehabilitation of basic executive cognitive functions.

**#49**

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Psychologie clinique*

**AN ADAPTED DBT SKILLS GROUP FOR CLIENTS WITH BORDERLINE PERSONALITY DISORDER: ADDING VALUE TO TREATMENT AS USUAL**

Regan Hart-Mitchell, Regina Qu'Appelle Health Region; Regan Shercliffe, Luther College; John Brown, Regina Qu'Appelle Health Region

Introduction: There has been a growing body of research demonstrating the efficacy of adapted DBT Skills Groups in reducing symptoms associated with Borderline Personality Disorder. The present research was an evaluation study of an adapted DBT Skills Group Program that was implemented as a "value-added" component to Treatment As Usual (TAU) within existing mental health services. Method: The DBT Skills Group was implemented with a few minor adaptations to the skills as manualized (8 weeks; 16 sessions). A total of N = 34 women completed treatment. Group participants were administered measures of BPD symptoms, anxiety, and depression at pre- and post-group treatment, as well as at three months following treatment. Results: During the treatment process, repeated measures ANOVA showed overall reductions in scores on measures of BPD, anxiety, and depression symptoms. At three-month follow-up, mean scores showed slight elevations in symptoms, indicating that treatment gains were not well maintained. Conclusion: The results of this study provide support for the use of adapted DBT Skills Training Groups as a supplement to TAU. However, the finding that symptoms measured at three-month follow-up began to increase in magnitude likely suggests that longer-term Skills Training is required if treatment gains are to be maintained.

**#50**

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Psychologie clinique*

**EATING DISORDERS AND ADDICTION: COMPARING EATING DISORDER TREATMENT OUTCOMES AMONG CLIENTS WITH AND WITHOUT COMORBID SUBSTANCE USE DISORDER**

Victoria Ho, Bellwood Health Services; Simone Arbour, Bellwood Health Services; Janice M Hambley, Bellwood Health Services

Studies have shown that eating disorders (ED) and substance abuse disorders (SUD) share common clinical and biological similarities. However, there are very few outcomes studies involving individuals with ED who are dually-diagnosed with SUD, thus it is not clear whether both disorders can be successfully treated concurrently. The present study explored several factors related to 6-month post-treatment outcomes in eating attitudes and behavior and quality of life variables. Results show that both eating disorder only (ED) clients and dually-diagnosed eating disorder and substance use disorder (ED-SUD) clients have significant improvements in self-report eating disorder symptoms and concerns, as well as quality of life functioning. There were no significant differences in outcomes between ED and ED-SUD clients, however, which suggest that the two diagnoses may share clinical similarities.

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Psychologie clinique*

**SUICIDE ATTEMPTER TYPES: MIXED MODEL ITEM RESPONSE THEORY APPLIED TO BECK HOPELESSNESS SCALE ITEMS**

Ronald R Holden, Queen's University; Michelle M DeLisle, Mother Rosalie Health Services Centre; Ricardo Flamenbaum, Queen's University

Suicide attempters may comprise a highly heterogeneous set of individuals and, consequently, the optimal classification and description of homogeneous subtypes of attempters could serve to improve the understanding, prevention, and prediction of future suicidal behaviour. For a sample of 179 individuals with a life-time history of a previous suicide attempt, this research examined the identification of suicide attempter types through the application of mixed-model item response theory to responses on the Beck Hopelessness Scale, a pre-eminent psychological predictor of subsequent death by suicide. Following this, external validity for this classification was demonstrated through the emergence of type differences on suicide-related variables that were external to the development of the typology. Similarities to other cluster analyses of suicide attempters and the potential predictive validity of the currently derived classification system are discussed.

#52

*Clinical Psychology/  
Psychologie clinique***A COMPARISON OF SELF-REPORTED ATTACHMENT VARIABLES AND HYPOTHESIZED ATTACHMENT-RELATED RORSCHACH VARIABLES**Pamela L Holens, University of Manitoba; Rayleen V De Luca, University of Manitoba; Andrew A Lubusko, University of Manitoba

Thirty-nine university students who reported childhood psychological maltreatment and thirty-nine university students who reported no childhood maltreatment experiences were administered the Experiences in Close Relationships (ECR) inventory and the Rorschach Inkblot test. The ECR scores for attachment anxiety and attachment avoidance were compared to scores on hypothesized attachment-related Rorschach variables to ascertain whether the Rorschach could provide similar information to the ECR through projective, rather than self-report, means. No evidence of associations between the projective responses and the self-report measure of these attachment dimensions was found in either the maltreated or the non-maltreated group, suggesting the need for further research in this area.

#53

*Clinical Psychology/  
Psychologie clinique***THE IMPACT OF CHILDHOOD PSYCHOLOGICAL MALTREATMENT ON ADULT ATTACHMENT STYLES**Pamela L Holens, University of Manitoba; Rayleen V De Luca, University of Manitoba

The recognition of psychological maltreatment as a distinct form of child maltreatment worthy of independent investigation occurred only as recently as the late 1970s. Today, there is a growing consensus among professionals that not only is psychological maltreatment far more prevalent than was once realized, but also that it lies at the core of all major forms of abuse and neglect. Furthermore, its impact has been found to be more damaging than the effects of either physical or sexual abuse. The current study examined individuals who reported having experienced childhood psychological maltreatment in comparison to a control group who reported not having experienced any form of childhood maltreatment. The attachment styles of the maltreated and non-maltreated groups were compared with respect to a two-dimensional model of attachment. It was hypothesized that maltreated individuals would have less secure adult attachment relationships than their non-maltreated counterparts. Results indicated that individuals who reported childhood psychological maltreatment were indeed more likely than their non-maltreated counterparts to have developed a self-reported insecure attachment style in their adult relationships, characterized by higher levels of both attachment avoidance and attachment anxiety.

#54

*Clinical Psychology/  
Psychologie clinique***IMPLICIT MEMORY BIAS IN GENERALIZED ANXIETY DISORDER: THE ROLE OF STIMULUS RELEVANCE**Anthony Hopley, University of New Brunswick; Kylie Francis, Concordia University; Michel J Dugas, Concordia University

Models of information processing predict that anxious individuals possess a memory bias for threatening information. However, research has yet to conclusively show such a bias in individuals with generalized anxiety disorder (GAD). As research suggests that intolerance of uncertainty is central to GAD, uncertain stimuli may increase the probability of tapping into this process, thereby eliciting a memory bias. Furthermore, research suggests that the personal relevance of stimuli accounts for a portion of memory bias. Therefore, this study will explore the effects of uncertain stimuli and the role of stimulus relevance on implicit memory in GAD. It is hypothesized that on an implicit memory task, a GAD analogue group will show greater bias for uncertain and threat words compared to controls. Finally, stimulus relevance is expected to be more highly related to a bias for threat and uncertain words in the GAD analogue group. This study will clarify previous research inconsistencies and aid in determining whether GAD analogues exhibit an implicit memory bias for uncertain and threatening information. Further, this study will address whether stimulus relevance is a variable that contributes to implicit memory bias. With an increased focus on processing biases in therapies for anxiety, enhanced understanding of these processes in GAD should lead to improved therapeutic interventions.

#55

*Clinical Psychology/  
Psychologie clinique  
clinique***RELATIONS AMONG MINDFULNESS, WELL-BEING, AND SLEEP-RELATED FUNCTIONING**Andrew J Howell, Grant MacEwan College; Nancy Digdon, Grant MacEwan College; Christie Harcus, Grant MacEwan College; Amanda R Sheptycki, Grant MacEwan College; Karen Buro, Grant MacEwan College

Our prior research supported a model wherein mindfulness directly predicts well-being and indirectly predicts well-being through improved sleep quality (Howell, Digdon, Buro, & Sheptycki, 2008). In the current research, we expanded the assessment of sleep-related functioning to include measures such as daytime sleepiness, dysfunctional beliefs about sleep, sleep effort, sleep hygiene, and pre-sleep arousal. Results from a sample of 250 undergraduates revealed significant associations among measures of emotional, psychological, and social well-being, mindfulness, and the sleep-related variables. Structural equation modeling yielded support

for sleep-related self-regulatory functioning as a mediator between mindfulness and well-being. Results are considered in terms of additional plausible relationships between mental health and sleep, and in terms of suggestions for future work.

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*Clinical Psychology/  
Psychologie clinique*

**PROBLEM GAMBLERS WHO ADMIT TO A GAMBLING PROBLEM AND THOSE WHO DO NOT: THE DISTINCTION BETWEEN PRIMARY AND SECONDARY GAMBLERS REVISITED**

John Jamieson, Lakehead University; Sara Craig, Lakehead University; Dwight Mazmanian, Lakehead University; Nancy Black, St. Joseph's Care Group

The Catalyst database contains information on all clients who entered addiction treatment programs in Ontario. Nguyen et al. (2008) examined the data from clients who received treatment in Northwestern Ontario between 2003 and 2006, and reported differences between problem gamblers who reported gambling as a problem and those who did not. The present study was conducted to provide a comprehensive comparison of differences between these two groups using the same database. Of 621 admissions who were identified as having a gambling problem, 155 specified that gambling was their primary presenting issue. Most (72.6%) problem gamblers did not seek treatment for gambling, only for other addictions. Those who listed gambling as their first presenting issue received quite different treatment programs in the agency: they were significantly ( $p < .001$ ) more likely to receive treatment in a specialized gambling program. They were also more likely to be females and to have lower rates of substance addiction. Additional findings confirm the importance of viewing clients whose primary presenting issue is gambling as quite different from the other addiction clients who have gambling problems. These findings suggest that an awareness of the distinction between "primary" and "secondary" problem gamblers might have practical utility for those working in addictions treatment facilities.

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*Clinical Psychology/  
Psychologie clinique*

**CHILDHOOD EMOTIONAL ABUSE AND NEGLECT ARE ASSOCIATED WITH ADULT BODY IMAGE DISSATISFACTION AND OVER-INVESTMENT: THE MODERATING ROLE OF SOCIAL SUPPORT AND IMMATURE DEFENCE**

Josee L Jarry, University of Windsor; Michael Kong, University of Windsor

In this study, we investigated the association between various forms of childhood abuse and neglect, and adult body image satisfaction and investment in young women. We also examined potential moderators of this association such as social support and defensive style. Results showed that childhood emotional abuse and neglect are robust predictors of adult body image disturbance in women. Although the relationship between emotional abuse and body image disturbance was unmoderated by any of the factors tested, the association between emotional neglect and body image disturbance was moderated by social support and the use of immature defences. More specifically, women reporting high levels of childhood emotional neglect had poor body image regardless of their current experience of social support. However, among those reporting low levels of childhood emotional neglect, women currently experiencing high social support reported better body image than did those who reported receiving low social support. Emotional neglect also was moderated by the extent to which participants made use of immature defences. In women having experienced high emotional neglect, those using immature defences expanded more efforts toward managing their appearance and considered it more important than did those who used immature defences to a lesser extent.

#58

*Clinical Psychology/  
Psychologie clinique*

**THE MEDIATIONAL ROLE OF PSYCHACHE IN THE RELATIONSHIP BETWEEN ALEXITHYMIA AND SUICIDAL IDEATION**

Katia Keefer, Queen's University; Ronald R Holden, Queen's University; Karen Gillis, Queen's University

According to Shneidman (1993), psychache, or intense psychological pain, is the direct cause of suicide that mediates the effects of all other contributing psychological factors. Although there is growing empirical support for psychache as a significant unique predictor of suicidal behaviour, its role as a mediator of other risk factors has not been tested systematically. One relevant factor is alexithymia, a personality dimension characterised by difficulties in identifying and describing feelings and an externally-oriented cognitive style. Past studies have found elevated levels of alexithymia to be associated with a history of attempted suicide among clinical patients and with increased prevalence of suicidal thoughts in the general population. The present study used structural equation modeling to examine whether psychache mediated the relationship between alexithymia and suicidal ideation in a sample of 202 undergraduate students. In line with Shneidman's theory, results indicated that the effect of alexithymia on suicidality was fully explained by its relationship with psychache. Clinical implications of this finding are discussed.

## #59

*Clinical Psychology/  
Psychologie clinique***SELF-COMPASSIONATE, SELF-ENERGIZING, AND SELF-CONTROLLING APPROACHES TO SMOKING CESSATION: SELF-CRITICISM AND IMAGERY VIVIDNESS AS MODERATORS**Allison C Kelly, McGill University; David C Zuroff, McGill University; Clare L Foa, McGill University; Paul Gilbert, Kingsway Hospital

Gilbert (2000) posits three evolved affect regulation systems focused on threat, drive, and affiliation that can be stimulated by inter- and intrapersonal signals. We applied his model to study the impact of various intrapersonal processes on self-regulation. Inspired by Gilbert (2005), three self-help interventions for smoking cessation were designed to stimulate one of these three affect systems. 100 smokers were randomly assigned to a self-monitoring condition or to one of three enhanced conditions combining self-monitoring with self-controlling, self-energizing, or self-compassionate imagery and self-talk. Hierarchical linear modelling revealed that over 3 weeks, smoking dropped as a function of time, but not condition. Trait self-criticism interacted with condition to predict smoking reduction; high self-critics had faster drops in the self-compassion and self-energizing conditions. Also, imagery vividness moderated the effects of the enhanced interventions; vivid imagery facilitated smoking reduction in the self-compassion condition but hindered it in the self-controlling condition. Findings suggest that self-relating from a vivid self-controlling inner image harms self-regulation but a vivid self-compassionate image assists it. Furthermore, for individuals who tend to be self-critical, intrapersonal encouragement characterized by positive affect is especially helpful.

## #60

*Clinical Psychology/  
Psychologie clinique***COPING IN YOUTH WHO PRESENT TO PEDIATRIC EMERGENCY MENTAL HEALTH SERVICES**Allison Kennedy, Children's Hospital of Eastern Ontario; Paula Cloutier, Children's Hospital of Eastern Ontario; Elizabeth Glennie, Children's Hospital of Eastern Ontario; Clare Gray, Children's Hospital of Eastern Ontario

A crisis can be conceptualized as a state in which one's ability to cope is stretched beyond capacity. Adolescence is a stressful developmental period during which coping strategies become more complex and defined. Youth who present to crisis intervention services offer a unique opportunity to study coping in a vulnerable population. This study examines the coping strategies of youth (12 to 17 years old) who presented to the Crisis Intervention Program at the Children's Hospital of Eastern Ontario in 2007/08 using the Youth Stress and Coping Questionnaire, a measure developed for the assessment of coping and risk behaviours in a crisis population. Preliminary analyses revealed that youth presenting in crisis most often endorsed crying, talking to someone, and arguing with people as their primary responses to stress. Preliminary analyses revealed a 5-factor structure including: emotional venting/giving up, engagement coping, cognitive disengagement, risk taking, and aggressive/online activities. Males and females reported using similar levels of engagement coping to deal with stress. However, females reported more risk taking, cognitive disengagement, and emotional venting/giving up in response to stress and males reported more aggressive/online activities. The relationship between coping, gender, and diagnostic status will also be examined.

## #61

*Clinical Psychology/  
Psychologie clinique***EMOTION REGULATION AND META-AFFECT IN SELF-INJURY**Kai-Lee Klymchuk, University of Wales

Explanations of self-injurious behaviour converge upon distress management as its primary function. In this study, two factors were hypothesized to lead to the emotional intolerance implicated in self-harm: 1) negative appraisal of emotions in general (beliefs concerning one's comfort in and the value of sharing, expressing, and understanding emotions, and about emotions as leading to vulnerability and harm), and 2) perception by the individual that one's affect regulation strategies (ability to be aware of, accept and act in a goal-directed manner while emotionally aroused) are ineffective. The predictive power of these two factors was tested in a multiple regression model together with a number of established risk factors for self-injury. A sample of 297 undergraduates completed measures of self-injury, mood, dissociation, social support, problem solving, difficulties in emotion regulation and positive and negative beliefs about emotions. Results indicated that difficulties in emotion regulation were most predictive of lifetime self-harm frequency. Further, holding positive beliefs about emotions appears to act as a protective factor against self-injury. Negative beliefs about emotions was not a significant predictor of self-injury, although significant differences in beliefs about emotions were observed between genders and those with and without histories of self-injury.

## #62

*Clinical Psychology/  
Psychologie clinique***GENDER DIFFERENCES IN SELF-HARM**Kai-Lee Klymchuk, University of Wales

While in previous years, females far outnumbered males who reported engaging in self-harm, the behaviour is no longer under-represented in adolescent male populations. Between 1985 and 1995, researchers at The Oxford Monitoring System for Attempted Suicide documented a substantial increase in self-harm (self-injury and attempted suicide), noting a 62.1% increase in males and 42.2% increase in females during the decade. The largest increase, at almost 200%, was among 15-24 year old males (Hawton et al, 1997). Furthermore, the rise in non-fatal injury among this demographic group appears to be associated with increases in completed suicides among young males (Bowen & John, 2001). Undergraduate students (n = 297, 234 females, 53 males, 10 non-specified gender) from a mid-sized British university were recruited to participate in this study which comprehensively assessed lifetime history of behaviours enacted with intent to harm oneself. Forty-seven (46.5%) per cent of the full sample reported historical self-injury; 8.8% reported a history of suicide attempt. Differences between genders were found on number of methods

and multiple acts committed, reasons for self-injury, help-seeking behaviour and age at first episode. Distinctions between genders were also found on associated alcohol and drug use, and lifetime suicidal ideation, planning and attempt(s).

#63

*Clinical Psychology/  
Psychologie clinique*

**MEDIATORS OF THE RELATIONSHIP BETWEEN CHILDHOOD ABUSE AND NEGLECT AND ADULT BODY IMAGE**

Michael Kong, University of Windsor; Josee L Jarry, University of Windsor

Childhood abuse and neglect are considered risk factors for a variety of psychological difficulties in adulthood. Two constructs known to generally be protective against adverse events are social support broadly defined and adaptive coping strategies. In this study, we used structural equation modelling to investigate how these two constructs may act as mediators in the association between various forms of childhood abuse and neglect and body image satisfaction and investment in young men and women. In the context of an online survey, undergraduates completed measures of childhood abuse and neglect as well as of body image satisfaction and investment. Several other dimensions were measured to allow for the delineation of two latent constructs defined above as mediating factors. Three mediation models were tested. One used a global measure of childhood maltreatment including sexual, physical and emotional abuse as well as physical and emotional neglect as a single exogenous variable. The second model differentiated the emotional and physical dimension of childhood maltreatment while the third differentiated abuse and neglect. Results will be discussed in light of current theories of childhood trauma and adult functioning.

#64

*Clinical Psychology/  
Psychologie clinique*  
tre;

**NEUROPSYCHOLOGICAL AND PERSONALITY RISK FACTORS OF AGGRESSION IN FORENSIC AND NON-FORENSIC PSYCHIATRIC INPATIENTS**

Yukiko Konomi, Whitby Mental Health Centre; David Nussbaum, Whitby Mental Health Centre;

Stephanie Bass, University of Toronto; Marc Levi, Whitby Mental Health Centre

The current study investigated the factors that are associated with aggressive behavior in forensic and non-forensic adult psychiatric inpatients using Nussbaum's (1997) psychobiological model of aggression. A total of 80 inpatient clinical records were reviewed. A number of psychometric instruments were examined in relationship to the types of seclusion placements including the Integrated Visual and Auditory Continuous Performance Test (IVA), Iowa Gambling Task, Temperament and Character Inventory, Personality Assessment Inventory, and State Trait Anger Expression Inventory – 2nd Edition. Approximately 87% of seclusions were classified as irritable in nature and significantly correlated with IVA Full-Scale Attention and Response Control, AGG, ANT, Trait Anger, Anger Control-In, and Anger Control-Out. The step-wise regression analysis indicated that IVA-Full Scale Attention and AGG-P accounted for 69.2% of the variance. There was no significant difference between the two subject groups with regards to the frequency and the type of violent incidents. In conclusion, the results of the current study indicated that Nussbaum's aggression classification model is effective in describing the nature of the incidents and identifying risk factors of inpatient violence in both forensic and non-forensic populations. Findings have clinical implications for inpatient violence risk management.

#65

*Clinical Psychology/  
Psychologie clinique*

**LOSSES IN SELF-WORTH AND INTERPERSONAL DOMAINS AS PREDICTORS OF SELF-CRITICAL, DEPENDENT, AND DEPRESSED MOOD STATES**

Daniel Kopala-Sibley, McGill University; David C Zuroff, McGill University

While much research has demonstrated that the interaction of negative life events and depressive vulnerability factors may precipitate increases in depressive symptoms, relatively little research has examined the processes underlying these relationships. This study examined the relationships between losses in self-worth and interpersonal relationships, dependent and self-critical mood states, and depressive symptoms following a major negative life event. 91 male and 81 female undergraduate students completed measures of depressive vulnerability factors and described the worst period of their life. They also rated their depressive symptoms during that period and indicated the extent to which the events surrounding this worst period affected their self-worth and their relationships with close others. Path analyses demonstrated that a loss of self-worth affected depressive symptoms both independently and through self-critical and dependent mood states, while a loss of interpersonal relationships affected depressive symptoms solely through dependent mood states. Additionally, self-criticism moderated the effects of a loss of self-worth on self-critical mood. Findings have implications regarding losses in self-worth and interpersonal domains, and suggest a pathway through which they may affect depressive symptoms.

#66

*Clinical Psychology/  
Psychologie clinique*

**AN INFERENCE-BASED APPROACH TO CHANGING EMOTIONS AND BELIEFS IN OBSESSIVE COMPULSIVE DISORDERS**

Natalia Koszegi, Fernand-Seguin Research Center; Kieron O'Connor, Fernand-Seguin Research Center

The current article outlines a case study of the inference-based approach (IBA) to treating obsessive compulsive disorder (OCD). The IBA considers that the obsessional process begins with an initial doubt (e.g., "maybe: my hands are not clean – the door is not locked – I made an error – I could harm someone", etc.) and that this doubt is a product of invalid inductive reasoning strategies. The aim of inference-based therapy (IBT) is to modify the reasoning narrative producing the (often imaginary) doubt, and to return the person to the world of common sense perception. The IBT is principally a cognitive intervention and adds an extra upstream dimension to current downstream CBT by quantifying belief in the probability of initial doubting inference (or intrusion). Changes in obsessional beliefs, emotion, distress and behaviour are related to changes in doubt at different stages of the IBT therapy. Addressing initial doubt may be an efficient way of modifying other emotions and appraisals.

