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SATISFACTION WITH PERCEIVED PARENTING STYLE: AN ADVANCE IN LEADERSHIP DEVELOPMENT RESEARCH

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Studies on the leadership development ignored the impact of early experience for quite a long period of time. However, parents can be identified as the first leaders for their children (Dabke, 2014). Subtle parenting practices in childhood can be a context when choosing particular leadership behavior in adulthood (Murphy, Johnson, 2011; Oliver, et al., 2011). Satisfaction with parent is also proposed as a significant part of that context (Berenson, et al., 2005; Huang, Wang, Hie, 2014). Therefore, the aim of this study was to assess the role of satisfaction with parent on relationship between perceived parenting style and self assessed leadership style.

Participants (136 leaders) filled in questionnaires that consisted of three instruments:

1. Hierarchical taxonomy of leadership behaviors (Yukl, 2012);
2. Parenting styles and dimensions questionnaire (Robinson et al., 1995);
3. The adolescent family life satisfaction index (Henry, Ostrander, Lovelace, 1992).

Results confirmed significant correlations only between perceived authoritative parenting style and task-oriented and relation-oriented leadership style. Moreover, leaders who were more satisfied with parents led in the example of their parents (significant results were only for the fit between perceived authoritative parenting and combination of task and relation orientation in leadership).

The research broadens the idea that positive parenting style increases the probability of the development of psychologically healthy children (Zimmerman, Eisemann, Fleck, 2008; Hoskins, 2014) and successful leaders.

RELATIONSHIP BETWEEN BODY WEIGHT RELATED CONCERNS AND EARLY MALADAPTIVE SCHEMAS IN THE SAMPLE OF STUDENTS WITH NORMAL BODY MASS INDEX

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Introduction. Negative feelings and thoughts about one's body are described as body dissatisfaction. One aspect of body dissatisfaction is a negative evaluation of body weight and concerns related to it (Grogan, 2008). It is suggested that a substantial proportion of women and men tend to perceive their weight incorrectly and show significant dissatisfaction related to weight. Women tend to self-report themselves as overweight or obese and men tend to underestimate their body weight when their actual body mass index (BMI) is normal (Jaworowska et al., 2008). According to researches, dissatisfaction related to body weight is not only a risk factor of eating disorders (Stice et al., 2002) but is associated with depression, eating pathology, dieting, lower self-esteem and performance-enhancing substances as well (Furnham et al., 2002; Cafri et al., 2005). Because of this, it is important to understand possible reasons that lie behind the weight concerns and body dissatisfaction. One of such reasons might be early maladaptive schemas which are described as self-defeating cognitive and emotional patterns which begin in early childhood and continues through the life (Rafaeli et al., 2011). There are many researches supporting the idea of relation between early maladaptive schemas and eating disorders (Meyer et al., 2004; Deas et al., 2011) yet a very few about the possible relationship between body dissatisfaction and schemas (Khosheghbal, 2015; Ledoux, 2010). A better understanding of the relationship between early maladaptive schemas and body weight related concerns in a sample with normal BMI could give an opportunity to understand possible risks of body dissatisfaction better.

Methodology. 172 students participated in this study, 139 were selected for further analysis as they met criteria for normal BMI (18.5-24.9). 106 of them were females, and 33 were males, aged 18-40 years ($M = 21.6$; $SD = 2.68$). Participants completed Overweight preoccupation scale from The *Multidimensional Body-Self Relations Questionnaire* (Cash, 1990), Cronbach's $\alpha = .775$. Early maladaptive schemas were evaluated by using Young Schema Questionnaire's short form (Young, 2014), Cronbach's $\alpha = .672$ - $.830$.

Results. In the female sample, weight related concerns were found to be positively related to emotional deprivation ($r = .355$; $p = .0001$), abandonment ($r = .410$, $p = .0001$), mistrust ($r = .409$; $p = .0001$), social isolation ($r = .328$; $p = .001$), defectiveness/unlovability ($r = .372$; $p = .0001$), practical incompetence and dependence ($r = .319$; $p = .001$), failure to achieve ($r = .375$; $p = .0001$), vulnerability to harm or illness ($r = .394$; $p = .0001$), enmeshment ($r = .217$; $p = .028$), subjugation ($r = .275$; $p = .005$), emotional inhibition ($r = .340$; $p = .0001$), entitlement/superiority ($r = .222$; $p = .023$), pessimism ($r = .431$; $p = .0001$) and self-punitive-ness ($r = .299$; $p = .002$) early maladaptive schemas. In male sample, weight related concerns were found to be positively related to mistrust ($r = .377$; $p = .044$) of early maladaptive schema.

Conclusions. According to the findings of this research, stronger concerns about body weight are related to most of the early maladaptive schemas in women's sample and only to mistrust schema in men sample. However, it would be beneficial to investigate gender related differences in relation between the body weight concerns and early maladaptive schemas more deeply.

