

Poster abstracts

The ENSEC 2011 poster session will take place from 15.00-15.30 on Thursday 30th June in the C15 foyer. The following posters will be presented:

Poster 1 – Chi-Ming Kam (University of Hong Kong)

Promoting social emotional learning in Chinese schools: a feasibility study of PATHS implementation in Hong Kong

Social emotion learning (SEL) can be taught in schools. The present report describes a pilot trial of the PATHS Curriculum, a US developed evidence-based SEL program, among schools in Hong Kong SAR (China). Three elementary schools, 318 students in 12 first grade classrooms, participated in the study. The first grade PATHS lessons were adapted and translated into Chinese. Twelve teachers learned and adopted these lessons in their teaching. Students in these classrooms learned about different emotions and practiced self control. The intervention lasted for four months. After the intervention, students showed increase in their emotion understanding, improvement in their emotional regulation and prosocial behaviors. No change was observed in the levels of children's problem behaviors. Over 65% of the participating teachers reported high degree of satisfaction and willingness to adopt the intervention in their classrooms. Further analyses indicated that the effects of the intervention varied among schools. There were also variations in the dosage of intervention and principal support, but not the quality of implementation among the 3 schools. Discussion was focused on factors that could shape the adoption and implementation of SEL programs, especially the role of the difference in school systems between Hong Kong and the United States.

Poster 2 – Fatahah Yahya, Antigonos Sochos (University of Bedfordshire) and Tony Cline (UCL, University of London)

Adult attachment style and relationship distress in parents of children with Attention Deficit Hyperactivity Disorder

Previous studies suggest that parents of children who suffer from Attention Deficit Hyperactivity Disorder (ADHD) experience relationship distress, interpersonal conflict, and many eventually divorce. The present pilot study investigated the role of attachment style in relationship distress in this population. Two hypotheses were tested: firstly, severity of ADHD in the child was expected to correlate positively with measures of relationship distress in the parents, and secondly, parental attachment style was expected to moderate the relationship between ADHD severity and relationship distress. A sample of 31 parents of children with ADHD were recruited from charity and support groups dealing with the condition. All participants were white British, 10 were male and 21 female (mean age=42.5, sd=6.8). Twenty-five of the suffering children were male and 6 were female (mean age = 11.5, sd=4.8). The questionnaires used were: *Conners Parent Rating Scale*, *Communication Pattern Questionnaire*, *Dyadic Adjustment Scale*, and *Experience in Close Relationship Inventory*. ADHD severity correlated negatively with relationship satisfaction ($r=-.36$, $p<.01$), cohesion ($r=-.36$, $p<.01$), and affective expression ($r=-.41$, $p<.01$). Attachment anxiety moderated the effects of ADHD severity on relationship satisfaction ($\Delta R^2=.08$, $p=.036$) and affective expression ($\Delta R^2=.10$, $p=.047$). These preliminary findings suggest that parents of children with ADHD are more likely to be affected by their child's condition if they present an anxious attachment style. Increased parenting stress and the partner's constant focus on the child may contribute to relationship distress in anxiously attached parents. A larger sample is currently being recruited, seeking to strengthen the present findings.

Poster 3 – Firoozeh Sepehrian (Urmia University, Iran)

The effect of instruction emotional intelligence skills on coping strategies

The purpose of this study was to investigate the effects of instruction of emotional intelligence skills on coping strategies. 95 high school students (47 girls, 48 boys) were participated in this study, who were divided in to experimental and control groups. First, The Coping Inventory for stressful situation (CISS) was administrated to 4 groups (2 experimental & 2 Control groups) then experimental groups participated in emotional intelligence skills class for 16 sessions of 1/30 hours. The Coping Inventory for stressful situation (CISS) was administrated to 4 groups again. Finally, the data were analyzed using: mean, standard deviation, t –test and analysis of univariate. The result of this study was suggested that emotional intelligence skills instruction is useful for adolescents but this process should be persistent and organized.

Poster 4 – Aitziber Pascual and Itziar Etxebarria (University of the Basque Country)

Appropriate and inappropriate coping strategies in adolescence

The aim of this study was to analyze which coping strategies are more appropriate and which are less appropriate during adolescence, in accordance with 3 factors or indexes: whether or not they are successful in decreasing anxiety, whether or not they make the subject feel happy with him/herself, and whether or not they improve relations with others. Participants were 762 adolescents (50.78% boys and 49.21% girls) aged between 16 and 18 from a number of different high schools in the Basque Country. An adaptation of the *Responses to Stress Questionnaire* (Connor-Smith, Compas, Wadsworth, Thomsen, & Saltzman, 2000) was used to assess coping strategies. To assess whether the coping strategies were appropriate or inappropriate, 3 questions were asked regarding the 3 aforementioned factors (5-point scale). The correlational analyses revealed significant positive correlations between the three factors and the coping strategies generally considered to be positive (problem solving, emotional regulation, positive thinking, cognitive restructuring, distraction and acceptance), and significant negative correlations between the factors and coping strategies generally considered to be negative (avoidance, denial, wishful thinking, rumination, impulsive action, inaction and escape). These results are consistent with those found in previous studies focusing on this topic.

Poster 5 – Lurdes Verissimo (Catholic University of Portugal)

The relation of social competence, perceived academic competence and academic achievement along time

The present study tries to understand the relation between social competence, perceived academic competence, and academic achievement along time. Data were collected from 227 students from 18 Portuguese elementary schools. It is a longitudinal study (*repeated measures*) with four data collection moments: beginning of 3rd grade, end of 3rd grade, beginning of 4th grade and end of 4th grade. *Academic Achievement* and *Social Competence* were assessed using the Portuguese adaptation of *Social Skills Rating*