#67

*Clinical Psychology/  
Psychologie clinique***SELF- REPORT OF CHILDHOOD ABUSE AND NEGLECT IN WOMEN WITH AND WITHOUT AN EATING DISORDER DIAGNOSIS**Katherine D Krawiec, University of Windsor; Josee L Jarry, University of Windsor

Although childhood sexual abuse has been extensively investigated in women with eating disorders, less is known about childhood physical and emotional abuse as well as neglect in this population. This study examined the prevalence of sexual, physical and emotional abuse as well as that of physical and emotional neglect in women diagnosed with eating disorders and in women free of such diagnoses. The rate of these various types of abuse and neglect in specific eating disorder diagnostic groups also was investigated. The results are compared with those of previously published studies examining childhood maltreatment in eating disorder populations.

#68

*Clinical Psychology/  
Psychologie clinique***RECOGNIZING AND TREATING DEPRESSION: SELF-OTHER DIFFERENCES AND THE EFFECTS OF SYMPTOM SEVERITY**Nicholas A Kuiper, University of Western Ontario; Melissa Mohan, University of Western Ontario

We examined how people recognize symptoms of depression and then arrive at treatment decisions. Prior research had individuals read a vignette about a depressed person, identify the concern, and provide treatment options. Although informative, this work did not take into account self-other differences in processing personal information; nor did it consider symptom severity. We explored both by having 240 participants read vignettes that varied the target (self vs. other) and severity of symptoms (mild vs. moderate). Participants indicated timelines, causes, consequences, and coping strategies. For the self, participants ascribed a shorter timeline, more situational causes, more self-help coping, and less severe consequences for their symptoms. In contrast, symptoms in others were assigned a longer timeline, more dispositional causes, more professional help for coping, and more severe consequences. Severity also played an important role, with moderate levels of symptomatology associated with longer timelines, more daily stressors, more negative consequences, and a greater propensity to seek professional help. Finally, several significant interactions indicated more pronounced severity effects for others than for self; reinforcing the need to carefully distinguish between self and others when formulating self-regulatory models of depressive symptom identification and treatment.

#69

*Clinical Psychology/  
Psychologie clinique***L'EXAMEN DES STRATÉGIES D'ADAPTATION DYADIQUES COMME MÉDIATEURS DE LA RELATION ENTRE L'ATTACHEMENT AMOUREUX ET LA VIOLENCE CONJUGALE PSYCHOLOGIQUE ÉMISE**Marie-France Lafontaine, Université d'Ottawa; Katherine Péloquin, Université d'Ottawa; Alyssa Mackinder, Université d'Ottawa

Cette étude a pour but d'examiner les effets de l'attachement amoureux d'une personne sur sa violence psychologique émise envers son partenaire, en considérant ses stratégies d'adaptation dyadiques positives et négatives comme médiateurs. La recherche a démontré un lien entre l'attachement et la violence conjugale psychologique (Gosselin, Lafontaine, & Bélanger, 2005) et entre l'attachement et les stratégies d'adaptation générales (Lussier, Sabourin, & Turgeon, 1997). Toutefois, la présente étude est la première à mettre en relation ces dernières avec l'attachement et la violence conjugale émise, de même qu'à examiner leurs rôles médiateurs. Près de 150 adultes anglophones, âgés de plus de 18 ans et en relation hétérosexuelle depuis 12 mois ont complété les questionnaires suivants: Experiences in Close Relationships (Brennan, Clark, & Shaver, 1998), Dyadic Coping Inventory (Bodenmann, 1996) et Revised Conflict Tactics Scales (Straus, Hamby, Boney-McCoy, & Sugarman, 1996). Les analyses corrélationnelles et de régression appuient partiellement les liens proposés (directs et médiateurs) entre les variables à l'étude. Des résultats distincts sont obtenus selon le genre. Cette étude permettra une meilleure compréhension des facteurs personnels et interpersonnels qui caractérisent les couples où il y a présence de violence.

#70

*Clinical Psychology/  
Psychologie clinique***LES PRÉDICTEURS DE LA DISCONTINUATION DE LA PSYCHOTHÉRAPIE CHEZ LES AGRESSEURS SEXUELS: UNE RECENSION DES ÉCRITS**Sébastien Larochelle, Université du Québec en Outaouais; Louis Diguier, Université Laval

Des recherches indiquent que les agresseurs sexuels qui ne complètent pas leur psychothérapie sont plus à risque de récidiver que ceux qui la complètent (Edwards et al., 2005; Hanson et al., 2002; Seager et al., 2004). Probablement dans le but de prévenir les cas de récidive et les conséquences désastreuses que ces délinquants entraînent chez leurs victimes et dans la société en général, plusieurs chercheurs ont tenté d'identifier les caractéristiques des individus qui ne terminent pas leur psychothérapie. L'objectif de la présente affiche est de recenser les études ayant investigué la discontinuation de la psychothérapie chez les agresseurs sexuels. 16 recherches ont été sélectionnées à l'aide des bases de données PsycInfo et Scopus et des mots-clés suivants : treatment dropouts, sexual offenders, sex-offenders, child molesters, rapists et pedophiles. Notre recension démontre que 20% à 86% de ces individus ne complètent pas leur psychothérapie. De plus, les résultats des diverses recherches sont souvent divergents, à tel point qu'il est difficile de tirer des conclusions non équivoques quant aux variables associées au phénomène. Seul le trouble de la personnalité antisociale et certaines de ses dimensions font état d'une association significative et consistante avec la discontinuation de la psychothérapie. Une discussion des impacts cliniques de ces résultats est présentée.

#71

*Clinical Psychology/  
Psychologie clinique***LA DISCONTINUATION DE LA PSYCHOTHÉRAPIE CHEZ LES AGRESSEURS SEXUELS : UNE ANALYSE CRITIQUE DE L'ÉTAT ACTUEL DE LA RECHERCHE**Sébastien Larochelle, Université du Québec en Outaouais; Louis Diguier, Université Laval

Plusieurs recherches ont examiné le phénomène de la discontinuation de la psychothérapie chez les agresseurs sexuels. Cependant, le tableau qui émerge de celles-ci n'est pas clair. En effet, la recherche fait état de taux de discontinuation très variés, allant de 20% à 86% (Larochelle & Diguier, 2008). De plus, les résultats des diverses recherches sont souvent divergents à tel point qu'il est difficile de tirer des conclusions non équivoques quant aux prédicteurs du phénomène (Larochelle & Diguier, 2008). L'objectif de ce travail est d'analyser l'état actuel de la recherche sur la discontinuation de la psychothérapie chez les agresseurs sexuels et ce, dans le but d'offrir des recommandations pour les recherches futures. De façon générale, l'ambiguïté ou la confusion caractérisant la recherche semble découler de l'hétérogénéité, tant conceptuelle que méthodologique des études, ainsi que de leurs faiblesses méthodologiques. De façon plus spécifique, ces dernières ont trait: (a) à la composition des échantillons; (b) à la nature des programmes de psychothérapie; (c) à la définition de la discontinuation de la psychothérapie; (d) aux variables étudiées; (e) aux instruments utilisés; et finalement (f) aux méthodes d'analyses statistiques. Des recommandations pour les recherches futures sont proposées.

**#72**

*Clinical Psychology/  
Psychologie clinique*

**CAN DISGUST AND ANXIETY SENSITIVITY PREDICT SAFETY BEHAVIOUR USE AMONG SPIDER PHOBICS?**

Amanda R Levine, Concordia University; Irena Milosevic, Concordia University; Adam S Radomsky, Concordia University

There has been recent discussion about the differing roles of disgust and fear in phobic disorders. While both emotions are implicated in spider phobia, they may have differential effects on avoidance. For example, disgust sensitivity has been found to predict avoidance in some cases but not in others. No research to date has specifically examined the effects of disgust sensitivity on the use of safety behaviour, (i.e., strategies, including avoidance, that fearful individuals use to reduce anxiety). In the current study, spider fearful participants complete the Anxiety Sensitivity Inventory (ASI) and the Disgust Scale (DS). They are then randomly assigned to one of two conditions, in which they either use safety gear (e.g., gloves, goggles) or do not use any safety gear during a 20-minute exposure to a live spider. The use of safety behaviour during the session (in addition to the safety gear) is assessed. Multiple regression analyses will determine whether ASI and DS scores differentially predict the number of items selected by those in the safety gear condition and the number of safety behaviours used for those in the control condition. Data collection is currently under way (n = 14), with a projected sample size of 60 participants. Results will be discussed in terms of cognitive behavioural models of and treatments for specific phobia and other anxiety disorders.

**#73**

*Clinical Psychology/  
Psychologie clinique*

**RELATIONSHIPS MATTER: THE INTERACTION OF THE THERAPEUTIC ALLIANCE WITH RELATIONSHIPS OUTSIDE OF THE THERAPEUTIC CONTEXT PREDICTS CHANGE IN ADJUSTMENT**

Michelle J Leybman, McGill University ; Allison C Kelly, McGill University; David C Zuroff, McGill University; Sidney J Blatt, Yale University; Bruce E Wampold, University of Wisconsin

The therapeutic relationship has received considerable attention as a factor that contributes to therapeutic outcome, but it is not clear whether the relationship impacts everyone in the same way. Drawing on literature linking social support and therapeutic outcome, we sought to determine how a person's relationships outside of therapy influence the benefits they receive from a good therapeutic relationship. We defined relationship status as either in a stable relationship (i.e., married or cohabitating with a partner) or single. The therapeutic relationship was assessed using the Barrett-Lennard Relationship Inventory we examined both therapist's average relationship quality and each patient's relationship quality compared to that average. Using a composite measure of adjustment in the TDCRP sample of depressed patients, we found that whether or not the patient was in a stable relationship interacted with the therapeutic relationship to predict changes in adjustment. Patients who had a good relationship with their therapist relative to the therapist's other patients showed better response to treatment if they were in a stable relationship. Those who were single did not appear to benefit from a good therapeutic relationship. Findings suggest that people in relationships may place high worth on relationships and therefore benefit more if they have a good therapeutic alliance.

**#74**

*Clinical Psychology/  
Psychologie clinique*

**BETWEEN- AND WITHIN-THERAPISTS VARIABILITY IN THE THERAPEUTIC RELATIONSHIP: INDEPENDENT PREDICTORS OF CHANGE IN ADJUSTMENT AND VULNERABILITY**

Michelle J Leybman, McGill University ; Allison C Kelly, McGill University; David C Zuroff, McGill University; Sidney J Blatt, Yale University; Bruce E Wampold, University of Wisconsin

The therapeutic relationship has been recognized as a consistent predictor of therapeutic outcome, but only recently have the differential contributions to change of between- versus within-therapists variance in the relationship been examined. Between-therapist refers to variability across therapists in their capacity to form relationships with clients, whereas within-therapist captures variability across patients in their capacity to form relationships with therapists. Baldwin, Wampold and Imel (2007) demonstrated that between-therapist variance predicted outcome whereas within-therapist did not. We sought to extend this research by examining the same question in the TDCRP sample, and by testing whether the between- or within-therapists components predicted changes in perfectionism; a vulnerability factor for depression. In a sample of depressed patients being treated by 28 therapists, we found that both the between- and within-therapist components were significant predictors of change in adjustment, with the between slope being twice as large as the within slope. We also found that only the between-therapist component predicted a decrease in perfectionism after accounting for the overlap between changes in perfectionism and adjustment. Differentiating the influence of patient and therapist contributions to therapeutic relationships will guide efforts to train new therapists.



#75

*Clinical Psychology/  
Psychologie clinique***BPD AS A DISORDER OF INTERSUBJECTIVITY: NARRATIVE AND IDENTITY DISTURBANCE IN BORDERLINE PERSONALITY DISORDER**Nathalie Lovasz, Simon Fraser University; Alexander L Chapman, Simon Fraser University; Katherine L Dixon-Gordon, Simon Fraser University

Identity Disturbance as a symptom of Borderline Personality Disorder (BPD) has received little research attention but is diagnostically efficient and predictive of treatment outcome. Narrative coherence may aid in explaining identity disturbances in BPD, as narrative theories of identity suggest that a cohesive life story allows a person to maintain a stable sense of identity. This study examines the relationship between various BPD traits (affect intensity, thought suppression, interpersonal instability and dissociation), narrative coherence, and identity disturbances. These variables will be measured in a sample of 130 undergraduate students using online questionnaires and an online interview. A series of multiple regression analyses will examine the relationship between identity disturbance and other variables. It is hypothesized that BPD traits will be positively correlated with identity disturbances. Narrative coherence should also predict identity disturbances and mediate the association of BPD traits with identity disturbance. In addition, narrative coherence should be negatively associated with BPD symptoms, and these symptoms should mediate the relationship between BPD traits and narrative coherence. The findings of this research provide an empirical investigation of narrative theories of identity and could have implications for the diagnosis and treatment of BPD.

#76

*Clinical Psychology/  
Psychologie clinique***THE EFFECTS OF ALCOHOL ON SAFETY BEHAVIOURS IN SOCIALLY ANXIOUS INDIVIDUALS**Desiree MacDonald, Dalhousie University; Susan Battista, Dalhousie University; Sherry H Stewart, Dalhousie University

Socially anxious individuals often engage in systematic cognitive and behavioural strategies called safety behaviours in an attempt to hide their anxiety from others and prevent negative social outcomes. In addition, socially anxious individuals have been shown to have higher rates of alcohol problems than individuals in the general population. Researchers have proposed that the high rates of alcohol misuse in socially anxious individuals represent attempts to reduce social anxiety. The current study aims to examine the effects of alcohol on safety behaviours among socially anxious individuals. Participants are randomly assigned to either an alcohol or no alcohol beverage condition and then take part in a videotaped, 15-minute social interaction with a confederate. Videos of the participants will be coded by two raters blind to participant beverage condition on four safety behaviours: avoidance of eye contact, nervous laughter, length of time speaking, and latency to respond to questions posed by the confederate. Currently, 55 participants have completed the study and 80 will have taken part by Spring, 2009. It is expected that participants in the alcohol condition will exhibit more eye contact, less nervous laughter, speak for a longer amount of time, and have a shorter latency to respond to questions compared to participants in the no alcohol condition.

#77

*Clinical Psychology/  
Psychologie clinique***HOW SEX, THREAT-EXPECTANCY, AND IMPLICIT COGNITIONS AFFECT RESPONDING TO ACUTE PAIN**Emma M MacDonald, St. Francis Xavier University; Margo C Watt, St. Francis Xavier University / Dalhousie University

This study investigated how sex, threat-expectancy, and implicit cognitions affect individual responses to acute pain. Leventhal's (1982) parallel processing model suggests that the extent to which pain is perceived as personally threatening will influence whether affective (vs. sensory) pain-related schema are activated. Research shows that females (vs. males) are more apt to focus on affective (vs. sensory) components of pain (Fillingim, 2003) and have more history with pain (Rollman et al., 2004). These findings suggest that females may hold more implicit associations between pain and threat in memory. Undergraduate students were randomly assigned to a threat or no threat condition, administered the Extrinsic Affective Simon Task (EAST; De Houwer, 2003), a series of pain-related measures and the cold-pressor task. Preliminary findings reveal a significant interaction between sex and threat condition for pain threshold ( $F(1,35) = 4.16, p = .05, \text{partial } \eta^2 = .11$ ) with females indicating significantly lower thresholds in the threat condition. Females also tended to endorse more sensory descriptors in the threat condition ( $F(1,35) = 3.32, p = .08, \text{partial } \eta^2 = .09$ ). Findings suggest threat has a greater negative impact on women's (vs. men's) experience with acute pain. Results will be discussed in terms of the role of learning experiences and implicit cognitions on pain responding.

#78

*Clinical Psychology/  
Psychologie clinique***THE FREQUENCY OF SELF-REINFORCEMENT QUESTIONNAIRE: FACTOR STRUCTURE AND IMPLICATIONS FOR PSYCHOPATHOLOGY**Meagan B MacKenzie, Memorial University; Melody K Sorenson, Memorial University; Peter G Mezo, Memorial University

The Frequency of Self-Reinforcement Questionnaire (FSRQ; Heiby, 1982) was designed to assess self-reinforcement (SR), a component of Kanfer's (1970) model of self-control, also known as self-management (SM; Rokke & Rehm, 2001). This element of SM has been implicated in the maintenance of anxiety and depression (Endler & Kocovski, 2000) and these skills may be assessed and addressed in therapy. The dichotomous FSRQ has been subjected to a factor analysis which resulted in five factors (Wagner, Holden, & Jannarone, 1988); however the continuous version of this scale has not been analyzed as such. One goal of this study is to replicate and extend Wagner and colleagues' work by examining and comparing the structure of the Likert-style and dichotomous versions of the FSRQ in two undergraduate samples. A secondary goal is to examine the previously identified factors in relation to psychopathology. Due to their nature, it is hypothesized that they will differentially correlate to indices of anxiety and depression, such that evaluative reinforcement will show a significantly stronger association than reward-based reinforcement. These hypothesized results, if confirmed, will provide evidence supporting the use of the Likert-style FSRQ in addition to indicating that elements of SR may be more indicative of SM and consequently, more relevant to the study of psychopathology.

#79

*Clinical Psychology/  
Psychologie clinique*

**TREATMENT OUTCOME IN BULIMIA NERVOSA AS PREDICTED BY  
AUTONOMOUS VERSUS CONTROLLED MOTIVATION**

Sandra Mansour, McGill University; Sarah Horowitz, McGill University; Howard Steiger, Douglas Mental Health University Institute; Kenneth R Bruce, Douglas Mental Health University Institute; Annelie S Anestin, Douglas Mental Health University Institute; David C Zuroff, McGill University

In Self-Determination Theory (SDT), autonomous motivation is the degree to which individuals view their participation in therapy as freely chosen, controlled motivation is the degree to which they are in therapy for external reasons (e.g., pressure). Past research on SDT shows that autonomous (but not controlled) motivation predicts positive treatment response in depressed individuals. The current study examines whether autonomous and/or controlled motivation is also associated with treatment response in individuals with Bulimia Nervosa. Women (N = 60) with bulimia-spectrum eating disorders participated in 16-week group therapy. At pre and posttreatment, participants filled out the Autonomous & Controlled Motivations for Treatment Questionnaire (ACMTQ), the Eating Attitudes Test (EAT-26), the Eating Disorders Examination Questionnaire (EDEQ) and the Behaviour and Symptom Identification Scale (BASIS-32). A factor analysis confirmed ACMTQ autonomous and controlled subscales. Multiple regressions, controlling for prior therapy hours and severity of eating and psychiatric symptoms at pretreatment, demonstrated that higher autonomous motivation at pretreatment predicted lower posttreatment bingeing behaviour (EDEQ), anxiety/depression (BASIS-32), and impulsivity (BASIS-32). These results indicate that treatments aimed at increasing autonomous motivation may assist in BN treatment.

#80

*Clinical Psychology/  
Psychologie clinique*

**SUCCESSFUL TREATMENT OF PILL SWALLOWING DIFFICULTIES WITH HEAD  
POSTURE PRACTICE**

Ashley Marsh, University of Guelph

All medical clinics encounter neurologically-intact patients unable to swallow pills, which can decrease medication compliance. Current behavioural treatments for pill swallowing difficulty are labour-intensive and successful only 75% of the time. The objective of this study was to determine whether an intervention based on teaching varied head posture could be successful in clinically-referred children. Three preliminary studies in adults and children (n = 348) had revealed that teaching varied head posture was promising, but that practice was a key component to success. The primary components of the intervention were a) teaching five head positions (centre, up, down, left, right), and b) two weeks daily practice with candies. Principles of reassurance, education, and stimulus shaping were also integral. Thirty eight children with chronic or life-threatening illness, aged 2-16 were referred; 30 completed the program. All who were willing and physically well enough to carry out the daily practice were successful: four children were too ill to practice, two were oppositional and refused to practice, and two were unable to return for evaluation. At 30 days follow-up all 30 who practiced had transferred the skill to consumption of prescribed medications. A training video of the method is being made and will be posted on the internet.

#81

*Clinical Psychology/  
Psychologie clinique*

**REDUCING STIGMA AGAINST DEPRESSION: EVALUATION OF AN  
INTERVENTION TARGETING PROCESSES OF STIGMATIZATION**

Rachel Martin, University of Calgary; Keith S Dobson, University Of Calgary

This research study examines the effect of an innovative antistigma intervention on levels of stigma against persons with depression. Depression is one of the most common mental health problems in the world, and stigma is a significant aspect of the burden of depression. This study pioneers a novel antistigma approach which targets a variety of emotional, social, and info-processing mechanisms that contribute to stigmatization. These mechanisms, which normally operate outside awareness, include mood misattribution, classical conditioning, just world beliefs, social identity theory, illusory correlation, and expectancy biases. These mechanisms are consciously targeted for change in the current antistigma intervention, which employs principles of cognitive-behavioural therapy (CBT) to increase client awareness and control of biased automatic cognitive processes. Participants completed a series of questionnaires that focus on attitudes toward depression, before and after attending an antistigma information session. This study compared the effect of presentations that educate about depression, stigmatization mechanisms, or both topics, to examine the relative effectiveness of different anti-stigma approaches. The intervention could potentially be used as a model for other forms of stigmatization.