CONSULTATION SERVICES IN CHINESE SCHOOLS

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Consultation services are new to Chinese schools. This presentation tries to give recommendations for introducing and providing consultation services in Chinese schools by discussing the following topics: 1) typical Chinese school systems including the administration, structure, school professionals and their roles, and communication within schools and between schools and parents; 2) typical difficulties emerging for Chinese students and the way Chinese teachers and parents see these difficulties; 3) the roles of headroom teachers and psychology teachers; 4) consultee-centered participatory consultation.

FAMILY INVOLMENT, LIFE SATISFACTION, AND ACADEMIC ACHIEVEMENT OF CHILDREN

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There are a number of studies that support the positive impact of family involvement on academic achievement, but few consider the impact of life satisfaction on family involvement and academic achievement of children. This study explored whether life satisfaction mediates the relationship between family involvement and academic achievement by looking at the relationship among all three variables, family involvement, life satisfaction, and academic achievement. Participants were 64 third through sixth grade students in three rural Midwestern elementary schools. Series of regression analyses were employed to determine relationship between variables. Results indicated that family involvement does not influence reading and math achievement. Family involvement also does not influence life satisfaction. Life satisfaction does not influence reading achievement; however, life satisfaction has a significant influence on math achievement. Thus, life satisfaction does not mediate the relationship between family involvement and academic achievement of students.

ENHANCING COUNSELORS' IN-TRAINING ACTIVE LISTENING SKILLS THROUGH SONG LYRICS: A QUALITATIVE STUDY

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The teaching and learning of counseling skills is both time and labor intensive (Ray, Jayne, & Miller, 2014). Counseling trainees must understand, learn, and apply numerous skills (e.g. paraphrasing, summarizing, confrontation, reflective responding) throughout their training. A study was designed to investigate student perceptions of the use of song lyrics and music as a potential tool to enhance learning of reflective listening skills. The rationale for this study was drawn from the literature on experiential instructional modalities used to enhance basic counseling skills with counselors in training. The presenter proposes the use of music and song lyrics as a supplementary classroom tool based on the results of this qualitative study with students enrolled in a master's level counselor education program.

HOW TEACHERS FROM FINLAND, PHILIPPINES, AND THE UNITED STATES HANDLE BULLYING: A CROSS-NATIONAL INVESTIGATION

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Bullying is an international problem and is becoming a public health concern in many countries. Bullying incidents happen more often in the school environment and teachers are generally expected to effectively address cases of bullying. However, research indicates that teacher intervention in bullying incidents has been infrequent and inconsistent (Sairanen & Pfeffer). This presentation recognizes the crucial role of teachers in managing the global problem of bullying in terms of ways in which teachers would intervene in bullying situations. Specifically, the presentation reports cross-national findings on strategies of teachers from Finland, Philippines, and the U.S. in handling bullying cases. Secondary (for Finland and U.S. data) and primary (for Philippine data) analyses were used to examine country differences on handling bullying and how anti-bullying training impacts teachers' intervention strategies. Findings indicate that teachers from the three countries were more likely to actively respond to bullying in school. Teachers from Finland and the U.S. had very similar self-reported practices in dealing with bullying incidents in that they were most inclined to disciplining the bullies. On the other hand, teachers from Philippines were most inclined to enlisting other adults in addressing bullying incidents. There were statistical differences

between countries on the magnitude (based on mean ratings) of various bullying interventions. Anti-bullying training received by teachers from Finland and the U.S. had significantly contributed to resolving bullying. Anti-bullying training among teachers in Philippines had been quite limited yet to warrant an accurate conclusion. Implications of the cross-national findings will be discussed.

DEVELOPING CULTURAL COMPETENCE THROUGH CULTURAL IMMERSION PROGRAMS

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Educators' views on racially, ethnically or experientially different students can be influenced by stereotypes (Harry & Klingler, 2006). Left unchecked, conscious or unconscious stigmatizing perceptions can contribute to inappropriate treatment such as overrepresentation in special education and disparate school-based discipline (Skiba et al., 2011). Although school psychology (SP) as a profession has made some progress in diversifying the workforce, the ethnic, racial and cultural imbalance between providers and clients will take many years to resolve as the demographic change is occurring rapidly, change in the profession has been slow, and SP careers last decades. Cultural competence (CC) training is a relatively recent endeavor and many SP practitioners and professors were trained before it was common compound of the issue.

To be effective with our highly diverse population, all SPs must become culturally competent practitioners who can work with students, families, and educators from many different backgrounds, cultures, orientations, and value systems. NASP has long recognized the need to promote, inform, and develop culturally competent SPs. Indeed, NASP has infused the call for culturally competent practice throughout its position statements, professional development materials, and publications (see <http://www.nasponline.org/resources/cultural-competence/cultcomppractice.aspx>). Yet, there remains a deep need to promote discussion and provide examples about how to actually produce cultural competence in SP students, practitioners, schools, and organizations.

Purpose: The purpose of this symposium is to present an innovative approach to developing CC school psychologists through the direct, intentional, and applied infusion of CC practice in established school psychology training programs.