#82

*Clinical Psychology/  
Psychologie clinique*

**PATIENTS ASSESS THEIR COHESION TO THE GROUP: RELIABILITY AND  
VALIDITY OF A REVISION OF THE COHESION QUESTIONNAIRE**

Hilary Maxwell, University of Ottawa; Meagan Bone, Ottawa Hospital; Giorgio A Tasca, Ottawa Hospital; Hany Bissada, Ottawa Hospital

Cohesion is an important factor in understanding group phenomena, and strong group cohesion increases the likelihood of participant retention in group therapy. Previous research has focused primarily on other-focused cohesion bonds and how they related to group processes and overall group cohesion. The present study pilots a revised version of the Cohesion Questionnaire (CQ; Piper et al., 1983) in which items were modified by changing the questionnaire from other-focused to self-focused. By doing so, participants rate their perception of themselves in the group. The Cohesion Questionnaire - Self version (CQ-S) contains 8 items and requires participants to responded using a 6-point Likert scale ranging from "very little" to "very much". Participants for the present study were recruited from group-based programs at the Ottawa Hospital. Reliability analyses indicated that the CQ-S demonstrated good internal consistency, with a Cronbach's alpha of .79 and good mean inter-item correlation. The CQ-S correlated with a second measure of cohesion, the Group Climate Questionnaire, demonstrating support for convergent validity. Furthermore, an exploratory factor analysis was conducted to compare the structure of the CQ-S to the 3-factor structure of the original CQ.

FRIDAY / VENDREDI

#83

*Clinical Psychology/  
Psychologie clinique***INTERNET GAMBLING AMONG COLLEGE STUDENTS**Jessica McBride, International Centre for Youth Gambling Problems and High-Risk Behaviors; Jeffrey L Derevensky, International Centre for Youth Gambling Problems and High-Risk Behaviors

Internet gambling is undergoing a massive worldwide expansion, despite legal restrictions in some jurisdictions. As gambling becomes more accessible, problems associated with gambling have begun to affect increasing numbers of individuals. Research focusing on gambling among college and university students suggests this group may be at heightened risk for developing gambling problems. The association between the convenience and the 24-hour availability of gambling on the Internet and problem gambling is not clear. The influence of the Internet on college and university students' gambling behaviour is to date unknown, and raises potential concerns. To address the issue, this paper will present results from a study exploring Internet gambling in a sample of university students aged 18 to 20 years (N = 465). Students completed questionnaires addressing their past-year involvement in gambling activities on the Internet. Results indicate 8.0% of participants report having gambled on the Internet, with higher rates among males (11.0%) than females (0.8%). Based on DSM-IV criteria, 3.7% of respondents were classified as problem gamblers. Higher numbers of problem gamblers (35.3%) report gambling on the Internet, compared to social gamblers (11.8%). Concerns about the possible effects of Internet gambling are raised and implications for prevention initiatives will be discussed.

#84

*Clinical Psychology/  
Psychologie clinique***CHILDREN WITH AUTISM'S ABILITY TO DISENGAGE THEIR ATTENTION WITHOUT AN EXTERNAL CUE**Carly A McMorris, York University; James M Bebko, York University; Kerry Wells, York University; Jessica Schroeder, York University

Background: An important aspect of social-communicative functioning is children's ability to disengage and shift attention from one stimulus to another. Compared to typically developing children, children with autism appear to have difficulty, indicated by slower eye movements to a second stimulus. The purpose of the present study was to examine how children with autism's attention abilities are controlled when the cue to disengage must be self-generated versus externally cued, providing a better representation of their shifting capabilities in their everyday interactions with the environment. Method: Numbers and durations of eye fixations to stimuli were compared to typically developing children matched for age and verbal ability. Children were presented with two separate images on the right and left sides of a screen. Stimuli were divided into high (man reciting story), low (man counting) and non-linguistic (mousetrap) conditions. Results: Typically developing children and children with autism did not differ in the number and mean durations of eye fixations; suggesting that children with autism are able to disengage and shift attention without the aid of an external cue. Conclusions: This study addresses an important difference between attention skills in tasks which require frequent disengagement and shifting of attention ("in-line attention") versus single-shift paradigms.

#85

*Clinical Psychology/  
Psychologie clinique***COMPARING DIAGNOSES OF EATING DISORDERS AND COMORBIDITIES MADE BY PRIMARY CARE PHYSICIANS WITH ASSESSMENT RESULTS FROM A SPECIALIZED MULTI-DISCIPLINARY TEAM : IMPLICATIONS FOR TRAINING AND TREATMENT**Ingie Mehmet, Southlake Regional Healthcare Center; Pearl Mehra, University of Toronto; Adele LaFrance, Southlake Regional Hospital; Ahmed Boachie, Southlake Regional Healthcare Center

Family physicians find eating disorders (ED) and related comorbidities difficult to identify and treat (Kaplan & Garfinkel, 1999). Although complaints of EDs are not always disclosed to a health care professional (Williams et al., 2008), when they are, family physicians are often an important first contact for detection/treatment. In terms of assessment, most physicians do not regularly screen for EDs and only 2% consider anorexia nervosa in their differential diagnosis (Bryant-Waugh, 1992). In terms of associated comorbidities, anecdotal reports suggest that these are often overlooked. As good prognosis of an ED requires early detection of the illness and comorbidities to help guide clinical applications for treatment (Herzog, Nussbaum & Marmor, 1996), it is important that physicians be well-equipped to appropriately assess, treat and/or refer pediatric patients and their families. In order to determine the accuracy of physician diagnoses of pediatric ED and associated comorbidities, a chart review of former patients from the adolescent Eating Disorder Program at Southlake Regional Health Centre in Canada. Referral diagnoses made by physicians will be compared to those resulting from a multidisciplinary team assessment (n = 48) to inform the research question and to determine possible training needs and implications for treatment.

#86

*Clinical Psychology/  
Psychologie clinique***BARRIERS TO MENTAL HEALTH HELP SEEKING IN UNIVERSITY STUDENTS**Sarah ME Melkert, Saint Mary's University; Lindsay J Bates, Saint Mary's University

The current study will examine the barriers to mental health help seeking (i.e., seeking help from psychologists, counsellors, etc.) in university students. Self-report questionnaires will be used to collect demographic information (e.g., gender, age) and information regarding help-seeking behaviour (e.g., past/future help seeking). A measure assessing barriers to mental health help seeking will yield information regarding both types (e.g., self-sufficiency, knowledge of resources, confidentiality) and total numbers of barriers. Greater numbers of barriers indicate greater resistance to mental health help seeking. It is hypothesized that females and older students will report fewer barriers to mental health help seeking. As well, students who have sought mental health help previously will both report fewer barriers and increased likelihood of future help seeking from available help seeking resources (e.g.,

physician, private psychologist, counsellor). Types of barriers will also be analyzed across gender, age, and past/future help seeking. Findings from this study will inform strategies to address barriers to mental health help seeking that university students may experience.

**#87**

*Clinical Psychology/  
Psychologie clinique*

**SALIVARY ALPHA-AMYLASE: A BIOLOGICAL CORRELATE OF SATIETY IN RESTRAINED EATERS**

Monique Mercier, Lakehead University; Ron Davis, Lakehead University

The literature has demonstrated that restrained eaters have different experiences with respect to hunger and satiety compared to unrestrained eaters. The boundary model for the regulation of eating proposes that restrained individuals require a larger amount of food to report satiety and require a greater deficit of food to report hunger relative to unrestrained eaters. The present study seeks to replicate the published findings that salivary  $\alpha$ -amylase represents a biological correlate of satiety (L. F. Harthoorn, 2008), and extend this line of research to compare the concentrations of  $\alpha$ -amylase following preload and ad libitum meals in restrained and unrestrained eaters in an experimental design. Body mass index, amount of food consumed, ratings of appetite (hunger, satiety, fullness, desire to eat), and salivary alpha-amylase are compared with respect to restraint status (Restrained Eater or Unrestrained Eater). It is predicted that restrained individuals will demonstrate blunted  $\alpha$ -amylase secretions following preload, indicating that they are indeed, further away from achieving satiety relative to the unrestrained eater. Results will be discussed in the context of possible biological and behavioural support for the boundary model for the regulation of eating.

**#88**

*Clinical Psychology/  
Psychologie clinique*

**INFORMATION COMMUNICATION TECHNOLOGY FOR MENTAL HEALTH ASSESSMENT**

Heather Molyneaux, National Research Council; Helene Fournier, National Research Council

Mental health assessment can be facilitated by the use of information communication technology (ICT). There are many advantages to using ICT, such as reducing wait times, improving the ability to reach remote clients, and appealing to certain motivational factors in clients. Assessments administered by ICT can also help standardize presentation of questionnaires and eliminate incomplete data sets. Some ICT can also reduce experimenter bias and scoring errors, increasing accuracy meanwhile saving time. This paper presents a comprehensive review of the use of ICT for the assessment of mental health, with a specific focus on assessing operational stress injuries (OSI). The benefits, issue, and ethics surrounding the use of specific ICT for assessment will be discussed, specifically how computer, telephone, internet based assessment, and videoconferencing can be involved in assessments. Certain comparisons will be made between assessments using ICT and traditional methods. This comprehensive review of the literature is based on a literature search performed by NRC-CISTI, Canada's primary institute for scientific and technical information.

**#89**

*Clinical Psychology/  
Psychologie clinique*

**THE CONTENT OF NON-EROTIC THOUGHTS, SEXUAL ANXIETY, RELATIONSHIP SATISFACTION AND SEXUAL FUNCTIONING IN A COMMUNITY SAMPLE**

Andrea L. Nelson, University of Waterloo; Christine Purdon, University of Waterloo; Madelaine Burley, Ryerson University

Past research with undergraduate populations (Purdon & Holdaway, 2006; Purdon & Watson, in press) has found that young men and women report a range of non-erotic thoughts (NETS) during sexual activity and that consistent with Barlow's model of sexual dysfunction, greater frequency of and anxiety associated with NETS is related to poorer sexual functioning. The current study assessed the associations between NETS, sexual anxiety, relationship satisfaction and sexual functioning in a community sample of men ( $N = 72$ ) and women ( $N = 81$ ) in long-term relationships. Sixty-seven percent of the sample reported having NETS. Of these participants, women were more likely to report body image concerns and external consequences of the sexual activity (e.g., others discovering the sexual activity, pregnancy), while men were more likely to report performance-related concerns (e.g., maintaining arousal). Equally likely among men and women were thoughts about emotional consequences of the sexual activity (e.g., implications of the activity on the relationship, dislike of the activity). Overall, higher frequency of NETS and greater sexual anxiety were associated with poorer sexual functioning in both men and women. Theoretical and clinical implications for treating sexual difficulties will be discussed.

**#90**

*Clinical Psychology/  
Psychologie clinique*

**AN EXAMINATION OF VARIABLES RELATED TO PERSONAL GROWTH AND PTSD AMONG TRAUMA-EXPOSED COLLEGE STUDENTS**

Maureen O'Connell, Southern Illinois University Carbondale, David Thompson Health Region; Benjamin Rodriguez, Southern Illinois University Carbondale; David DiLalla, Southern Illinois University Carbondale

This study examined relationships among posttraumatic stress disorder (PTSD) symptoms, negative schemas (Early Maladaptive Schemas or EMS; Young, 1999; Young, Klosko, & Weishaar, 2003), and personal growth following trauma (adversarial growth or AG). The study had multiple purposes: (1) to replicate and extend research regarding relationships between AG and PTSD; (2) to examine relationships among social support, perceived life threat, EMS, coping, and AG, (3) to determine the degree to which social support, perceived life threat, EMS, coping, and PTSD reexperiencing and avoidance symptoms explain variance in AG. Results pertaining to EMS are highlighted. Participants included students from a community college in central Alberta. Results determined that aspects of AG and PTSD were positively related. Overall negative schemas were nonsignificantly positively

related to AG. Some EMS were significantly and positively related to AG components. Regression predicted approximately 28% of the variance in AG. Limitations of the study are discussed. No previous study has examined relationships among predictive variables for AG including EMS. Enhanced understanding of the complexity of adaptation to trauma will inform clinicians who strive to assist individuals in the aftermath of trauma.

**#91**  
*Clinical Psychology/  
Psychologie clinique*

**THE EFFECT OF OVERT AND COVERT RESPONSE PREVENTION ON OBSESSION RELATED THOUGHTS AND MOOD**

Kieron O'Connor, Fernand-Seguin Research Center; Mark Freeston, Newcastle University; Frederick Aardema, Fernand-Seguin Research Center; Sébastien Grenier, Centre de Recherche, Hôpital Charles LeMoyné; Stéphane Guay, Centre de Recherche Fernand-Seguin; Yves Careau, IUSM Robert-Giffard

The first goal was to test the hypothesis that systematic training in both covert and overt response prevention will be superior in terms of mean differences on principal outcome measures and on the number of participants achieving high end-state functioning at post-treatment. A second goal is thus to examine the relationship between the degree of reduction in neutralizing, and the reduction in obsessive thoughts, cognitive measures of appraisals and beliefs, and subjective distress. Fifty-two adult patients meeting DSM-IV diagnostic criteria for OCD participated in the treatment study. Participants were randomly allocated to one of two experimental conditions: (1) standard CBT using in vivo exposure and response prevention of overt neutralizing (overt RP only); and (2) CBT using in vivo exposure and response prevention of overt and covert neutralizing (overt and covert RP). Measures were administered at pre-test and post-test for all variables. Multivariate repeated measures analysis of variance was used to test for significant change over treatment and through to follow-ups. The second goal, examining changes in covert neutralizing, used partial correlation between residual gain scores. The results indicated no significant differences between groups at post treatment outcome but a slight advantage to the covert and overt group at 6 month follow up.

**#92**  
*Clinical Psychology/  
Psychologie clinique*

**SOCIAL SUPPORT, STRESS, AND COGNITIVE COPING STRATEGIES AS PREDICTORS OF PSYCHOLOGICAL SYMPTOMS FOLLOWING THE TRANSITION TO UNIVERSITY**

Anne-Elise O'Regan, Acadia University; Peter J McLeod, Acadia University

First year university students are at risk for the development of psychological disorders for a number of reasons. These include: 1) life transitions being associated with psychological symptoms, 2) many students will experience a separation from existing social support networks, 3) the university environment presents higher academic demands, and 4) students are within the age range where mood disorders are initially likely to develop. Our prospective study examined the transition to university life, including differences in how individuals experienced and coped with related hassles, and the psychological consequences of this transitional period. Specifically, it investigated students' use of particular cognitive coping strategies, their perceived social support, and how these factors related to predict self-reported symptoms of depression and anxiety. Participants (N = 44) were assessed at home prior to university and approximately mid-semester when university-related stressors were assumed to be most palpable. Preliminary analyses revealed that maladaptive cognitive coping styles moderated the effect of daily hassles on reported symptoms of depression. In addition, perceived social support significantly predicted reported symptoms of depression as well as maladaptive cognitive coping styles. Implications of these findings for preventive mental health programs are discussed.

**#93**  
*Clinical Psychology/  
Psychologie clinique*

**NOVICE COUNSELLORS' UNDERSTANDING OF THEIR OWN CLINICAL LEARNING**

Louise Overington, McGill University; Jack De Stefano, McGill University; Marilyn Fitzpatrick, McGill University

The opportunity to perform one's chosen craft in a safe, supportive, and structured environment constitutes the most important attribute of clinical training (Barnard & Goodyear, 2005). In addition, the assimilation of the experiences of practice through supervision and self-reflective activities are essential to the trainee's emerging sense of "practionerself". This metacognitive aspect of counsellor development, that is, the on-going internal assessment of one's therapeutic effectiveness, is a key aspect of professional development and a value that the field aspires to not only for students but for all its members. Aim: The goal of the current project is to understand how trainees think about and experience the actual week-by-week process of working with clients. Also, we are interested in how trainees make sense of the regular challenges that are part of that experience. Method: We examine the written accounts (weekly logs) of the trainees' experiences using consensual qualitative research (CQR) methodology to determine what themes constitute the trainees' experiences. Implications: An analysis of student perspectives on training will inform our understanding of teaching and supervision of clinical skills.

**#94**  
*Clinical Psychology/  
Psychologie clinique*

**ATTACHMENT, BEHAVIOURAL INHIBITION AND PHYSIOLOGY IN YOUNG CHILDREN**

Laura Paret, University of Guelph; Michele Davis, University of Guelph; Heidi Bailey, University of Guelph

Children's psychosocial adjustment can be better understood by assessing how child-caregiver attachment quality relates to children's temperamental reactivity (i.e. behavioural inhibition) and physiological response to stress. Behaviourally inhibited children may show elevated heart rate and fixed (i.e. low variability) cardiac responding when stressed. When confronted with novel stimuli these children may respond non-adaptively unless they are able to use their caregiver as a secure base. The current study examined attachment quality, temperament and physiological regulation in 100 children 3.5 years of age. Attachment was assessed

by trained coders on the pre-school Strange Situation Paradigm, while temperament was scored on the Child Behavior Questionnaire. Children's physiological response was assessed during the Interesting-but-Frightening paradigm as the child and mother explored a potentially frightening friendly talking mask. The data is currently being analyzed. I hypothesize that behaviourally inhibited children will show low cardiac beat-to-beat variability and elevated heart rate (both correlates of stress) in the paradigm but will only continue to be dysregulated if they have poor mother-child attachment security. This research promises to add substantively to our knowledge of the interplay between key factors influencing children's ability to cope with stress.

#95

*Clinical Psychology/  
Psychologie clinique*

**ENTRENCHED AVOIDANCE PATTERNS: AN EXAMINATION OF "AVOIDANCE AS HABIT"**

Jeffrey R Paulitzki, University of Waterloo; Jonathan M Oakman, University of Waterloo

Can avoidance patterns become so entrenched that they take on the qualities of habit? This is important because we know that habits are less reliant on intentions, can be triggered relatively automatically by co-occurring environmental cues, and are difficult to change without a change in context. The present research examined the questions: Can frequent avoidance patterns take on qualities of habit? Does the construct of "habitual avoidance" have validity? Is habit-like avoidance associated with environmental triggers that may cue the avoidance proper? Participants selected two unpleasant tasks they were avoiding which varied on avoidance frequency. The Self-Report Habit Index was used to measure the habit-level associated with each pattern. This scale assessed whether the avoidance is experienced as occurring relatively automatically. The results confirmed the expectation that more frequent avoidance patterns are experienced as occurring relatively automatically. Additionally, the results demonstrate that habit-like avoidance can be measured reliably and is related to constructs in expected ways. For example, habit-level predicts reduced quality and lower task completion above-and-beyond conventional variables (e.g. attitudes). Finally, habit-like avoidance patterns were more often associated with stable features identified by participants as being present in the environment.

#96

*Clinical Psychology/  
Psychologie clinique*

**CLINICAL PSYCHOLOGY GRADUATE STUDENTS' PERCEPTIONS OF THEIR SCIENTIFIC AND PRACTICAL TRAINING**

Daniel L Peluso, University of Regina; Nicholas Carleton, University of Regina; Gordon J G Asmundson, University of Regina

The reported goal of most clinical psychology graduate programs in Canada is to train students according to a scientist-practitioner model. Such models train students to adequately develop skills in scientific research and clinical therapy. However, each program places different emphasis on these two aspects of training. In response to a lack of research, the Council of University Directors of Clinical Psychology (CUDCP) administered a questionnaire to American clinical psychology students (n = 611), assessing their training experiences (Merlo, Collins, & Bernstein, 2008). Students reported a relatively balanced emphasis on science and clinical work. To date, there appears to be no comparable data available on Canadian student opinions of their training. The current investigation administered the CUDCP questionnaire to Canadian clinical psychology students (n = 149; 88% women, Mage = 25). Almost half (47%) of students reported receiving equal clinical and research training. The area of scientific training that was rated as being the most effective was 'research', followed by coursework, and clinical work. Few significant differences were found following provincial comparisons; however, students from Nova Scotia acclaimed the quality of science training significantly more than Saskatchewan students. Comprehensive results, implications, and directions for future research are discussed.

#97

*Clinical Psychology/  
Psychologie clinique*

**THE IMPORTANCE OF PSYCHACHE IN STATISTICALLY PREDICTING SUICIDALITY AND SELF-HARM IN SAMPLES OF FEDERAL OFFENDERS AND UNDERGRADUATES**

Effie J Pereira, Queen's University; Daryl G Kroner, Southern Illinois University Carbondale; Ronald R Holden, Queen's University; Ricardo Flamenbaum, Queen's University

Suicide and self-harming represent extensive mental health issues in Canadian society. Empirically, prominent psychological factors associated with these are the constructs of depression, hopelessness, and psychache. For samples of male federal offenders (n = 73) and male and female undergraduates (n = 160), the current research investigated the relative contributions of depression, hopelessness, and psychache for the statistical prediction of suicidality, self-harming ideation, and self-harming action. Findings indicated that relative to non-offenders, incarcerated offenders scored high on measures of suicidality and psychological risk factors for suicide; that psychache was a valid statistical predictor of suicidality in offenders and non-offenders and that the relationship between psychache and suicidality was not moderated by either offender status or gender; and that psychache was more important than either depression or hopelessness as a statistical predictor of suicidality, self-harming ideation, and self-harming action. Implications regarding Shneidman's view of psychache as the cause of suicide are discussed.

#98

*Clinical Psychology/  
Psychologie clinique*

**THE PROCESS OF ANXIETY REDUCTION DURING THE TREATMENT OF SOCIAL PHOBIA WITH AN INTERPERSONAL APPROACH: ALONE OR COMBINED WITH PAROXETINE**

Vassiliki Pilarinos, University of Montreal

Although a substantial amount of evidence exists for the reduction of anxiety levels in the various treatments for social phobia, there has been less interest in the actual process of anxiety reduction during the treatment phase itself. Moreover, few studies on social phobia have combined psychological and pharmacological treatments to investigate the process of therapeutic change. The present study aims to bridge these gaps by comparing an interpersonal approach to therapy and an interpersonal approach to therapy combined with paroxetine in a 12 week treatment and outline which treatment best reduces anxiety in that time span. Par-

Participants were 30 adult males and 18 females recruited through the Centre de Recherche Fernand-Seguin (CRFS) at the L.H. LaFontaine Hospital in Montreal. Anxiety was measured by means of the Social Anxiety and Distress scale as well as the Fear Questionnaire. It is hypothesized that the combined approach will be a superior treatment both during the process of therapy as well as at post-treatment. Results indicate that the combined approach reduce anxiety in a more efficient and stable manner during the 12 sessions. These results add valuable knowledge into the contribution of medication to the treatment of social phobia and the conceptual framework behind the combined treatment approach.

#99

*Clinical Psychology/  
Psychologie clinique*

### EXPLORING THE IMPLICATIONS OF HUMOUR IN MOTHER-INFANT PLAY INTERACTIONS

David J Podnar, University of Western Ontario; Rod A Martin, University of Western Ontario; Greg Moran, University of Western Ontario

Despite popular beliefs that parents should use humour to make their infants laugh to enhance infant mental health and social development, these associations have never been empirically investigated. An observational study was designed to investigate how humour in mother-infant play interactions might affect their attachment relationship. Results indicated that vigorous laughter-eliciting play activities were negatively related to infant emotional security and increases the probability of mothers engaging in disruptive frightening behaviours. However, when laughter eliciting behaviours were performed by mothers in a sensitive manner, they appeared to provide a protective effect in preventing playfully threatening games (i.e., "I'm going to get you") from being interpreted as actually frightening and harmful. If parents engage in humorous activities with their infants, these results suggest that it is important that they do so sensitively or else it may increase the potential of harming the relationship.

#100

*Clinical Psychology/  
Psychologie clinique*

### LATENT STRUCTURE OF PERSONALITY AND PSYCHOPATHOLOGY IN EATING DISORDERS: AN EXPLORATORY AND CONFIRMATORY FACTOR ANALYSIS APPROACH

Michelle D Presniak, University of Saskatchewan; Natasha Demidenko, Ottawa Hospital; Giorgio A Tasca, Ottawa Hospital; Hany Bissada, Ottawa Hospital

We evaluated the latent structure of personality and psychopathology in an eating disordered sample. Previous research has revealed four to five common factors in eating disorders: general psychopathology, bulimic behaviours, body image, restrictive eating, and drive for thinness. However, these studies tend not to include the common multiple comorbidities of eating disorders (e.g., depression), underlying personality traits (e.g., identity disintegration) and interpersonal problems (e.g., social isolation). In this study we evaluated the latent structures that emerged using both a measure of eating disorder psychopathology (Eating Disorder Inventory) and a measure of general and personality psychopathology (Personality Assessment Inventory) in an exploratory factor analysis (EFA). 1302 participants who were seeking treatment at a centre for eating disorders were included in the study. First, 310 participants were randomly selected and an EFA was conducted. A 6 factor solution emerged from the analysis. Second, a confirmatory factor analysis was conducted in a random sample of 500 participants to assess the reliability of the solution. Results from the EFA so far suggest that eating disorders present as a multidimensional syndrome in which general distress, eating disorder symptoms, interpersonal problems, impulsiveness, and perfectionistic self presentation are prominent.

#101

*Clinical Psychology/  
Psychologie clinique*

### COGNITIVE-BEHAVIOURAL THERAPY REDUCES SYMPTOMS AND INCREASES FUNCTIONING IN PATIENTS WITH SEVERE AND COMPLEX BIPOLAR DISORDER

Martin D Provencher, Université Laval; Julie St-Amand, Centre Hospitalier Robert-Giffard; Marie-Christine Audet, Centre Hospitalier Robert-Giffard; Lisa Hawke, Université Laval

Cognitive-behavioural therapy was administered to patients with bipolar disorder in a naturalistic effectiveness study. The sample consisted of a severe and complex psychiatric clientele referred by their treating psychiatrist at the Mood Disorders Clinic of the Centre Hospitalier Robert-Giffard in Quebec City. A total of 64 participants took part in the study. The treatment was provided by senior psychologists and psychology interns. In all, 42 participants (65.6%) completed the full treatment program. The participants who completed treatment attended between 14 and 29 sessions (21.1 on average). Completers did not differ from non-completers on pretest symptoms and sociodemographic data. Completers exhibited significant symptom reductions on self-report measures of depression (BDI-II),  $t(38) = 5.73, p < .01, d = 2.23$ , as well as self-reported anxiety (BAI),  $t(37) = 5.67, p < .01, d = 1.71$ ; and hopelessness (BHS),  $t(35) = 6.01, p < .01, d = 2.01$ . Gains were also observed in global functioning and social adjustment. High retention rates, improvements in symptoms and general functioning, and strong effect sizes make CBT an effective treatment for a severe and complex bipolar clientele in a naturalistic treatment setting.

#102

*Clinical Psychology/  
Psychologie clinique*

### CAREGIVER SUPERVISION AND INJURY RISK: A COMPARISON OF MOTHERS' AND OLDER SIBLINGS' REACTIONS TO A YOUNG CHILD

Sarah A Rae, University of Guelph; Stacey L Schell, University of Guelph; Barbara A Morrongiello, University of Guelph

Unintentional injury is the leading cause of death for young children, and caregiver supervision is an important factor in reducing child injury risk (e.g., Peterson & Saldana, 1996). Research has shown that young children are at increased risk of injury when older siblings are supervising (Morrongiello, MacIsaac, & Klemencic, 2007), but behavioural data on older siblings is lacking. In the current study, mothers and older siblings ( $n = 60$ ) watched a videotape of a toddler engaging in no risk, risk, and rude behaviours, and were asked to imagine it was the young child in their own family. Participants were instructed to stop the tape and

speak to the child whenever they would in real life. Results revealed that mothers responded to significantly more behaviours than older siblings and the strategies used by mothers and older siblings differed. Implications for young children's risk of injury while under older sibling supervision and directions for future research are discussed.

**#103**

*Clinical Psychology/  
Psychologie clinique*

**COGNITIVE ERRORS AND DEPRESSION: THE ROLE OF ADAPTIVE AND MALADAPTIVE COPING IN PREDICTING THERAPY OUTCOME**

Jesse Renaud, McGill University; Debora D'Iuso, McGill University; Eric Morris, McGill University; Emily Blake, McGill University; Keith S Dobson, University of Calgary; Martin Drapeau, McGill University

The findings from a study conducted by Jacobson and colleagues (1996) raised concerns about the hypothesized mediation role of cognition in the treatment of depression. Therefore, it may be that other factors interact with cognition to influence therapeutic outcome. In particular, whether an individual's preferred coping strategies are adaptive or maladaptive may predict outcome. In a previous study, we found that single coping patterns can interact with cognitive errors to influence treatment outcome (Renaud et al., 2008). To elaborate on these findings, we attempted to identify the underlying structure of the coping measure used, the Coping Action Patterns Rating Scales (Perry et al., 2005). Participants (N = 30) with Major Depressive Disorder received cognitive-behavioral therapy (CBT) from experienced therapists. Therapy transcripts from the third session for all participants were rated to assess cognitive errors (CEs; Drapeau et al., 2005) and coping (Perry et al.). Factor analysis was conducted to identify the underlying structure of the coping measure. We then examined if adaptive coping factors moderate the association between cognitive errors and changes in depressive symptoms. The present study illuminates the importance of individual coping tendencies in determining the success of CBT.

**#104**

*Clinical Psychology/  
Psychologie clinique*

**BODY DISSATISFACTION AND AFFECT: THE EFFECTS OF MODE OF MIND INDUCTION AND THREE DIMENSIONAL BODY SHAPE EXPOSURE**

Oscar E Roldan, Lakehead University; Loretta Blanchette, Lakehead University; Ron Davis, Lakehead University

The purpose of the present study was to investigate how specific mode of mind inductions, in conjunction with 3D and 2D body image exposure, impact body dissatisfaction (BD) and affect in 81 female undergraduates. The two mode of mind inductions examined were mindfulness-based focused breathing and rumination/worry. Participants were randomly assigned to either a focused breathing or rumination/worry induction, followed by life-sized body image exposure in either 2D or 3D. Results indicated that the most adversely affected individuals were those in the 3D-rumination/worry group. Participants in this group experienced significant increases in BD and negative affect (NA) as well as a significant reduction in positive affect (PA). While participants in general found body exposure to be aversive, those with high-dispositional body dissatisfaction expressed significantly higher levels of NA. Exploratory correlational analysis indicated that a possible link exists between BD and the subsequent increase in NA following body exposure. Findings of the present study suggest that being in a state of rumination/worry may exacerbate the negative reactions to body exposure. This phenomenon may be more pronounced in females high in dispositional BD.

**#105**

*Clinical Psychology/  
Psychologie clinique*

**INTERPERSONAL FACTORS RELATING TO SOCIAL SUPPORT PROVISION**

Kaley Roosen, York University

The purpose of this study was to examine the factors that influence the provision of social support. Past research has focussed on the characteristics that influenced the perceived level of social support toward the recipient (Cohen & Syme, 1985), neglecting the characteristics of the support provider. The study employed established questionnaires and a pre-taped video displaying an individual in need of social support. Results reveal that Females provided more nurturant support ( $F(1,409) = 80.66$   $p < .001$ ); where as males provided more critical ( $F(1,409) = 59.77$   $p < .001$ ). Further, males received less nurturant support when they acted emotional, the opposite was true for females ( $F(1,409) = 8.18$   $p = .004$ ). Finally, an individual's personality, coping style, and their attribution of blame in the other contribute to the type of support they offer others in need. This study is unique in focussing on the provider of social support and measuring both positive and negative forms of social support.

**#106**

*Clinical Psychology/  
Psychologie clinique*

**DEVELOPMENT AND VALIDATION OF RELATIONSHIP AUTOMATIC THOUGHTS QUESTIONNAIRE**

Darcy A Santor, University of Ottawa; Daniel Kopala-Sibley, McGill University

The standard measure of depressive automatic thoughts has focus primarily on self-oriented themes, such as failure, self-criticism and inadequacy, as opposed to interpersonal themes, such as loneliness, abandonment or neediness. In this study, we sought to develop a measure of interpersonally based automatic thoughts (e.g., nobody loves me, nobody cares about me) and examine the relationship between this new measure of interpersonally based automatic thoughts, and a traditional measure of automatic thoughts (e.g., I'm no good, why can't I ever succeed), as well as other measures of depressive symptoms (CES-D), depressive vulnerability (DEQ-SC and DEQ-DEP) and sources of stress. Factor analytic and construct validity results from 355 college-age adults support the viability of differentiating interpersonal and non-interpersonal automatic thoughts. Implications of these results for the cognitive theory of depression are discussed.



**#107***Clinical Psychology/  
Psychologie clinique***RELIABILITY AND VALIDITY OF THE JAPANESE VERSION OF SOCIAL ANXIETY-DISCOMFORT TO OTHERS SCALE IN A UNIVERSITY SAMPLE**Jun Sasaki, Osaka University

Social anxiety disorder (SAD) is a pervasive mental disorder. DSM-IV-TR (APA, 2000) emphasizes the fear of being humiliated or embarrassed in social situation as the symptoms of SAD. However, several studies, including cultural studies on Taijin-kyofusho, have indicated that there are individuals who are concerned with embarrassing others. Rector et al. (2006) developed the Social Anxiety-Discomfort to Others Scale (SA-DOS) in order to delineate the nature and frequency of fears of causing discomfort to others in non-clinical and clinical forms of social anxiety. The purpose of the present study is to develop a Japanese version of SA-DOS and validate it in a university sample. 349 university students participated in this study. SA-DOS was translated into Japanese by the first and last authors, and back translated by a Japanese-English bilingual psychology student with master's degree. Original authors checked the back-translation, and the Japanese version of SA-DOS was completed after several revisions. Participants completed SA-DOS, SPS, SIAS, LSAS, FNE, and TKS scale. Analyses yielded adequate internal reliability and stability, evidenced by the alpha coefficient and test-retest reliability coefficient (six-week interval) of SA-DOS .89 and .71, respectively. Correlations of SA-DOS and other social anxiety scales were significantly positive, indicating convergent validity.

**#108***Clinical Psychology/  
Psychologie clinique***DO LIFE EVENTS INFLUENCE YOUNG ADULTS' PARTICIPATION IN GAMBLING ACTIVITIES?**Cathy Savard, Université Laval; Marie-Frédérique Leclerc, Université Laval; Francine Ferland, Université Laval; Isabelle Giroux, Université Laval

Even if young adults had been identified as an at-risk group for problem gambling, so far no studies addressed the influence life events could have for this age group. The objectives of the study were: 1) to assess the differences between the young adults who are problem gamblers and those who are non-problem gamblers or non-gamblers in the number and the life events they experienced during the last six months, and 2) to estimate the relationship existing between the number and the life events experienced and the frequency of the gambling participation. A total of 689 young adults aged between 18 and 25 years old participated in this study. They completed a telephone interview and a mailing questionnaire. The data presented here concerns only the answers given for the Schedule of Recent Experiences. The results showed that young adults who participated in at least one gambling activity during the last six months did not face the same life events than those who did not participate in a gambling activity. The results also showed that young adults who gambled weekly or monthly faced significantly more life events than those who did not gamble as often. Finally, problem gamblers did not face the same number of life events nor the same life events than the non-problem gamblers/non-gamblers. The influence of life events on the young adults' gambling participation is discussed.

**#109***Clinical Psychology/  
Psychologie clinique***EATING PATHOLOGY AND ADOLESCENT NON-SUICIDAL SELF-INJURY**Kristin Schaub, McGill University; Shana Ross, McGill University; Jessica R Toste, McGill University; Nancy L Heath, McGill University; Shareen Holly, McGill University

Past research examining non-suicidal self-injury (NSSI) and disordered eating has been largely confined to clinical settings, with little investigation of these behaviours among community samples of adolescents. Current theory and research has focused on establishing the primacy of emotional dysregulation in NSSI. Eating pathology represents a similar behaviour, whereby emotional regulation difficulties are expressed through the body. As such, it would be expected that higher rates of eating pathology would be found in adolescents who engage in NSSI as compared to their non-NSSI peers. Participants (N = 440) between 12 and 17 years were screened for the presence of NSSI. Those who engaged in NSSI (n = 59) and a comparison group of non-self-injurers (n = 57) completed the Eating Disorders Inventory (EDI). Results revealed that adolescents who engaged in NSSI display significantly more eating pathology than their non-NSSI peers. Further, the groups differed in terms of poor interoceptive awareness; impulse regulation; sense of ineffectiveness, distrust, and social insecurity; bulimic tendencies and body dissatisfaction. Relationships between lifetime frequency of NSSI, poor impulse control, and deficits in affective regulation were also found. These results were consistent irrespective of gender, suggesting that NSSI and eating pathology may share underlying features.

**#110***Clinical Psychology/  
Psychologie clinique***INTRAINDIVIDUAL VARIABILITY, ERROR RATE, AND SPEED OF PERFORMANCE: A COGNITIVE PROFILE OF ADOLESCENTS WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER**Jessica Schnoll, York University; Colleen Dockstader, Neuroscience & Mental Health Program, Research Institute of The Hospital for Sick Children; Rosemary Tannock, Neuroscience & Mental Health Program, Research Institute of The Hospital for Sick Children, OISE/UT; Karen Ghelani, Neuroscience & Mental Health Program, Research Institute of The Hospital for Sick Children; Umesh Jain, Centre for Addiction and Mental Health; Maggie E Toplak, York University

Intra-individual variability (IIV) refers to moment-to-moment inconsistency in performance and represents an etiologically important characteristic of attention-deficit/hyperactivity disorder (ADHD). Although studies have consistently demonstrated that people with ADHD show increased IIV, the associated contextual factors have yet to be understood. The present study investigated whether reaction time and error rate are both associated with IIV and whether IIV increases or decreases with time on task. Forty-three participants (24 ADHD and 19 Control), ages 13 – 18, performed an implicit learning task in which they were instructed to press one of four keys in response to a visual stimulus presented at a corresponding spatial location on a screen. Stimulus presentation (random or pattern) and cognitive load (no load or load) were additional task manipulations. The dependent variable was

reaction time and number of errors. Preliminary analyses revealed that the ADHD group performed slower, had greater errors, and was more variable than the control group, regardless of task condition. Variability in both groups increased on later blocks of the same condition. These results provide a cognitive profile for adolescents with ADHD that includes IIV, error rates, and speed of performance. This study has important implications for the assessment of ADHD.

**#111**

*Clinical Psychology/  
Psychologie clinique*

**CBCL PROFILES OF A SAMPLE OF CHILDREN WITH ASPERGER SYNDROME**

Jessica Schroeder, York University; Jonathan Weiss, York University/Centre for Addiction and Mental Health; James M Bebko, York University; Carly A McMorris, York University; Lisa N Hancock, York University; Kerry Wells, York University

There is increasing recognition of psychiatric co-morbidities in individuals with Asperger syndrome that extend beyond the core features of the disorder. This study aims to examine the behavioural profile of individuals with Asperger syndrome (AS). Fifteen children with AS (6-18 yrs) participated in this study. The Childhood Behavior Checklist (CBCL) was used to assess behavioural, emotional, and social problems. A series of one-sample t-tests revealed significant differences between the AS and the typically developing norms for all DSM-Oriented and 2007 scales. Ninety-three percent of the participants had at least one scale score in the borderline or clinical range and 79% of participants showed a total problems score in the borderline or clinical range. The scales that were most commonly in the borderline or clinical range in this sample were Anxiety (67%), OCD (67%), ADHD (60%), and Sluggish Cognitive Tempo (53%). Correlational analyses were conducted to determine the relationship between symptom severity, cognitive and language functioning and CBCL scores. Overall, the present study suggests that individuals with AS are at significant risk for associated psychiatric symptoms, and it is important to further investigate these linkages. It also emphasizes the importance of determining the efficacy of current or modified treatments on these disorders in individuals with AS.

**#112**

*Clinical Psychology/  
Psychologie clinique*

**IN-SESSION PROCESSES OF INDIVIDUALS WITH DEPRESSION: AN INVESTIGATION OF THE RELATIONSHIP BETWEEN COGNITIVE ERRORS, COPING ACTION PATTERNS AND INTERPERSONAL INTERACTIONS**

Deborah Schwartzman, McGill University; Debora D'Iuso, McGill University; Khan Bouba-Dalambaye, McGill University; Katherine L Thompson, McGill University; Emily Blake, McGill University; Jesse Renaud, McGill University; Keith S Dobson, University of Calgary; Martin Drapeau, McGill University

Individuals with depression are thought to process information in an overly negative or biased way (Henriques & Leitenberg, 2002). In addition, the manner in which they cope with stress and negative life events can amplify the effects of these events and influence one's interpersonal functioning (Holahan & Moos, 1987). The present study examined the relationships between cognitive errors (CEs), coping patterns (CAPs) and interpersonal interactions. Early psychotherapy sessions of (N = 25) patients with major depression from Jacobson et al. component study (1996) were examined. Transcripts were rated for CAPs and CEs using observer rated measures of these constructs (CE: Drapeau et al., 2005; CAP: Perry et al., 2004). Interpersonal patterns were assessed using the Structural Analysis of Social Behavior (SASB; Benjamin, 1996). The relation between CEs, CAPs, and interpersonal functioning was examined, as well as the effect CEs and CAPs have on the relationship between interpersonal functioning. The practical implications of these findings in bridging the gap between research and practice, enhancing treatment outcome, and improving the training of therapists will be discussed.

**#113**

*Clinical Psychology/  
Psychologie clinique*

**PERCEPTIONS OF PEER SUPPORT FOLLOWING PEER AND PARENTAL VICTIMIZATION: EVIDENCE FOR MEDIATION OF ADOLESCENT DEPRESSION**

Pamela M Seeds, University of Western Ontario; Kate L Harkness, Queen's University; Lena C Quilty, Centre for Addiction and Mental Health, University of Toronto

The present study examined the social support deterioration hypothesis, with the overall expectation being that the presence of victimization, either by parents or peers, would be associated with lower levels of perceived social support across the domains assessed, and that these perceived support variables would significantly mediate the relation between victimization and symptoms of depression in adolescence. Standardized measures of childhood maltreatment, depression, and perceived social support were administered to 101 depressed and non-depressed adolescents. Consistent with predictions, increased peer- and father-perpetrated victimization was associated with lower perceptions of tangible support and feelings of belonging in a peer network, and belonging support mediated the association of peer- and father-perpetrated victimization with greater depression severity. In contrast, mother-perpetrated victimization was associated with higher perceptions of tangible support and a greater number of peer confidants, and higher numbers of peer confidants mediated the association with lower levels of depression. These results suggest that support from peers may be a compensatory strategy for youth who have been maltreated by their mothers. Implications, limitations, and future directions for research on the impact of victimization on perceptions of social support are discussed.

**#114**

*Clinical Psychology/  
Psychologie clinique*

**SOCIAL SKILL DEFICITS AND MALE-PERPETRATED DATING VIOLENCE**

Sarah Setchell, University of Windsor; Patti Fritz, University of Windsor

Many prevention and treatment programs for dating violence incorporate skill-building components that are based on the assumption that men who are aggressive towards their romantic partners have deficiencies in various social skills. Some of the key social skills targeted by violence prevention programs include conflict resolution, social problem-solving, anger management, and empathy. Despite the inclusion of skill-building components in dating violence programs, there is a lack of empirical support demon-

strating that perpetrators of dating violence are in fact deficient in social skills. Although some researchers have suggested that social skill deficits may be a proximal risk factor for partner assault, studies have not yet uncovered which social skill deficiencies assume the most important role in dating violence. The aim of the present study is to fill several notable gaps in the literature on social skills and dating violence. Using an online survey with self-report questionnaires, deficits in the areas of conflict resolution, social problem-solving, anger management, and empathy will be examined in relation to male-perpetrated physical, psychological, and sexual dating violence in a sample of undergraduate men. Data collection and analyses are currently underway.

**#115**

*Clinical Psychology/  
Psychologie clinique*

**EMERGENCE OF PSYCHOTIC DISORDERS IN 22Q11 AND 22Q13  
MICRODELETION SYNDROMES: A DESCRIPTION AND COMPARISON OF RISK  
FACTORS**

Akanksha Sharma, McGill University

This study describes patterns of scores on risk factors for the emergence of psychotic disorders among individuals with 22q11 and 22q13 microdeletion syndromes. There are a series of studies implicating the 22nd chromosome with psychotic disorders. There is also a clinical need for better understanding of the issues surrounding dual diagnosis (i.e., intellectual disability and co-occurring psychopathology). Higher rates of psychopathology among intellectually disabled individuals are well known. However, there is a lack of literature on psychotic disorders in children with intellectual disability. With higher rates of psychopathology, complications in diagnosis and presentation, the need to identify risk factors for children with ID is compelling. The Reiss Scales for Children's Dual Diagnosis and a modified version of the Kiddie-Schedule for Affective Disorders and Schizophrenia were administered to children aged 6 to 16 with 22q13 and 22q11 deletion syndromes. Preliminary results indicate that approximately 15% of children of children with 22q13 deletion and 25% of children with 22q11 deletion demonstrate strong signs of psychotic symptoms. Issues concerning age of onset, difficulties with diagnosis, risk factors for mental health problems, and clinical issues in assessing and treating children with dual diagnoses are discussed.

**#116**

*Clinical Psychology/  
Psychologie clinique*

**NEGATIVE BIAS IN THE CES-D? ITEM RESPONSE THEORY ANALYSIS OF  
REVERSE-SCORED ITEMS ACROSS EDUCATION LEVEL**

Elizabeth Sharp, University of Ottawa; Glenn L Thompson, University of Ottawa; Luc G Pelletier, University of Ottawa

Research has shown education effects in both depressive symptoms and responses to reverse-scored items in self-report surveys. This study examined the responses of 262 participants without a university education and 343 university-educated participants to the Center for Epidemiological Studies- Depression scale. Differential item functioning revealed that reverse-scored items functioned differently across education level. Item response theory analyses revealed that some reverse-scored items functioned poorly in both groups. Findings have consequences for the validity of conclusions about depression drawn from the CES-D. Further, the implications for the common practice of including reverse-scored items in self-report questionnaires are discussed.

**#117**

*Clinical Psychology/  
Psychologie clinique*

**THE EFFECT OF METACOGNITION ON ATTRIBUTIONS AND SELF-JUDGMENTS  
IN INDIVIDUALS WHO HAVE REMITTED FROM DEPRESSION**

Maegan Sharp, University of Saskatchewan; Alisa Singer, University of Calgary; Amanda Epp, University of Calgary; Shannon Jones, University of Regina; Keith S Dobson, University of Calgary

Cognitive vulnerability theories have investigated both the content and process of cognitive structures to explain why some people experience depressive disorder when faced with negative events, while for others, the negative mood is transient. Previous research in metacognition has demonstrated that acceptance training (mindfulness training) has a positive impact on mood following an induced negative mood state, when compared with rumination or distraction training (Singer & Dobson, 2007). The present study sought to investigate the effect of acceptance training on mood, attributions, and self-judgments in individuals who have remitted from depression. Participants were randomly assigned to receive training in acceptance or rumination, or receive no training at all (i.e., control condition). Following a negative mood induction, utilized to activate dysfunctional thinking patterns, participants engaged in the technique they learned while monitoring their mood. Results are discussed in terms of the differential impact of acceptance (versus rumination and a control group) on intensity of negative mood and probability of recovering from the induced mood state, and attributions towards negative events. Variables that may moderate the effect of acceptance are explored. Limitations of the present study and future directions for research are discussed.

**#118**

*Clinical Psychology/  
Psychologie clinique*

**RELATIONS AMONG WELL-BEING, MINDFULNESS, AND PERSONALITY  
DISORDER DIMENSIONS**

Amanda R Sheptycki, Grant MacEwan College; Andrew J Howell, Grant MacEwan College

We examined two markers of mental health -- well-being (comprised of emotional, psychological, and social well-being) and mindfulness -- in relation to personality disorder symptoms among a non-clinical sample of young adults. Recent evidence suggests a relationship between low mindfulness and borderline personality disorder (Wupperman, Neumann, & Axelrod, 2008); however, because no other personality disorders were assessed, the specificity of this relationship remains unknown. Recent evidence also suggests relationships between low happiness, low life satisfaction, and personality disorder symptoms (Meyer, Enstrom, Harstveit, Bowles, & Beevers, 2007); however, an atypical sample was employed (i.e., fashion models) and eudaimonic aspects of well-being were not assessed. In the current research, 180 undergraduates completed Keyes' (2005) measure of emotional, psychological, and social well-being, the Mindfulness Attention and Awareness Scale (Brown & Ryan, 2003), and the

Coolidge Axis-II Inventory- Revised. Results revealed that well-being and mindfulness were inversely correlated with scores on each personality disorder dimension, and that these relationships persisted when controlling for symptoms of depression and anxiety. We discuss implications of examining personality disorders and aspects of mental health.

**#119**

*Clinical Psychology/  
Psychologie clinique*

**ASSESSING THE EFFICACY OF A MODIFIED DBT PROGRAM FOR PEOPLE PRESENTING WITH BORDERLINE PERSONALITY DISORDER: DO GAINS MADE IN TREATMENT LAST?**

Regan Shercliffe, Luther College; Melissa Hendry, Simon Fraser University; Desiree Prisman, Vancouver Hospital; Shahlo Mustafaeva, University of Regina; Nicole Gooding, University of Regina

Introduction: What is lacking in the literature concerning modified DBT programs is information concerning the extent to which gains made in treatment extend beyond the short term. The purpose of this research is to present data on subjects (n = 39) who completed a group based 10-week modified DBT program (skills training as well as incorporating aspects of traditional group treatment). Method: Clients who were referred to a treatment program for people with symptoms of BPD completed measures of psychopathology assessing components of BPD (affect, coping, hopelessness) pre-treatment, post treatment, and at regular intervals up to two years post treatment. Results: There were significant reductions in all measures at post treatment, with treatment gains remaining at one year; symptoms of depression increased at two years but were still lower than pre treatment and symptoms of anxiety maintained post treatment scores at two years. No significant differences in measures of coping were found at any follow-up. Feelings of hopelessness were significantly reduced at post treatment and increased at two years however scores were still lower than pretreatment. Conclusion: The results of this research suggest that this modified DBT program was effective in reducing symptoms associated with BPD and that treatment gains were still in place at two years, however coping remained unchanged.

**#120**

*Clinical Psychology/  
Psychologie clinique*

**UNDERSTANDING REPETITIVE THOUGHT: AN INVESTIGATION OF WORRY AND RUMINATION, IN RELATION TO MINDFULNESS AND SELF-MANAGEMENT, IN A NON-CLINICAL SAMPLE**

Megan M Short, Memorial University of Newfoundland; Peter G Mezo, Memorial University of Newfoundland; Kristen Williams, Memorial University of Newfoundland

Extensive research has indicated high levels of comorbidity between depressive and anxiety disorders (Schneier, et. al, 1992). One area that may mediate anxiety and depression is worrying and rumination behaviors. Both worry and rumination have been described as repetitive and unproductive thought patterns, and have been found to amplify the disorders of anxiety and depression. As opposed to worry and rumination, the constructs of mindfulness and self-management have been associated with maintaining ones' well-being. Research has shown that mindfulness and self-management are over-lapping constructs (Short, Mezo, & Broderick, 2008). It has also been found that rumination is negatively associated to the behaviors of mindfulness (Brown & Ryan, 2003). No study to date has examined both of these unconstructive behaviors in relation to mindfulness and self-management together. The purpose of this study is to address this gap in the literature and examine the relationships between (1) worry and rumination, (2) mindfulness and self-management, and (3) worry and rumination, in relation to mindfulness and self-management. A battery of questionnaires assessing these constructs will be given to a sample of undergraduate university students. Implications include the involvement of mindfulness and self-management in therapies for psychological disorders where rumination and worrying occurs.

**#121**

*Clinical Psychology/  
Psychologie clinique*

**THE RELATIONSHIP BETWEEN FREQUENCY OF THERAPIST INTERVENTION SHIFTS AND WITHIN-SESSION OUTCOME**

Terence Singh, University of Windsor; Jennifer L Campeau, University of Windsor; Antonio Pascual-Leone, University of Windsor; Leslie S Greenberg, York University

This study sought to determine whether the frequency that experiential therapists change the focus of their interventions influences within-session psychotherapy outcome for distressed clients. Using a backwards prediction, it was hypothesized that good within-session outcome is more likely to be preceded by more frequent intervention shifts. Observable therapist interventions were examined moment-by-moment as they occurred within 26 sessions of experiential therapy. Results indicated that good within-session outcome was significantly more likely to be preceded by more frequent intervention shifts. Subsequent analyses revealed a curvilinear relationship between frequency of therapist intervention shifts and within-session outcome. At moderate levels of shifting, good within-session outcome was significantly more likely to be preceded by more frequent intervention shifts. At high levels of shifting, no significant relationship was evidenced. These results suggest that therapists who shift the focus of their interventions more frequently are more likely to facilitate good within-session outcome, provided that they are not already shifting the focus of their interventions at high frequencies. This finding is consistent with Dynamic Systems Theory (Heyes et al., 2007) and corresponds with several schools of psychotherapeutic thought (e.g., McCarthy et al., 2008).

**#122**

*Clinical Psychology/  
Psychologie clinique*

**GAMBLING BEHAVIOUR - IS ATTACHMENT STYLE A PREDICTOR?**

Katrina Smith, University of Windsor; Rosanne Menna, University of Windsor

Relations between attachment style and gambling behaviour were explored in this study. 360 (252 female, 104 male) undergraduate students at a Canadian university completed self-report measures of attachment style, gambling, self esteem and stress. Gender differences and attachment style variations with regards to gambling behaviours was found. Men engaged in greater gambling

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behaviour compared to women. However, women with a preoccupied attachment style engaged in greater gambling behaviour compared to men. Having high levels of stress was found to increase levels of gambling behaviour in those with an insecure attachment style. Implications for treatment efforts are discussed.

**#123**

*Clinical Psychology/  
Psychologie clinique*

**PAINFUL SEX AND PAINFUL COMMUNICATION? SEXUAL COMMUNICATION AMONG WOMEN WITH PROVOKED VESTIBULODYNIA**

Kelly B Smith, Queen's University; Stephanie C Boyer, Queen's University; Caroline F Pukall, Queen's University

Provoked vestibulodynia (PVD) is a cause of painful intercourse and reduced sexual functioning in women. To date, no research has examined communication about sexual problems among women with PVD and their partners. This study examined sexual communication and satisfaction among 46 women with PVD and 46 age-matched control women in relationships. A telephone screening assessed eligibility, and participants subsequently completed the Golombok-Rust Inventory of Sexual Satisfaction (GRISS) and Dyadic Sexual Communication Scale (DSCS) online. Participants also reported their intercourse frequency within the previous month and rated the importance of sex within their lives. Women with PVD reported reduced sexual satisfaction and frequency of intercourse, and more negative sexual communication with partners in comparison to controls. No differences were found between groups with regard to importance of sex. Scores on the DSCS predicted sexual satisfaction among women with PVD, indicating that women with better sexual communication reported more sexual satisfaction. These results indicate that PVD is associated with negative sexual communication, which in turn relates to the level of sexual satisfaction women report in their relationships. This study suggests a potential avenue, namely communication, by which clinicians may help enhance satisfaction in PVD-affected couples.

**#124**

*Clinical Psychology/  
Psychologie clinique*

**EVALUATING THE IMPACT OF GENDER ROLE ON DISORDERED EATING, AS MEDIATED BY MINDFULNESS**

Melody K Sorenson, Memorial University of Newfoundland; Peter G Mezo, Memorial University of Newfoundland

Mindfulness training has been identified as an effective intervention for many psychological problems, including anxiety and depression (Miller, Fletcher, & Kabat-Zinn, 1995), binge eating disorder (Kristeller & Hallett, 1999) and bulimia (Proulx, 2008). Research addressing the utility of mindfulness in promoting positive mental health has focused on formal mindfulness training, and has not addressed the role of dispositional mindfulness. It is important to understand whether individual differences in this trait may be related to disordered eating, in order to improve upon our existing interventions for the eating disorders. This study will explore the role of dispositional mindfulness as a mediator of the relationship between gender role and disordered eating in an undergraduate sample. No sex differences have been reported in rates of mindfulness; however, the research has not considered whether gender role may contribute to observed differences in this trait. It is predicted that mindfulness will be negatively associated with disordered eating and that feminine individuals will report being less mindful than masculine or androgynous individuals, as femininity has been associated with rumination (Nolen-Hoeksema & Jackson, 2001), and rumination is incompatible with mindfulness (Coffey & Hartman, 2008).

**#125**

*Clinical Psychology/  
Psychologie clinique*

**ADOLESCENT DEPRESSION AND CORTISOL REACTIVITY TO A SOCIAL STRESSOR**

Jeremy G Stewart, Queen's University; Kate L Harkness, Queen's University

Disturbances of the hypothalamic-pituitary-adrenal axis are among the more robust biological findings reported in samples of adults with major depression (e.g., Holsboer, 1995). However, these biological effects, such as dexamethasone nonsuppression (Dahl et al., 1992), have not been confirmed in children. Research has yet to consider cortisol reactivity to a social stressor in samples of children and adolescents. The current study examined cortisol reactivity in response to the Trier Social Stress Task (Kirschbaum et al., 1993) in a heterogeneous sample of depressed ( $n = 30$ ) and non-depressed ( $n = 32$ ) adolescents (aged 12 to 18 years). There were no significant differences between depressed and non-depressed adolescents in terms of total cortisol reactivity (i.e., total area under the cortisol curve; AUC) or acute cortisol reactivity to the stressor (i.e., difference between baseline and peak cortisol concentration). However, when we examined depression symptom scores (i.e., Beck Depression Inventory; Beck et al., 1996), individuals with moderate depression symptoms (i.e., BDI = 15-25) had a significantly greater AUC and peak cortisol reactivity than both individuals with mild (BDI < 15) and severe (BDI > 25) symptoms. Our results speak to the heterogeneous nature of the depressive syndrome and they will be discussed in terms of their clinical and theoretical implications.

**#126**

*Clinical Psychology/  
Psychologie clinique*

**CHANGES IN OVERVALUED IDEATION, MOOD AND BEHAVIOR DURING COGNITIVE THERAPY**

Annie Taillon, Université du Québec à Montréal; Kieron O'Connor, Fernand-Seguin Research Center

A small scale randomized control trial has shown an advantage to IBA (inference-based approach) over CBT in the treatment of those with high levels of belief in probability of initial doubt. However, it showed no advantage compared to ERP for non-OVI OCD (O'Connor et al., 2005). A further study comparing those with high and low OVI as measured by the Overvalued Ideation Scale (OVIS) lends some support to the claim of equal effectiveness of IBA in non-OVI and OVI. In this study, 32 consecutive referrals to our IBA treatment study with a variety of obsessions and compulsions were divided into high and low scoring groups. Y-BOCS and OVIS evaluations were carried out through semi-structured interviews by trained evaluators independent of the

study. Repeated measures analysis of variance showed no significant differences between groups in any measures post-treatment. Both OVI and non-OVI groups showed clinically significant change scores as measured by residual gain scores. The OVI score was independent of Y-BOCS severity but splitting the group according to median Y-BOCS severity or even extreme Y-BOCS scores also showed no significant difference among outcome measures. Taken together, these findings suggest equal treatment efficacy for IBA across OCD symptom subtypes, including OVI and non-OVI, whether OVI refers to conviction in the initial doubt or the anticipated consequences.

**#127**

*Clinical Psychology/  
Psychologie clinique*

**PARENTAL DIVORCE AND THE RELATIONSHIP BETWEEN EARLY MALADAPTIVE SCHEMAS AND DEPRESSIVE SYMPTOMS IN ADULTS**

France Talbot, Université de Moncton; Mélanie Babineau, Université de Moncton; Vickie Roy, Université de Moncton

Early Maladaptive Schemas (EMSs) are 'broad pervasive themes or patterns regarding oneself and one's relationship with others, developed during childhood and elaborated throughout one's lifetime, and dysfunctional to a significant degree' (Young, 1994). Examples are: abandonment, enmeshment, failure to achieve, emotional inhibition, social isolation and self-sacrifice. The present study aimed to evaluate the impact of parental divorce on the predictive validity of EMSs for depressive symptoms. Undergraduate students [N = 173; mean age = 20.6 (SD = 3.1); 131 women (75.7%); 40 from a non-intact family (23.1%)]. Participants completed the French versions of the Schema Questionnaire-Short Form (SQ-SF) and the Beck Depression Inventory II (BDI-II). BDI-II scores did not differ significantly between individuals from intact and non-intact families. For each of these two groups, the SQ subscales with significant correlations with BDI-II scores were entered in a stepwise regression analysis with the BDI-II as the criterion variable. In the non-intact family group, Abandonment and Mistrust explained 27.8% and 4.7% of the variance in BDI scores. In the intact family group, Vulnerability, Subjugation and Insufficient Self-Control explained 23.7%, 10.1% and 5.3% of the variance. The clinical and research implications of these findings will be discussed.

**#128**

*Clinical Psychology/  
Psychologie clinique*

**LES APPLICATIONS CLINIQUES DE LA THÉORIE DE L'ATTACHEMENT À TRAVERS LES ÂGES DE LA VIE : PRÉSENTATION DES APPROCHES SOUTENUES EMPIRIQUEMENT**

Genevieve Tardif, Université du Québec en Outaouais; Paul S Greenman, Université du Québec en Outaouais

L'attachement est au cœur des relations interpersonnelles. Bowlby (1969) propose que la relation entre la mère et son enfant joue un rôle prépondérant dans la structuration de l'individu et que l'échec de l'établissement de liens réconfortants peut mener à de l'isolement, à de la maladie physique et également à de la détresse psychologique tant chez les enfants que chez les adultes. La sécurité d'attachement serait un facteur de protection non négligeable qui protégerait l'individu contre la formation de troubles psychopathologiques. Depuis une quinzaine d'années, un nombre grandissant d'interventions basées sur la théorie de l'attachement ont vu le jour. Plusieurs interventions ont été conçues afin de favoriser les qualités relationnelles entre un enfant et ses donneurs de soins (p.ex., Hoffman & Powell, 2002), alors que d'autres s'intéressent à promouvoir des relations conjugales satisfaisantes et durables (Johnson, 2004). Les interventions axées sur l'attachement commencent à bénéficier d'appui empirique appréciable (p.ex., Dyadic Developmental Psychotherapy; Becker-Wideman & Hughes, 2008 ; Emotionally Focused Therapy (EFT) pour couples; Johnson, 2004). Le but de cette affiche est donc de présenter aux chercheurs ainsi qu'aux cliniciens les approches en attachement les plus prometteuses empiriquement, ainsi leurs applications auprès d'enfants, d'adolescents ou d'adultes.

**#129**

*Clinical Psychology/  
Psychologie clinique*

**THE IMPACT OF COMORBID DISORDERS ON EXECUTIVE FUNCTIONING IN CHILDREN DIAGNOSED WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER**

Mariam Ter-Stepanian, McGill University; Natalie Grizenko, Douglas Mental Health University Institute; Kim M Cornish, McGill University; Ridha Joobar, Douglas Mental Health University Institute

Objective: To examine the effect of comorbid disorders on executive function (EF) performance in children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Methods: Two hundred and sixty seven, 6-12 year old children clinically diagnosed with ADHD were characterised according to their clinical profile. Various EF domains were assessed while children were not on medication. The EF measures were Wisconsin Card Sorting Test (WCST), Continuous Performance Test (CPT), Tower of London and Self Ordered Pointing Test (SOPT), General cognitive performance was assessed using Wechsler Intelligence Scale for Children. Results: The majority of children (79.4%) were diagnosed with another comorbid disorder in addition to ADHD and 37.4% of children received diagnosis of two or more comorbid disorders. Children with Anxiety disorder made significantly more errors on WCST, a set shifting task. Children with Anxiety disorder and Oppositional Defiant Disorder made significantly more errors on the CPT, an attention task, compared to children without these disorders. Conclusion: These results indicate that presence of comorbid disorders may play an important role in executive function performance in children diagnosed with ADHD.

**#130**

*Clinical Psychology/  
Psychologie clinique*

**THE RELATIONSHIP BETWEEN INTERPERSONAL COMMUNICATION STRATEGIES AND THERAPEUTIC OUTCOME**

Katherine L Thompson, McGill University; Debora D'Iuso, McGill University; Deborah Schwartzman, McGill University; Keith S Dobson, University of Calgary; Martin Drapeau, McGill University

Individuals have unique communication strategies that determine how they react to different people (e.g., parent, significant other) and different stressors (e.g., conflict, abandonment) (Benjamin et al., 2006). When clients are confronted in therapy, they often respond in the same way they would outside of therapy (Connolly et al., 2000). As such, it may be that the interpersonal styles of the therapist and client in therapy will impact the outcome of the therapeutic process. This study will investigate the relationship between interpersonal styles and the treatment outcome of individuals with depression. The data analyzed was collected as part of a landmark component study by Jacobson and colleagues (1996). The transcribed audiotapes of clients (N = 35) with Major Depressive Disorder were analyzed using the Structural Analysis of Social Behaviour assessment tool (SASB; Benjamin, 1978). Successful therapeutic outcome was established by the clients' scores on the Beck Depression Inventory (BDI; Beck et al., 1979) at termination. By differentiating between effective and detrimental communication strategies, this project will enhance research into the therapeutic process. Further, the results of this study can be directly applied to clinicians working with depressed clients, thus reducing both individual suffering as well as the social costs of this disease.

**#131**

*Clinical Psychology/  
Psychologie clinique*

**EFFECTIVENESS OF A COGNITIVE BEHAVIOURAL GROUP TREATMENT FOR CHILDREN WITH ANXIETY DISORDERS IN A CLINICAL SETTING: A COMPARISON OF MEDICATED AND UNMEDICATED CHILDREN**

Juliana I Tobon, University of Western Ontario; Julie Eichstedt, London Health Sciences Centre; Elizabeth Phoenix, London Health Sciences Centre

Although studies have demonstrated the efficacy of cognitive behavioral therapy (CBT) in treating anxiety disorders in children, much of this research has been conducted in academic settings, which may not generalize to community settings. The present study evaluated the effects of SSRI medication on outcomes of a CBT group treatment using a clinically referred sample of children (N = 41) in a hospital-based mental health program in London, Ontario. Child and parent measures of anxiety were completed at the beginning of the group, at the end of 12 weekly sessions, and at follow-up (after 4 monthly booster sessions). Outcomes were compared for pre-existing groups of children who were concurrently on SSRI medication versus those who received CBT alone. Multivariate Analysis of Variance (MANOVA) was used to examine change in anxiety scores using the Multidimensional Anxiety Scale for Children (MASC), and the Screen for Child Anxiety Related Emotional Disorders –Revised (SCARED-R). The MANOVA revealed that child and parent-reported levels of anxiety decreased significantly over time ( $F = 21.6, p < .001$ ), and that this decrease interacted with medication ( $F = 2.9, p < .05$ ). Univariate tests revealed that children on medication had lower anxiety scores after 12 sessions, but this difference diminished at follow-up for the MASC ( $F = 1.6, ns$ ) and the SCARED-R ( $F = 3.5, p < .10$ ).

**#132**

*Clinical Psychology/  
Psychologie clinique*

**PSYCHACHE AS A PREDICTOR OF SUICIDE IDEATION AND ATTEMPT HISTORY**

Talia Troister, Queen's University; Ronald R Holden, Queen's University

Suicide takes the lives of over 3,500 Canadians each year, making suicide prevention an important public health concern. Identifying psychological factors that can predict risk is essential for reducing suicide rates. Literature reveals that both hopelessness and depression are moderately strong predictors of suicidality. Shneidman postulated that a different construct, termed psychache, is a unique predictor of suicide when controlling for depression and hopelessness. The current study uses data from 1500 first year psychology students at Queen's University, who completed questionnaires measuring depression, hopelessness, psychache, suicide ideation, and suicide history. Analyses show that suicide ideation, history of an attempt, and number of lifetime attempts are most highly correlated with psychache. Regressions- with depression, hopelessness, and psychache as predictors- show that psychache is a unique predictor of suicide ideation, motivation, preparation, and number of lifetime attempts, with higher beta coefficients than depression and hopelessness in all these models. Psychache was found to be the only unique contributor to the prediction of attempt history. Results of the current study support the notion that psychache is an important predictor of suicidality, adding unique variance to the prediction of risk, beyond that of depression and hopelessness.

**#133**

*Clinical Psychology/  
Psychologie clinique*

**IMPLEMENTATION AND EVALUATION OF A FAMILY AND ADOLESCENT SKILLS TRAINING (FAST) GROUP FOR MULTI-PROBLEM ADOLESCENTS IN AN OUTPATIENT SETTING**

Megan P Tuttle, University of Regina; Regan Shercliffe, Luther College

Introduction: There is a paucity of empirically validated interventions for adolescents presenting with features of Borderline Personality Disorder (BPD). An extensive body of research supports the use of Dialectical Behaviour Therapy (DBT) with adult BPD clients; however, there is a pressing need for evidence-based literature on the effectiveness of modified DBT approaches with adolescent populations. Method: The current study implemented and assessed the effectiveness of a 12-week DBT-based skills training group for adolescent clients (N = 15) who met at least three of the diagnostic criteria for BPD and displayed recurrent suicidal ideation, parasuicidal behaviour, and suicide attempts and their guardians (N = 14). Treatment involved the skills training portion of DBT. Results: Preliminary results from the first three cycles showed clinically meaningful reductions among youth from pretest to posttest in suicidal ideation, depression, anxiety, and borderline symptoms. Parents reported decreased levels of child behavior problems and increased levels of family functioning. Conclusions: The preliminary results suggest that the skills training component of DBT may play a role in reducing borderline and mood-related symptoms among adolescents. Follow-up data including client and treatment staff perceptions of treatment and satisfaction with services will be presented.

#134

*Clinical Psychology/  
Psychologie clinique***FACILITATING REAL-TIME HEALTH SCREENING AND KNOWLEDGE MOBILIZATION IN PRIMARY CARE**Isabelle Vallerand, University of Ottawa; Phil Grandia, University of Ottawa; Darcy A Santor, University of Ottawa

Despite the recognized importance of routine health and mental health screening in primary practice, physicians report little if any time to screen patients for a wide range of disorders and conditions. The purpose of this study was to validate on-line screening program delivered via touch-screen kiosks located in physician waiting rooms. Patients can complete the screening tool in the physician's office in about the 5 to 10 minutes. Upon completion of the screening survey, the system immediately generates and prints a 1-page report on a dedicated or networked computer. The report highlights elevated symptom scores, risk factors, and patient identified needs. In addition to routine screening, the system has the capacity to assess patient care, improve physician utilization and familiarity with treatment guidelines, as well as monitor clinic needs and enhance clinical decision making. Screening tools can be implemented in multiple languages and results can be aggregated across physician and physician groups.

#135

*Clinical Psychology/  
Psychologie clinique***ACCEPTABILITY EVALUATION OF AN AUTOMATED TELEPHONE PARENTING PROGRAM**Meredith Whitney, IWK Health Centre; Vanessa V Varalli, IWK Health Centre; Patricia Lingley-Pottie, IWK Health Centre; Patrick J McGrath, IWK Health Centre; Charles E, Cunningham McMaster University

We designed CATHI, the Computer Automated Telephone Help and Information system, to support the Family Help distance treatment program, a parent training program for families with children with disruptive behaviour, using handbooks, videos and weekly phone calls from a trained coach. CATHI adds tips for meeting goals, sound clips of parents' experiences and reminders. It also reviews handbook material and helps parents track their progress. We evaluated the acceptability of CATHI. Parents (N = 25) with children (4-12 years) participated in 4-weeks of Family Help. Participants were assigned to one of two groups: (1) CATHI only or (2) live coach support plus CATHI (live coach for 1 week and CATHI for 3 weeks). At the end of treatment, parents completed the Client Satisfaction Questionnaire 8 and the CATHI Survey to determine satisfaction. Parents rated CATHI positively. Both groups found CATHI easy to use (M = 4.20/5, SD = 1.21) and would recommend the system to parents (M = 4.27/5, SD = 1.10). Parents were satisfied with CATHI (M = 3.07/4, SD = 0.92). Parents support an automated telephone system in children's mental health treatment. CATHI has the potential to provide highly accessible and cost-effective parent skills training.

#136

*Clinical Psychology/  
Psychologie clinique***PSYCHOSOCIAL VARIABLES UNDERLYING THE RELATIONSHIP BETWEEN CHILDHOOD PARENTIFICATION AND ADJUSTMENT IN EARLY ADULTHOOD: AN EXPLORATORY STUDY**Kristen Williams, Memorial University of Newfoundland; Sarah E Francis, Memorial University of Newfoundland; Megan M Short, Memorial University of Newfoundland

Parentification involves a functional and/or emotional role reversal in which a child sacrifices his or her own needs to accommodate and care for the logistical or emotional needs of a parent (Chase, 1999). Historically, clinical research has focused on adverse and pathological outcomes associated with parentification (Jones & Wells, 1996; Jurkovic, 1997; Castro et al., 2004). However, recent research has begun to focus on positive outcomes and competencies that may develop as a result of the parentification experience (Tompkins, 2006; Hooper, 2007; Stein et al., 2007). In the current study, an exploratory examination was conducted to establish psychosocial variables that may account for the range of outcomes associated with parentification. Undergraduate students (n = 100) were administered the Parentification Questionnaire (Sessions & Jurkovic, 1986) and assessed for current levels of psychosocial adjustment using the Weinberger Adjustment Inventory (Weinberger, 1989). Measures of locus of control, resiliency, and secondary control were administered to the students and assessed for the extent to which they moderate the relationship between childhood parentification and psychosocial outcome in early adulthood. The potential implications of these findings for the study and treatment of parentification are outlined.

#137

*Clinical Psychology/  
Psychologie clinique***THE GAMBLING CRAVING SCALE: PSYCHOMETRIC VALIDATION AND BEHAVIORAL OUTCOMES**Matthew Young, Carleton University; Michael J A Wohl, Carleton University

Although craving is an important feature of problem gambling, there is a paucity of research investigating craving to gamble. A major stumbling block for craving research in gambling has been the lack of a methodologically sound, multidimensional measure of gambling-related craving. This paper reports the development of the Gambling Craving Scale (GACS). In Study 1 (N = 220), a factor analysis revealed the emergence of a 9-item scale with three factors: anticipation, desire, and relief. Importantly, the GACS predicted problem gambling severity, depression, and positive and negative affect. In Study 2 (N = 145), the factor structure of the GACS was confirmed using a community sample of gamblers. In Study 3 (N = 46), GACS scores significantly predicted persistence at play on a virtual slot machine in the face of continued loss. Specifically, the more participants craved to gamble the longer they engaged in play. The implications of craving for the development and maintenance of problem gambling severity is discussed.

#138

*Clinical Psychology/  
Psychologie clinique***SUBTYPES OF ADOLESCENT AGGRESSION AND SELF-STRUCTURES**Daniel Zdzieborski, University of Guelph; Karl Hennig, University of Guelph



Two commonly debated causes of aggression are low self-esteem, and narcissism. To date, this debate has not treated aggression as a multidimensional construct, consisting of reactive and proactive functions. The social information-processing model suggests that processing biases characteristic of reactive and proactive aggression are due to underlying self-structures. However, research has not adequately substantiated this claim. This study assessed self-esteem, narcissism, and the organization of positive and negative interpersonal and autonomous self-structures in relation to reactive and proactive aggression in a sample of 135 male and female adolescents. Results suggest that, overall, narcissism is related to both subtypes of aggression, whereas, self-esteem is not. Moreover, examination of self-structures in relation to the subtypes of aggression, suggests that for males, as positive autonomous self-structures become more organized, proactive aggression increases, and as negative autonomous self-structures become more organized, reactive aggression increases. For females, as positive autonomous self-structures become more organized, proactive aggression increases, and as negative interpersonal self-structures become more organized, reactive aggression increases. Implications for interventions that aim to minimize levels of aggression for males and females are discussed.

#139

*Psychoanalytic and  
Psychodynamic/  
Psychologie clinique  
psychoanalytique et  
psychodynamique*

### MEASURING WITHIN-DEFENSE VARIABILITY: THE ADAPTIVENESS OF DEFENSES SCALE

Michael D Sheppard, University of Saskatchewan; J Stephen Wormith, University of Saskatchewan; Michael Wm MacGregor, University of Saskatchewan

While the concept of defense mechanisms receives a fair amount of empirical attention, lack of agreement between theorists and researchers studying defense mechanisms is one of the weaknesses in the area (Vaillant, 1992). For example, researchers have identified hierarchies of defenses, with individual defenses considered to be more or less adaptive (e.g., APA, 2000; Bond, et al., 1983; Perry & Cooper, 1989; Vaillant, 1971, 1977), but there is some lack of agreement about which defenses are adaptive or less adaptive. This study attempts to address this difficulty of categorization by operationalizing 25 defenses measured by the Defense-Q (Davidson & MacGregor) at high, medium, and low functioning using a new measure, the Adaptiveness of Defenses Scale (ADS). For example, devaluing a friend's ex-partner's flaws to help the friend cope with the relationship breakup is different in its consequences than devaluing a police officer's race because one is upset about getting a speeding ticket. Two samples were assessed using the Defense-Q and the ADS, one sample of undergraduate males, and one sample of incarcerated male violent offenders. Undergraduates had significantly healthier defense profiles than inmates as assessed by the Defense-Q ( $p < 0.001$ ) and undergraduates' use of individual defenses was significantly more adaptive than the inmates' as assessed by the ADS (all  $p < 0.001$ ).

2009-06-12 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – JOLLIET

**Invited Speaker  
(CPA/Section)/  
Conférencière invitée  
(SCP/section)**

*Teaching of Psychology/  
Enseignement de la  
psychologie*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

### BUILDING PSYCHOLOGICAL THINKERS FROM DAY ONE

Jane S Halonen, University of West Florida

This presentation will concentrate on how a psychology programme can produce optimal gains in students' critical thinking. A coherent programme can be built when the faculty of a programme identify the central student learning outcomes that will facilitate professional development and then gear their programme offerings to enhance growth in these areas. We will examine how critical thinking objectives can be designed in relation to the student's developmental level, starting with the introductory psychology course and moving to critical thinking demands in advanced classes. We will also look at representative assignments and their corresponding rubrics that support critical thinking pedagogy.

2009-06-12 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – DULUTH

**Invited Speaker (CPA)/  
Conférencier invité  
(SCP)**

*International and  
Cross-Cultural  
Psychology/Psychologie  
internationale et  
interculturelle*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

### RETHINKING CULTURE IN PSYCHOPATHOLOGY AND CLINICAL PRACTICE

Laurence J Kirmayer, McGill University

In recent years, cultural psychiatry has been transformed, shifting focus from stereotyped and exoticized 'others' to core issues of psychopathology and clinical practice. I will consider four broad questions central to cultural psychology and psychiatry: What does culture mean at the individual, family, community, societal, and global levels? Is cultural diversity vanishing in the face of

globalization? What roles does culture play in psychopathology and healing? How can mental health services best respond to cultural diversity in the context of different societies and health care systems? Evidence will be presented to suggest that: (i) Cultures are extended systems of shared knowledge and social practice, with boundaries dependent in part on conflict and contestation; (ii) Globalization fosters a multiplicity of cultural influences on each individual and community, creating hybrid cultural forms and both effacing and accentuating group differences; (iii) Culture involves the interactional construction of brain, self, and society, which influences psychopathology, illness experience, coping and healing; (iv) A variety of mental health service models, including cultural consultation, can respond to the diversity in multicultural societies. Beyond improving the effectiveness of health services, cultural psychology and psychiatry can help build pluralistic societies.

2009-06-12 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – MACKENZIE

**Keynote (Section)/  
Conférencière de  
la section**

*Developmental Psychology/  
Psychologie/Psychologie du  
développement*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**BREAKING THROUGH MINDBLINDNESS: INFANTS' IMPLICIT UNDERSTANDING OF THE HUMAN MIND**

Diane Poulin-Dubois, Concordia University

Naïve or folk psychology is a system of knowledge that predicts and explains observed behavior with reference to mental states. Evidence concerning children's understanding of the psychological world is most abundant during the preschool period. The talk will review the recent literature on the origins of naïve psychology in infancy. It will be shown that by the end of the second year of life, infants seem to have developed some form of understanding that human behaviors is guided by goals, intentions, desires, perceptions, emotions, and knowledge. Although the depth of infants' understanding of the social world is still a topic of much debate, recent longitudinal research indicates that there is continuity between infants' reasoning about human behavior and more mature forms of naïve psychology later on.

2009-06-12 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – MATAPÉDIA

**Symposium**  
*History and Philosophy of  
Psychology/Histoire et  
philosophie de la  
psychologie*

**THE QUALITATIVE INTERVIEW: POTENTIALS OF THE RESEARCHER-PARTICIPANT RELATIONSHIP**

Jennifer Buckle, Sir Wilfred Grenfell College, Memorial University of Newfoundland

Methods of inquiry are reflections of researchers' beliefs about the nature of reality and these beliefs influence how we organize and make meaning out of experience—our ways of knowing. These four presentations are offered as illustrations to complement the literature on the potential of the qualitative research interview to be perceived as beneficial by research participants. The first paper will explore the membership status of the qualitative researcher. The second paper addresses the ethical concerns of doing qualitative research with bereaved individuals. The third paper examines using a grounded theory approach to study the perceived effectiveness of group therapy for women problem gamblers. The fourth study describes a hermeneutic study of Aboriginal family members' experience of problem gambling. The theme throughout these presentations will be the participants' perceptions of the qualitative research interview.

**A**

**THE SPACE BETWEEN: ON BEING AN INSIDER-OUTSIDER IN QUALITATIVE RESEARCH**

Sonya L. Corbin Dwyer, Sir Wilfred Grenfell College, Memorial University of Newfoundland

Should qualitative researchers be members of the population they are studying or should they not? While this issue has been explored within the context of qualitative research, it has generally been reserved for discussions of observation, field research and ethnography. This paper expands that discussion and explores membership roles by illustrating the insider status and the outsider status when conducting research with specific parent groups. The strengths and challenges of conducting qualitative research from each membership status are examined. Rather than consider this issue from a dichotomous perspective, the notion of the space between that allows researchers to occupy the position of insider and outsider rather than insider or outsider will be explored.

**B**

**QUALITATIVE BEREAVEMENT RESEARCH: INCONGRUITY BETWEEN THE PERSPECTIVES OF PARTICIPANTS AND RESEARCH ETHICS BOARDS**

Jennifer Buckle, Sir Wilfred Grenfell College, Memorial University of Newfoundland

A central feature of the majority of qualitative research is the interactive nature of data collection which generally involves direct and meaningful communication between the individuals conducting the research and the individuals participating in the research. This core aspect of data collection, however, is frequently flagged as the most concerning or potentially harmful aspect of qualitative bereavement research by research ethics boards. Further, there has been a tendency to conceptualize the bereaved as vulnerable and in need of protection in the research process. Instead of thinking that a research interview which explores the complex, personal issues of grief would potentially harm participants, it may be seen as potentially beneficial to participants when the therapeutic aspects of the interview are considered.

FRIDAY / VENDREDI

C

**QUALITATIVE RESEARCH WITH WOMEN PROBLEM GAMBLERS: FEMINIST COMPATIBILITY**Noëlla A Piquette-Tomei, University of Lethbridge

A major criticism of the literature on problem gambling is the paucity of information on women since most of the existing research is based on quantitative studies of men. Others point out the need for additional effort in engaging problem gamblers and advocate for gender specific gambling research because the number of women who gamble and experience problems with their gambling is increasing. Treatment programs need to take into account the needs and issues of concern to women as do research approaches. Qualitative research provides opportunities for women to claim power to define themselves and speak themselves into the world. This research approach is an exemplar of a contextual way of knowing, distinguished by constant interaction of lived experience with the given characteristics of knowledge.

D

**COMING FULL CIRCLE: ABORIGINAL FAMILY MEMBERS' EXPERIENCE OF PROBLEM GAMBLING**Jody Burnett, University of Regina

As the incidence of gambling increases across Aboriginal populations, it is important to gain a better understanding of the family experience as it relates to problem gambling in the search for more effective supports and interventions. This project is a qualitative investigation on the impact of a problem gambler's behaviour upon Aboriginal family members. Hermeneutics is a good fit with population health and First Nations health philosophies in that it is considerate of the human experience as it relates to one's social, physical and self-world. It was the connection between the participants' life stories and my life story that produced a greater appreciation for their experiences and mine—a connection I had not experienced in previous (quantitative) studies. It was a similar connection I experienced as a counsellor.

**2009-06-12 – 2:30 PM to 2:55 PM – 14 h 30 à 14 h 55 – HARRICANA****Theory Review/  
Examen théorique***Adult Development and  
Aging/Développement  
adulte et vieillissement***LES ÉCHELLES DE KINGSTON : UN OUTIL STANDARDISÉ PERMETTANT UNE DÉTECTION PRÉCOCE DE LA DÉMENCE ET UN SUIVI DE SA PROGRESSION SUR LES PLANS COGNITIF ET COMPORTEMENTAL**Véronique Parent, Providence Care- Geriatric Psychiatry, Laval University; Lindy Kilik, Providence Care-Geriatric Psychiatry, Queen's University; Rob Hopkins, Providence Care-Geriatric Psychiatry, Queen's University

Selon le DSM-IV-R, la démence consiste en des changements cognitifs et comportementaux résultant en des difficultés fonctionnelles au quotidien. Toutefois, il existe peu d'instruments permettant une détection précoce de ces changements ou documentant leur progression. Ce défi est d'autant plus significatif lorsqu'il s'agit de trouver un instrument standardisé auprès d'une population francophone et nord-américaine. Pourtant, l'évaluation diagnostique est une étape nécessaire au développement d'un plan de traitement et à la prise d'importantes décisions touchant les soins, les finances et le futur de l'individu atteint de démence et sa famille. Les échelles de Kingston (Kingston Scales) sont un groupe d'instruments standardisés en Ontario permettant la détection et le suivi de la progression de la démence sur les plans cognitif et comportemental. Les qualités psychométriques des versions anglaises sont publiées dans les journaux scientifiques. Des normes françaises sont en cours de développement. Cette présentation vise à introduire les échelles de Kingston et à discuter leurs qualités psychométriques. Outre leurs qualités psychométriques, les échelles de Kingston possèdent d'autres avantages tels un court temps d'administration et une convivialité facilitant l'administration par d'autres professionnels de la santé.

**2009-06-12 – 2:30 PM to 2:55 PM – 14 h 30 à 14 h 55 – RICHELIEU****Theory Review/  
Examen théorique***Health Psychology/  
Psychologie de la santé***DOES SIZE MATTER? A REVIEW OF EFFECT SIZES**Brett D Thombs, McGill University and SMBD-Jewish General Hospital

Paul Meehl stated, "I believe that the almost universal reliance on merely refuting the null hypothesis...is a terrible mistake...and one of the worst things that ever happened in the history of psychology." Increasingly, the reporting of effect sizes and confidence intervals has been emphasized and is recommended in APA publishing guidelines. However, even when effect sizes are reported in journal articles, the decision-making process tends to center on null hypothesis testing paradigms. A review of meta-analyses in health psychology, for instance, did not find instances of even very small effect sizes being declared too small for practical utility. When is an effect size too small to support widespread implementation of services? Indeed, small effect sizes may be important in some cases, such as the classic Rosenthal and Rosnow example of aspirin in reducing cardiac events. Rigorous interpretation of effect sizes is a key pillar of evidence-based paradigms, but there is much confusion as to how effect sizes should be evaluated. This session will (1) review the basic concept of effect sizes and how effect sizes are determined (2) demonstrate implications of different metrics for reporting effect sizes, (3) review which metrics should be used for different types of outcome variables, and (4) discuss issues related to critical interpretation of effect sizes in health psychology.

**2009-06-12 – 2:30 PM to 2:55 PM – 14 h 30 à 14 h 55 – PÉRIBONKA****Theory Review/  
Examen théorique***Rural and Northern  
Psychology/Psychologie  
des communautés rurales  
et nordiques***DEFINING RURAL CANADIAN PSYCHOLOGY**Judi L Malone, Charles Sturt University

This review session tackles the complex issue of defining rural and, more importantly, rural psychology in Canada. There is no standard or agreed definition of rural in Canada. The difficulty in conceptualizing rural lies in part in the diversity and ongoing change in rural areas. What is needed is an adequate definition of rural that captures the diverse characteristics of rurality and fosters research and program development in those areas so the needs of rural people are not missed or marginalized. In my own ongoing study I have attempted to define rural in a way that incorporates variables of population, isolation, economic activity, and social systems. To do this I relied on both the experiences of psychologists in those areas and by using benchmarks provided by Statistics Canada. This review session will explore current definitions in use and how the psychologists in this qualitative study defined rural psychology in Canada. In a country with a sizeable rural population (20%), and a very large geographical dispersment of people, developing this definition will ground the further development of rural Canadian psychology.

**2009-06-12 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – BERSIMIS****Symposium****GRANTING COUNCIL**Karen Cohen, Canadian Psychological Association

Canada's three national granting councils [Natural Sciences and Engineering Research Council (NSERC), Social Science and Humanities Research Council (SSHRC) and the Canadian Institutes of Health Research (CIHR)] represent some of the main funding sources for Canadian students and researchers, particularly those in psychology. Psychology is somewhat unique among the disciplines in that the research of our members spans all three granting Councils. In the case of CIHR, psychology research can span many of the institutes. Of further relevance to the discipline are recent budget announcements that health-related research, some of which historically had a home with SSHRC, will all be transitioned to CIHR. This symposium will bring together representatives from each of the three granting councils (NSERC, SSHRC and CIHR) to address the convention membership about support for psychological research, directions and initiatives related to psychological research, gaps and opportunities, etc. Representatives will each speak for 30 minutes with 30 minutes for questions and answers. This symposium will be of interest to students interested in pursuing a research career, new faculty and post-doctoral students interested in establishing a research career, and members with established research portfolios/interests.

**2009-06-12 – 2:30 PM to 2:55 PM – 14 h 30 à 14 h 55 – GATINEAU****Theory Review/  
Examen théorique***Psychologists in Education/  
Psychologues en éducation***EXAMINING THE EMPIRICAL BASIS OF SCHOOL PSYCHOLOGY REPORTS**Barry Mallin, University of Manitoba

Psychological assessment is one of the most frequently reported activities of School Psychologists. In schools a written psychological report is almost always the end product of this assessment. While there is an extremely extensive literature guiding most aspects of psychological assessment, Groth-Marnat and Horvath, (2006) point out that with respect to the form, content and utility of reports in the field of Clinical Psychology, the literature is sparse and our examination found the same situation in the School Psychology literature. This review presents the current state of empirical information relevant to the construction of School Psychology reports and describes an ongoing study which seeks to understand better which variables are of specific consequence in School Psychology reports and to begin a process to reconcile current report writing practices with the best practice literature and to do so in a collaborative, action research framework in partnership with school psychologists working in local school divisions.

**2009-06-12 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – SAINT-CHARLES****Committee Business  
Meeting/Réunion  
d'affaires****EDUCATION AND TRAINING COMMITTEE BUSINESS MEETING**Martin M Antony, Ryerson University**2009-06-12 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – SAINT-FRANÇOIS****Symposium***Environmental Psychology/  
Psychologie de  
l'environnement***NEW DEVELOPMENTS IN ENVIRONMENTAL PSYCHOLOGY**Robert Gifford, University Of Victoria

Environmental psychology continues to develop both in new directions and in extensions of its traditional concerns. In this symposium, researchers report their latest work in newer areas such as food-waste recycling and climate change, as well as in traditional topics such as modeling approaches to behaviour change, place attachment, neighbourhood quality, and the relation of personality to cooperation in a commons dilemma. As part of the avowedly problem-solving enterprise called environmental psychology, each of these studies is aimed at solutions that will improve both the environment and quality of life.

**A THE EFFECTIVENESS OF SIGNS AND MODELS IN INCREASING FOOD-WASTE COMPOSTING**

Reuven Sussman, University of Victoria; Matthew Greeno, University of Victoria; Leila Scannell, University of Victoria; Robert Gifford, University Of Victoria

Even small pro-environmental behaviors can have a strong impact on the planet's ecosystems if they are performed by large groups of people. As demonstrated in a previous water conservation study, visual prompts and human models may be effective methods of encouraging such behavior. We hypothesized that these techniques would also be useful in increasing composting behaviour. Observations of cafeteria patrons' (N = 1060) waste disposal behavior were recorded after the introduction of (a) pro-composting signs, and (b) models demonstrating the behavior. Chi-square analyses revealed that ideal composting significantly increased with signs and two models, and that it was sustained even after models were removed. However, non-composters did not respond to the manipulations. Informational and normative influences may explain the increase in ideal composting. Given that everyone who composts becomes a model themselves, this study demonstrates that it is theoretically possible that a snowball effect could occur, thus dramatically increasing composting in the population. It further supports prompts and models as a strategy to encourage pro-environmental behaviors in public settings.

**B THE ROLE OF PLACE ATTACHMENT IN RECEPTIVITY TO LOCAL AND GLOBAL CLIMATE CHANGE MESSAGES**

Leila Scannell, University of Victoria; Robert Gifford, University Of Victoria

Communicating the issues of climate change poses a unique problem because it is often perceived to be an uncertain and distant phenomenon. Therefore, research on how to engage individuals in climate change issues is needed. One potential way to increase the personal relevance of climate change is through locally framed messages, and this may be particularly effective for those who are attached to their local areas. Thus, we predict that the greatest engagement will be observed among attached individuals who receive local messages. One hundred and eighty residents from three BC locations will be randomly assigned into three different poster conditions: a control condition, where the poster is unrelated to climate change, a global condition, where the poster describes a non-specific climate change effect (e.g., ecosystem loss), and a local condition, where the poster describes anticipated problems for each study area (e.g., pine beetle deforestation). After viewing the poster, participants will report their engagement using O'Neill's (2008) measure, and will indicate the extent of their local place attachment. Findings may be useful in the design of successful climate change information campaigns.

**C PERSONALITY AND TEMPORAL ORIENTATION AS PREDICTORS OF COOPERATION IN A COMMONS DILEMMA MICROWORLD**

Ildiko Kovacs, University of Victoria; Robert Gifford, University Of Victoria

The use of limited natural resources is central to the survival of life. Recently, humans have mismanaged common resources through overconsumption, pollution, and degradation of the commons. Global fishery crises exemplify these large-scale detrimental impacts. We urgently need to understand how sustainable resource management can be achieved. This study examined how personality and temporal orientation influence cooperation and competition in a commons dilemma microworld. Participants were randomly assigned either an experimental condition in which a future temporal orientation was primed or a control condition in which no priming occurred. They then made fishing choices in the microworld (FISH 3.1), which could be assessed in terms of cooperation level. Finally, they completed a Big Five personality questionnaire. We hypothesize that participants in the future orientation condition, as well as those with high levels of agreeableness and openness will show higher levels of cooperation. Previous research has measured future orientation as an individual trait. The present study is the first that we know of that attempts to induce consideration of future consequences through priming, and relating it to cooperation in the commons. The implications of the results are discussed in terms of both theoretical and applied areas of sustainable resource management.

**D NEIGHBOURHOOD PREDICTORS OF QUALITY OF LIFE**

Robert Gifford, University Of Victoria; Jessica Rourke, University of Victoria; Christine Kormos, University of Victoria; Leila Scannell, University of Victoria

One societal goal is to improve individuals' quality of life. Because various neighbourhood aspects contribute to, or detract from, residents' well-being, it is important to explore how these influence quality of life. To this end, an extensive literature review was conducted and several key neighbourhood constructs were identified. Subsequently, the unique and combined quality of life effects of the following six constructs were examined: social support, involvement, place attachment, and physical activity, as well as residential and neighbourhood satisfaction. Ninety-one community members completed a comprehensive survey of these neighbourhood constructs. Preliminary results indicate that, taken together, these factors explain a significant amount of variance in quality of life. Furthermore, residential satisfaction emerged as the strongest unique predictor. Results will be used to create a model that portrays experienced quality of life as a function of objective and subjective neighbourhood features. Findings may inform urban planners about how to maximize their efforts and resources to create neighbourhoods that optimize residents' quality of life.

2009-06-12 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – HARRICANA

**Symposium**

*Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice*

**PERSPECTIVES ON SELF-REGULATION IN SPORT**

Stéphane Perreault, Université du Québec à Trois-Rivières; Patrick Gaudreau, University of Ottawa

The goal of this symposium is to shed light on the theoretical and applied implications of self-regulation mechanisms associated with optimal functioning in the sport domain. In the first paper, Gaudreau et al. will examine whether dispositional optimism moderates the relationship between perceived stress and golf performance. Young's presentation will then address if using a training log is beneficial for swimmers. In the next two presentations, Lemyre and Perreault will focus their attention on the issue of athlete burnout in elite performers. Moreover, Lemyre will present data pertaining to adaptive and maladaptive motivational outcomes in elite swimmers while Perreault will showcase data on the experience of students attending a sports school. Finally, Crocker (discussant) will address the presentations in terms of self-regulation theories and propose future research that can emanate from this symposium.

**A**

**PERSON X SITUATION INTERACTION: THE MODERATING ROLE OF DISPOSITIONAL OPTIMISM IN THE RELATIONSHIP BETWEEN PERCEIVED STRESS AND SPORT PERFORMANCE**

Patrick Gaudreau, University of Ottawa; Adam R Nicholls, Hull University; Remco C J Polman, University of Central Lancashire

Dispositional optimism represents the belief that good things will happen in the future. Research in achievement domains revealed that optimism plays a direct role in subjective well-being while promoting the use of task-oriented coping strategies. Meta-analytical findings indicate that state anxiety can reduce the performance of athletes (Woodman & Hardy, 2003). Optimism has been conceived as a personal resource likely to buffer the deleterious effects of stressful situations. This study examined whether dispositional optimism moderates the relationship between perceived stress and sport performance. A sample of 55 recreational golfers participated in diary study in which their perceived stress, coping strategies, and performance was measured after six consecutive rounds of golf. Dispositional optimism was measured at baseline. Results of multilevel modeling revealed that optimism moderated the relationship between stress and performance at the daily level of analysis ( $B = -0.08, p < .05$ ). Specifically, perceived stress was associated with higher golf score (lower performance) but the relationship was only significant at lower levels of optimism. These results lent credence to the buffering role of dispositional optimism. Results will be discussed in light of self-regulation theories and practical implications will be presented.

**B**

**EXPLORING THE EFFECTS OF SELF-MONITORING LOGBOOKS ON BEHAVIORAL CHANGE IN SPORT TRAINING**

Bradley W Young, University of Ottawa

Self-monitoring logbooks have been used in various domains to aid with the self-regulation of goal-oriented activities and to facilitate positive behavioral change (Baker & Kirschenbaum, 1993; Kirschenbaum, 1987; Zimmerman, 1989). Sport coaches espouse the use of training logs by athletes to motivate, improve confidence and practice behaviours, yet no empirical evidence attests to such effects. Results are presented for a naturalistic intervention which examined how 4 weeks of log use influenced the beliefs and training-related behaviors of varsity swimmers, relative to a self-monitoring comparison group. Findings demonstrated that log use increased intentions to regulate certain behaviors, and temporarily improved in-pool training. Further qualitative analyses examined the types of information that athletes attended to while completing their logs, and these data are conceptualized according to constructs in Zimmerman's (2000) model of self-regulation. Discussion focuses on how behavioral research, coupled with analyses of memory traces in logs, might inform us about social-cognitive mechanisms of behavioral change in sport. Suggestions for future research are forwarded with a consideration of new technologies, and tribulations when conducting ecologically-valid field research.

**C**

**ADAPTIVE AND MALADAPTIVE MOTIVATIONAL OUTCOMES IN ELITE SWIMMERS**

Pierre-Nicolas Lemyre, Norwegian School of Sport Sciences

Autonomous motivation is associated to adaptive motivational outcomes such as higher levels of performance, task perseverance and well-being, while lower perceived autonomy has been linked to increased feelings of stress, anxiety, and negative self-criticism. The current study examines how self-motivation and self-regulation issues are linked to qualitatively different performance outcomes in elite swimmers. Ten athletes, five performing below expectations and expressing low satisfaction with their season's performances, and five performing above expectations, were selected from a sample of 53 elite swimmers. Findings indicate that the underperforming athletes failed to achieve their performance goals for the season and consequently reported feeling that their season was a failure. They felt emotionally exhausted from their season and questioned their involvement in the sport. These swimmers reported that the coaches on the team emphasized winning over personal improvement and that the best performing athletes received special attention. All five underperforming athletes reported having little input on the content of their training, a majority of them trained and competed because they felt that it was expected of them, or to justify and keep their scholarship. One athlete mentioned disliking swimming but stuck with it to fulfill family expectations.

FRIDAY / VENDREDI

**D****WHAT CAN ATHLETES AND THEIR PARENTS TELL US ABOUT ATHLETE BURNOUT**Stéphane Perreault, Université du Québec à Trois-Rivières

The purpose of this presentation is to examine correlates of the French translation of Raedeke and Smith's (2001) Athlete Burnout Questionnaire (ABQ). This scale is designed to measure three components of burnout namely: emotional/physical exhaustion, reduced sense of accomplishment, and sport devaluation. The French translation of the ABQ was distributed to high school student-athletes (N = 930) attending a "Sport-Études" program along with subscales from the athlete satisfaction questionnaire (satisfaction towards coaching, teaching, grades, sport performance, and infrastructures). Parents also rated the extent to which they were satisfied with their child's grades and sport performance as well how frequently their child expressed positive affect, felt tired, and showed physiological signs of overtraining after practice. In support of the ABQ's construct validity, the three burnout subscales were associated as expected with the correlates mentioned above. In short, athletes with lower scores burnout subscales are satisfied and, according to their parents, are happy, feel rested, and show less symptoms of overtraining. Implications for various self-regulation perspectives related to athletic burnout will be discussed.

**2009-06-12 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – RICHELIEU****Keynote (Section)/  
Conférencier de  
la section***Health Psychology/  
Psychologie de la santé***SECTION PROGRAM/PROGRAMME  
DE LA SECTION****YOUNG INVESTIGATOR AWARD PRESENTATION**

This presentation will be delivered by the winner of the Health Section's Young Investigator Award, presented to a junior researcher who had made outstanding contributions to the field of Health Psychology.

**2009-06-12 – 3:00 PM to 3:25 PM – 15 h 00 à 15 h 25 – PÉRIBONKA****Theory Review/Examen  
théorique***Counselling Psychology/  
Psychologie du counseling***PRACTICING SOCIAL JUSTICE**Michael N Mandrusiak, Adler School of Professional Psychology; Asa-Sophia Maglio, Adler School of Professional Psychology

This session will review how psychologists are putting the central tenets of the social justice movement into practice in their careers. Social Justice involves a recognition that all members of society do not come from a "level playing field" and that changes in the way our society cares for its members must supplement individual treatment to achieve a healthy society. Thus, mental health problems are seen not to lie within an individual but within the way that power and resources are distributed in our society at the expense of this individual. While there is increasing discussion about social justice and a rich history owing considerable recognition to feminist, multicultural and social advocacy traditions, it is important to continue to transform discussion into practice. Presenters will provide examples from the literature, the media and their own experiences of current social justice practices. Participants can expect to reflect on their own contributions to the field, as well as their experiences of privilege and to discuss examples of social injustice in Canada. In addition, participants can expect to be provided with specific and practical ways to practice social justice in teaching, clinical practice, and research settings.

**2009-06-12 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – GATINEAU****Keynote (Section)/  
Conférencier de  
la section***Women and Psychology/  
Femmes et psychologie***SECTION PROGRAM/PROGRAMME  
DE LA SECTION****READING SELF HELP: HOW MOTHERS ENGAGE WITH PARENTING BOOKS**Elizabeth Church, Mount Saint Vincent University

Readers of psychological self-help, the majority of whom are women, are frequently portrayed as unreflective dupes. Yet, we know little about the ways in which readers actually read these books. In this talk, I analyse the pervasive practice of reading psychological self-help books. What draws women to these books? What are the processes by which they make meaning of the texts? How do they negotiate with the advice of "experts," who are often men? How, if at all, do these books influence their beliefs and their actions? I then examine these questions in relation to a study of mothers' responses to parenting books. The participants were interviewed before and after they read the books, and they recorded their reactions as they read. These women actively engaged with the books. They read for multiple purposes - to extend their understanding of child rearing, to reflect on their beliefs about parenting, to open up conversations with partners and others, and to shift their practices as parents. Their responses were mediated by their family structure and cultural context. Some judged themselves critically in relation to books' norms. Others rejected the authors' advice. I argue that, for these women, reading parenting books was a social act, had a dynamic purpose, and encouraged agency. Finally, I discuss the relevance of these findings for psychological practice.

2009-06-12 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – JOLLIET

**Workshop/Atelier**  
*Teaching of Psychology/  
Enseignement  
de la psychologie*

**TEACHING TIPS FOR THE COLLEGE CLASSROOM**  
Brenda R Fitzner, Dynamic Developments Psychological Services

For psychologists new to the college classroom, this workshop will provide classroom management tips, cooperative learning methods, and techniques for heightening student involvement and interest.

2009-06-12 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – DULUTH

**Workshop/Atelier**  
*Industrial and  
Organizational  
Psychology/Psychologie  
industrielle et  
organisationnelle*

**ESTABLISHING THE CONDITIONS FOR SUCCESS TO SUPPORT LEADERSHIP DEVELOPMENT**  
Alain Forget, Analys Organizational Psychology Inc.; Jean Phaneuf, Analys Organizational Psychology Inc.; Jean-Sébastien Boudrias, University of Montreal

Understanding and predicting the behavior of leaders in a turbulent work environment is complex. Should we seek to understand and predict the behavior and style of leaders when they evolve in “normal situation” or “under duress” mode? – Is there any difference in their mastery of soft skills? In the first part of this workshop, Phaneuf and Boudrias will present briefly the results of a study on a multisource evaluation of 1600 managers in which their level of mastery of leadership competencies is compared in both conditions. Then Forget and Phaneuf will present an evaluation approach based on the key drivers of individuals and its implications in the identification of key success factors for leadership development. Are we setting high-potential and succession candidates for failure, when almost all the weight of success is relying on their shoulders? This question has even more impact in “Talent Accelerated Programs”. In the second part of the workshop, Forget, Phaneuf and Boudrias will share the preliminary results of a study they are conducting on the measurement of the conditions for success in leadership development. They will describe some critical aspects of the work environment that should be in place to support performance and development of leaders. Then Forget and Phaneuf will share some lessons learned while working with high-potential individuals and executives.

2009-06-12 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – MACKENZIE

**Keynote (Section)/  
Conférencier de  
la section**  
*Psychoanalytic and  
Psychodynamic  
Psychology/Psychologie  
psychoanalytique et  
psychodynamique*

**OTTO WEININGER MEMORIAL ADDRESS**  
Polly Young-Eisendrath, University of Vermont

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

The Otto Weinger Memorial Address is an annual presentation by a prominent psychologist/psychoanalyst, given in honour of the late Dr. Weinger. Dr. Weinger was a prominent Canadian psychologist and psychoanalyst. Every year, the CPA Section on Psychoanalytic and psychodynamic Psychology honours an individual who embodies Dr. Weinger’s spirit in their approach to psychology and psychoanalysis. This year we are very pleased and excited to honour Dr. Polly Young-Eisendrath, a prominent Jungian analyst.

2009-06-12 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – CHAUDIÈRE

**Symposium**  
*Social and Personality  
Psychology/Psychologie  
sociale et de la  
personnalité*

**APPLICATIONS OF SOCIAL COGNITION TO HEALTH: NOW, MAYBE AND LATER**  
Anne E Bergen, University of Guelph

People often inaccurately perceive health risks and fail to successfully change behaviours that negatively impact their health. By understanding how health-related attitudes, beliefs and risk perception relate to motivation and health behaviours, researchers will be able to better understand how and why we succeed and fail at health-related self-regulation. This invited symposium will examine current applications of social cognitive theory to the domain of health behaviour. Investigating failures in daily health-related choices, Knäuper and colleagues study how compensatory health beliefs can sabotage positive health behaviour change. Sirois and Voth argue that enduring behavioural styles, like procrastination, impact self-regulation and should be considered in inquiries into social cognition and health behaviours. Managing our health involves recognizing current health risks and anticipating possible future risks, whether these are individual or societal. Lee and Lemyre combine cognitive and social contextual factors to predict psychological and behavioural responses to terrorism. Jacobson and Ditto examine how end of life health decisions involve



anticipating not only risk, but also future preferences. Their research shows that prospective medical decisions are based on predicted reactions to stressful life events, but that health preferences are likely to change over time.

**A USING COMPENSATORY BELIEFS TO REGULATE TEMPTATIONS**

Bärbel Knäuper, McGill University; Marjorie Rabiau, McGill University; Paule Miquelon, Fernand-Séguin Research Center, Louis-H. Lafontaine Hospital; Ilana Kronick, McGill University

Particularly in the health domain, humans strive to reach an equilibrium between maximizing pleasure and minimizing harm. We propose that one cognitive strategy people might employ to reach this equilibrium is the use of compensatory beliefs. Compensatory beliefs are convictions that the negative effects of one behaviour can be compensated for by engaging in another behaviour. "I can eat this piece of cake now because I will exercise this evening" is an example of such beliefs. Our theoretical framework aims at explaining why people create compensatory beliefs and how they employ them to regulate their health behaviours. The results of our research program show that (1) temptations indeed elicit compensatory beliefs, (2) holding compensatory beliefs is associated with health-related risk behaviours and symptoms reports, (3) holding compensatory beliefs related to dieting predicts lower adherence to dieting rules, resulting in lower dieting success, and (4) compensatory beliefs about glucose testing predict low adherence to treatment and poor metabolic control in adolescents with Type 1 diabetes. Together, the findings suggest that using compensatory beliefs may hinder an individual's success at positive health behaviour change. Addressing compensatory beliefs in health education could facilitate behaviour change.

**B SOCIAL COGNITIVE PREDICTORS OF HEALTH BEHAVIOUR CHANGES: WHAT'S STYLE GOT TO DO WITH IT?**

Fuschia M Sirois, University of Windsor; Jenn Voth, University of Windsor

Although popular theories of health behaviour change suggest that social cognitions are key in the self-regulation of behaviour, the intention-behaviour gap remains a common problem. Such theories rarely consider how enduring behavioural styles may impact self-regulation. In this prospective study of health behaviour change we consider social cognitions in the context of procrastination, a behavioural style reflecting self-regulation failure. A sample of 211 adults (68% female) who were thinking about but had not started making healthy changes in the next six months, completed a survey including measures of current health behaviours, intentions to change, health self-efficacy beliefs, consideration of future consequences (CFC), and procrastination. Six months later they were re-contacted to assess their success in making the intended changes. Of the 95 assessed at Time 2, 53% were successful. At Time 1 low CFC explained the weak intentions of procrastinators to make their primary healthy change, and low self-efficacy explained the weak intentions for the secondary healthy change. Low self-efficacy was the only unique predictor in the full models. In the multivariate model secondary intentions and procrastination uniquely predicted success at Time 2. Our findings highlight the need to consider behavioural styles when assessing the role of social cognitions in health behaviours.

**C RISK PERCEPTION AND INDIVIDUAL RESPONSE TO TERRORISM THREAT IN CANADA: A SOCIAL-COGNITIVE PERSPECTIVE**

Jennifer E C Lee, GAP-Santé (Groupe d'Analyse Psychosociale de la Santé) Research Unit; Louise Lemyre, University of Ottawa

There has been an increasing amount of research on terrorism risk perception since the events of September 11, 2001. However, efforts to develop a model incorporating such cognitive with social contextual factors as predictors of psychological and behavioural responses to this threat have been limited. Based on our previous work on various health risks, the aim of the present study was to evaluate a set of hypotheses drawn from a social-cognitive model of individual response to terrorism in Canada, previously generated from a series of interviews with members of the Canadian public. Data of a national survey on perceived chemical, biological, radiological, nuclear, and explosive terrorism threat and public safety preparedness were analyzed. Results demonstrated that psychological and behavioural responses were both a function of cognitive factors in addition to perceived institutional preparedness. Worry partially mediated relationships of cognitive and social contextual factors with behavioural response. Perceived coping efficacy emerged as the cognitive factor associated with the most favourable responses. Findings highlight the importance of fostering a sense of coping efficacy to the effectiveness of strategies aimed at improving preparedness among local communities. The parallel between generic public health risk and specific terrorism preparedness will be discussed.

**D IMAGINING THE END OF LIFE: THE PSYCHOLOGY OF ADVANCE MEDICAL DECISION MAKING**

Jill A Jacobson, Queen's University; Peter H Ditto, University of California at Irvine

Every year thousands of older adults complete advance directives (e.g., living wills) in the hope of ensuring that their wishes about medical treatment near the end of life will be honoured. A key psychological assumption underlying such advance medical decision making is that "healthy" individuals can predict accurately the medical treatments they would want to receive or not receive if they were to become seriously ill. In this talk, we will question the validity of this assumption by presenting results from a number of studies, both our own and those of others, showing that preferences for life-sustaining medical treatment are context-dependent and thus are often unstable over time and across changes in individuals' physical and psychological condition. Furthermore, in light of the difficulty individuals have anticipating their reactions to stressful life events, we also will challenge the wisdom of policy and law encouraging the use of advance directives in end-of-life decision making.

2009-06-12 – 3:30 PM to 4:25 PM – 15 h 30 à 16 h 25 – PÉRIBONKA

**Keynote (Section)/  
Conférencière de  
la section**

*Counselling Psychology/  
Psychologie du counseling*

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**NON-SUICIDAL SELF-INJURY: THE CHALLENGE FOR COUNSELLORS**

Nancy L Heath, McGill University

Non-Suicidal Self-Injury (NSSI) is defined as the deliberate destruction of body tissue without suicidal intent which includes, but is not limited to, self-cutting, burning and hitting. NSSI has been receiving increasing attention in the last decade from media, researchers and mental health practitioners. Mental health practitioners in a variety of community settings are reporting increases in this behaviour. Few report having sufficient knowledge or training in this area. Newly emerging investigations into the prevalence, function, risk and protective factors for NSSI in community samples of youth and young adults report surprising results that mental health practitioners need to know. Based on this new information common myths about this growing problem will be challenged and implications for best practice will be explored.

2009-06-12 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – SAINT-CHARLES

**Symposium**

**REGISTRATION/LICENSURE/PROFESSIONAL MOBILITY: WHAT STUDENTS  
NEED TO KNOW**

Emil Rodolfa, Association of State and Provincial Psychology Boards

Students pursuing training in professional psychology often receive little information about the requirements, procedures, and the potential problems associated with obtaining licensure/registration as a psychologist. This symposium includes papers by psychologists experienced with registration and licensure in Canada and the U.S. that will guide students towards successful preparation for professional credentialing throughout their career. Review of common requirements across provinces and states, benefits of using a credentials bank, mobility vehicles and tips to avoid commonly experienced problems will all be addressed.

**A**

**OVERVIEW OF REQUIREMENTS FOR REGISTRATION AND LICENSURE ACROSS  
CANADA AND THE U.S.**

Jack Schaffer, Association of State and Provincial Psychology Boards

This paper reviews the common requirements and most frequent variations in the requirements for registration/licensure across the provinces and states. Issues such as entry level degree, competency assessment, required written and oral exams and variations in requirements for supervised experience are considered.

**B**

**TIPS FOR AVOIDING PROBLEMS WITH INITIAL REGISTRATION/LICENSURE**

Emil Rodolfa, Association of State and Provincial Psychology Boards

Avoiding problems with one's initial registration is greatly facilitated by following a few easy and inexpensive steps. This paper will review the advantages of following a few simple tips, such as following the prescribed curriculum in your training program and seeking current information in advance about licensure requirements in the provinces or states where you are most likely to seek licensure.

**C**

**AVOIDING LICENSURE PROBLEMS THROUGHOUT YOUR CAREER:  
CREDENTIALS BANKING AND MOBILITY CERTIFICATION**

Stephen DeMers, Assoc. of State & Provincial Psych. Boards

Licensure problems happen to experienced practitioners and not just those seeking an initial license. In fact, the longer the period of time since obtaining your first license, the more difficult it becomes to document some aspects of your professional preparation and training. This paper will review the common pitfalls to obtaining your second or subsequent license and the benefits resulting from banking your important licensure related credentials early in your professional career, as well as maintaining a voluntary credential or certification that can facilitate your professional mobility throughout your career.

2009-06-12 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – MATAPÉDIA

**Section Business  
Meeting/Réunion  
d'affaires des sections**

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

**SEXUAL ORIENTATION AND GENDER IDENTITY ISSUES/ORIENTATION**

**SEXUELLE ET IDENTITÉ SEXUELLE**

Kevin Alderson, University of Calgary

This is the annual business meeting for the Sexual Orientation and Gender Identity Issues (SOGII) section of CPA.

**2009-06-12 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – RICHELIEU**

**Reception/Réception**      **RECEPTION**  
*Health Psychology/*      Tavis S Campbell, University of Calgary  
*Psychologie de la santé*  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

An informal gathering for members of the Health section and those with interests in Health Psychology. The reception will follow a presentation by the winner of the section's Young Investigator Award.

**2009-06-12 – 4:00 PM to 4:25 PM – 16 h 00 à 16 h 25 – BERSIMIS**

**Theory Review/**      **MULTICULTURAL MOSAICS: THE EXPERIENCES OF NEWCOMER YOUTH IN**  
**Examen théorique**      **WESTERN SOCIETY**  
*International and*      Farah Jindani, University of Toronto  
*Cross-Cultural*  
*Psychology/Psychologie*  
*internationale et*  
*interculturelle*

The last several decades have marked a phenomenal increase in immigration to the Western world. Increasing proportions of populations in the Western world originate from non-Western countries, and newcomer youth are one of the fastest growing and most ethnically diverse segments (Carranza, 2001). However, little research has been conducted on individual and systemic factors that impact the adjustment and integration of newcomer youth. While some psychological theory and research has explored the challenges faced by newcomer and ethnic minority youth (Yeh et al., 2005), none has examined their strengths and resiliencies in managing these challenges and contexts, and developing an integrated sense of self. Using identity theory (Erickson, 1969), ecological systems theory (Bronfenbrenner, 1979) and resilience theories (Unger, 2005) as frameworks, this study seeks to examine the perspectives of newcomer youth on the risk and protective factors they experience and that impact their ability to cope and thrive in their circumstances. This research will take a contextual approach, so as to elucidate the individual, familial, and community contexts that are salient to newcomer youth development.

**2009-06-12 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – GATINEAU**

**Reception/Réception**      **RECEPTION**  
*Women and Psychology/*      Teresa Janz, Statistics Canada  
*Femmes et psychologie*  
**SECTION PROGRAM/PROGRAMME**  
**DE LA SECTION**

Social Hour

**2009-06-12 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – SAINT-FRANÇOIS**

**Symposium**      **PAROLE HEARINGS, DECISIONS, AND OUTCOMES: ALTERNATIVE VIEWS ON**  
*Criminal Justice Psychology/*      **PAROLE**  
*Psychologie et justice pénale*      Ralph C Serin, Carleton University

In recent years, the importance of parole's gate-keeper function has come to be recognized. Though research attention regarding parolees has traditionally focused on risk assessment, this narrow focus ignores the fact that conditional release exists within a complex social and legislative context. This symposium incorporates this rich context and provides an overview of components of the parole process not frequently studied. The presentation is meant to mirror the steps involved in offenders' transition from incarcerated offender to parolee, including an investigation of reasons offenders choose not to be considered for parole when eligible, from both the offenders' and staff persons' perspectives; an examination of the factors considered in reaching conditional release decisions in various contexts; and, a discussion of the relation between parole conditions and parole outcome.

**A**      **EXAMINING THE REASONS OFFENDERS WAIVE, POSTPONE OR WITHDRAW**  
**THEIR PAROLE REVIEW**  
Tammy Cabana, Correctional Service of Canada

A trend of concern at both the Correctional Service of Canada (CSC) and the National Parole Board (NPB) is the increasing number of parole review delays and cancellations. In partnership with researchers at the NPB, CSC's Research Branch conducted a collaborative study to examine the reasons for postponements and waivers of parole review and withdrawals of parole applications. Interviews were conducted with 104 offenders in 7 federal institutions across Canada. Preliminary findings suggest that the most common reasons for waiving, postponing or withdrawing a parole review include incomplete correctional programs, lack of support from parole officers and case management teams, and recent or past factors that reflect poorly on offenders' behaviour (institutional misconduct, recent security increase, previous failed releases, positive urinalysis, etc.). This collaborative project provides a better understanding of the factors influencing an offender's decision not to appear before the Board for a parole review.

**B EXAMINING THE REASONS AND IMPLICATIONS OF PAROLE REVIEW DELAYS**Tara Beauchamp, National Parole Board; Karla Emeno, National Parole Board

The National Parole Board (NPB) and the Correctional Service of Canada (CSC) are also concerned about adjournments of parole hearings. For this reason, as part of the study described above, the Policy, Planning and Operations division of the NPB, together with CSC, examined the reasons for, and implications of, adjournments and administrative adjournments of parole review hearings. In-depth, semi-structured interviews were conducted with 14 offenders at varying security levels across Canada. Twenty parole officers were also interviewed and focus groups were held with NPB staff and members in each region. Areas explored include level of knowledge and awareness, perspectives on the causes and measures that may reduce them. Results indicate that delays have a considerable impact on offenders and that parole officers play a key role in the hearing process. The results of this study, together with the findings presented by Cabana, will help to inform future discussions on how best to reduce delays of parole review hearings.

**C CONDITIONAL RELEASE DECISION-MAKING: COMMONALITIES AND DIFFERENCES ACROSS CONTEXTS**Ralph C Serin, Carleton University; Renée Gobeil, Carleton University

For the last several years, our program of research has focused on the information considered in reaching conditional release decisions. We have examined information at the level of the case (e.g., offender gender, offence committed) and of the decision-maker (e.g., professional background, cognitive style). Our studies in the area have had a number of foci. While most of our research has concentrated on the factors considered when offenders apply for parole, we have also examined the factors considered in reaching disposition decisions for offenders found not guilty by reason of mental disorder. Participants have included members of the Ontario Review Board, Canada's National Parole Board, the New Zealand Parole Board, and undergraduate students. Variables of particular interest have included decision-maker cognitive style, victim involvement in the decision-making process, offender mental health diagnosis, and offender gender. This presentation will focus on the differences and similarities identified in our studies in this area. Of particular interest were an exploration of differences across jurisdictions, and an examination of the extent to which students were appropriate stand-ins for conditional release decision-makers in research.

**D UNDERSTANDING THE ROLE OF "CONDITIONS" IN CONDITIONAL RELEASE**Renée Gobeil, Carleton University; Ralph C Serin, Carleton University

When offenders are granted parole, paroling agencies must identify the conditions that should be imposed on the offender throughout his or her period of community supervision. These might include abstinence from substances, residence in a halfway house or other specific location, avoidance of certain pro-criminal persons, or participation in programs. To date, the conditions under which parole is given have been under-studied. This gap in the literature is important, given that in cases where conditional release is suspended or revoked, this is due more often to a breach of condition than to a re-offence. Further, there has been a trend over recent years for parolees to be assigned more conditions than in the past. It has been argued that the result of this pattern is that parolees are assigned so many conditions that their releases are then pre-emptively suspended or revoked. This study examined this issue by investigating the relationship between the numbers of conditions imposed on a sample of Canadian federally-sentenced offenders granted conditional release and their eventual post-release outcome, after accounting for the impacts of assessed risk. It was expected that greater numbers of conditions would be associated with poorer post-release outcome. The study also included an examination of the types of conditions most associated with parole failure.

**2009-06-12 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – HARRICANA****Reception/Réception***Sport and Exercise  
Psychology/Psychologie du  
Sport et de l'exercice***SECTION PROGRAM/  
PROGRAMME  
DE LA SECTION****RECEPTION**Tricia Orzeck, University of British Columbia & Kwantlen Polytechnic University; Peter P Crocker, University of British Columbia; Jill Tracey, Wilfrid Laurier University; Gerry Farthing, University of Saskatchewan; Hannah Marchand, University of Ottawa

A reception for the members of the Sport &amp; Exercise Psychology Section.

**2009-06-12 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – PÉRIBONKA****Reception/Réception***Counselling Psychology/  
Psychologie du counseling***SECTION PROGRAM/PROGRAMME  
DE LA SECTION****COUNSELLING RECEPTION**Sharon Cairns, University of Calgary

All members and those considering membership in the Section on Counselling Psychology are invited to attend this reception. In addition to informal networking we will celebrate the excellence of our students by presenting the student awards.

**2009-06-12 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – BERSIMIS****Reception/Réception**

*Students in Psychology/  
Étudiants en psychologie  
psychologie*

**RECEPTION**

Kelly B Smith, Queen's University

**SECTION PROGRAM/PROGRAMME  
DE LA SECTION**

CPA Students Campus Rep Reception

**2009-06-12 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – MACKENZIE****Theory Review/Examen  
théorique**

*Psychologists in Education/  
Psychologues en éducation*

**THE ASSESSMENTS OF BILINGUALS: CAN IT BE DONE BILINGUALLY?**

Serge Lacroix, Auguston Consultants Inc.

In this presentation, we will review a study that explored the role language plays in the expression of intelligence, bilingualism, and the process of assessing selected cognitive abilities. The primary purpose of the study was to determine if individuals allowed to move from one language to another when they provide responses to test items produce results that are different than those obtained by bilingual examinees assessed in one language only. The results indicate that the Experimental Group obtained significantly higher results than the Control Group on all the tests and sub-tests used. The Experimental Group code-switched more frequently and the examiners only code-switched with that group. The frequency of the code-switching behaviours explains, in great part, all the differences noted in the results as very few other sources of differences were identified, even when groups were compared on sex, first language and relative proficiency in French and in English. The study challenges the current practice of monolingual assessment of intelligence when dealing with bilinguals.

**2009-06-12 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – MATAPÉDIA****Theory Review/  
Examen théorique**

*Community Psychology/  
Psychologie communautaire*

**THE OSISS PEER HELPER TRAINING PROGRAM AND THE PROCESS OF  
EVALUATING PARTICIPANT SATISFACTION AND LEARNING IMPACT**

Juan Carnello, Veterans Affairs Canada/National Center for Operational Stress Injuries;  
Norman Shields, Veterans Affairs Canada/National Center for Operational Stress Injuries; Yves Montplaisir, National Center for Operational Stress Injuries

Peer support has become recognized as an invaluable and effective adjunct in the expanding continuum of services available to individuals suffering from operational stress injuries and related conditions. In 2002, the Departments of National Defence and Veterans Affairs Canada jointly launched the Operational Stress Injury Social Support (OSISS) program that aimed to provide peer support services to serving and retired military members, and their families. This presentation will examine the development and evolution of the OSISS basic peer helper training curriculum and the evaluation of training by participants. The training focuses on experiential learning through active participation and incorporates the use of fictitious peer-cases designed by the participants. They use these cases to problem solve and develop their peer-helper skills. The presentation will also review the evaluation process utilized to assess participant satisfaction with the training and the overall impact on learning objectives. Results to date indicate that participant satisfaction is very high and preliminary results of impact data suggest that the learning objectives have been successfully met. However, improvements in follow-up are also recommended.

**2009-06-12 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – CHAUDIÈRE****Theory Review/Examen  
théorique**

*Women and Psychology/  
Femmes et psychologie*

**“I AM A FEMINIST, AND HERE’S WHY...”:****IDENTIFYING THE BENEFICIAL ASPECTS OF FEMINIST IDENTITY**

Teresa Beaulieu, University of Toronto; Alexandra Rutherford, York University

The voices of the “I’m not a feminist, but...” brigade have been well-documented in the psychological literature, while the experiences of those who proudly and publicly claim the feminist title have been under-researched and marginalized. Given the contemporary backlash against feminism, the following questions must be asked: Why do young women continue to claim the feminist title today, and what are the benefits they derive from doing so? These two questions were explored qualitatively among a sample of six self-identified feminist women (aged 20 – 35). Findings indicated that women’s motivations for claiming the feminist title centered on a desire to enact social change and be true to oneself, while the benefits included a sense of empowerment, building community with like-minded individuals, and viewing the world through a critical lens. Interestingly, half of the participant sample felt benefits were more directly related to the adoption of a feminist epistemological stance, as opposed to labelling oneself with the word “feminist” itself. This presentation offers a unique perspective in that it delineates the positive and beneficial aspects associated with an often stigmatized identity.

2009-06-12 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – RICHELIEU

**Theory Review/Examen théorique**      **PSYCHOPATHY IN YOUTH: THE POTENTIAL FOR STIGMA**

*Criminal Justice Psychology/  
Psychologie et justice pénale*

Julie Blais, Carleton University; Adelle Forth, Carleton University

The development of instruments to assess psychopathic traits in youth has led to concerns about the potential of negative impact of the psychopathy label in juvenile justice decisions. It has created controversy among forensic clinicians and researchers with respect to issues including the ethical, empirical and policy implications of applying a psychopathic label to a young offender. For while the early identification of psychopathic traits may enhance the presently limited understanding of the disorder allowing for a greater chance of rehabilitation and prevention, the consequences of this extension could potentially be damaging, especially if traits deemed psychopathic are normative developmental features of youth. The purpose of this review session will be to discuss the current ethical and professional concerns that have been raised and to review the empirical evidence that addresses these concerns.

2009-06-12 – 5:00 PM to 5:25 PM – 17 h 00 à 17 h 25 – GATINEAU

**Theory Review/Examen théorique**      **MODÈLES D'INTERVENTION GUIDANT LA PRATIQUE DU COACHING EXÉCUTIF**

*Industrial and  
Organizational  
Psychology/Psychologie  
industrielle et  
organisationnelle*

Louis Baron, Université du Québec à Montréal

Bien que la plupart des coachs exécutifs se disent éclectiques dans les méthodes qu'ils emploient, leur pratique est guidée, consciemment ou non, par un cadre d'intervention qu'ils bénéficieraient à rendre explicite afin de mieux situer la nature de leur intervention et les dangers qui les guettent. En effet, si en plus de ne pas se dérouler comme le coaché l'anticipe, le cadre d'intervention du coach ne lui est pas présenté de façon claire au début de la démarche, un climat de méfiance risque de s'installer, résultat d'une communication inefficace et d'une incompréhension des processus de travail (Barner & Higgins, 2007). S'inspirant des écrits scientifiques et populaires les plus récents, cette communication présente quatre modèles d'intervention guidant la pratique du coaching exécutif, soit le modèle clinique, comportemental, systémique et socioconstructiviste. Les facteurs distinguant les cadres d'intervention présentés renvoient à la cible de changement, aux objectifs du coaching, au rôle du coach, aux objets d'approfondissement, et aux méthodes d'évaluation utilisées. Alors que le coaching exécutif connaît un essor important dans les organisations, il est souhaitable d'éclaircir les principes théoriques sous-tendant sa pratique, si peu balisée à l'heure qu'il est et effectuée par une proportion importante de non psychologues.

2009-06-12 – 5:30 PM to 7:25 PM – 17 h 30 à 19 h 25 – GRAND SALON

**Annual General Meeting/Assemblée générale annuelle**

**ANNUAL GENERAL MEETING/ ASSEMBLÉE GÉNÉRALE ANNUELLE**