

DEVINTASIS TARPTAUTINIS SIMPOZIUMAS**„AKTUALŪS TYRIMAI PSICHOLOGIJOJE:
TARPTAUTINĖ PATIRTIS“**

Vytauto Didžiojo universiteto Teorinės psichologijos ir Bendrosios psichologijos katedros kartu su ilgamečiais partneriais Nebraskos Kearney universitetu (JAV) tęsia tradicija tampančių vaizdo konferencijų, skirtų psichologijos studentų darbams pristatyti, seriją. 2011 m. lapkričio 30 d. įvyko devintoji tarptautinė vaizdo konferencija – Tarptautinis simpoziumas „Aktualūs tyrimai psichologijoje: tarptautinė patirtis“. Šioje konferencijoje pranešimus skaitė Vytauto Didžiojo universiteto, Nebraskos Kearney universiteto ir Juodųjų Kalnų valstybinio universiteto (Spearfish, South Dakota) (JAV) psichologijos bakalauro studijų absolventai, magistro studijų programų studentai ir doktorantai.

Tarptautinio simpoziumo „Aktualūs tyrimai psichologijoje: tarptautinė patirtis“, įvykusio 2011 m. lapkričio 30 d. Kaune, Kearney ir Spearfish, pranešimų santraukos

Abstracts of the International Symposium “Recent Research Topics in Psychology: International Experience”, November 30, 2011, Kaunas, Kearney and Spearfish

ATHLETIC EXPERIENCES OF SPECIAL OLYMPICS ATHLETES

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Introduction: The Sport and Exercise Psychology literature has currently limited its study to professional, college, and high school varsity-level athletes and has yet to study athletes with intellectual disabilities. This study is the first in many studies to examine this population in terms of their athletic experiences and compare the findings to the existing Sport and Exercise Psychology literature. This literature shows that athletic experiences can impact an individual's self worth and identity (Preacco, 2009). The current research attempts to expose this gap in the literature and find similarities and differences between athletes with intellectual disabilities and other athletes. Through a

partnership with the Special Olympics, which gives access to athletes with intellectual disabilities, the research question can take one step forward. This step involves examining the thoughts and feelings of these athletes in an attempt to better understand possible similarities and differences.

Methodology: Using Consensual Qualitative Research methodology (Hill, Thompson, & Williams, 1997), a team of undergraduate researchers interviewed Special Olympics athletes and recorded these interviews ($N=11$) which were later transcribed. After the transcripts were produced, a group of diverse researchers from differing educational backgrounds individually analyzed these transcripts. After individual analysis, the group came together to agree on emerging domains from the transcripts. Each transcript was coded into seven domains which were derived from the initial interview questions as well as content explored during the interview.

Results: The preliminary results of this research will be presented through discussion of emerging domains from the interviews. Of the 11 interviews conducted, four transcripts have been coded at this time. Initial emerging domains reveal that these athletes compete for similar reasons as elite athletes. Further domain analysis indicates that athletes also appreciate support from others and some athletes choose to participate for health benefits.

Conclusion: Conclusions from our study are ongoing. This research will impact the literature in Sport and Exercise Psychology as well as the future clinical or interpersonal treatment of athletes with intellectual disabilities. This research will also affect the application measures of preventative and educational programs through enhancing coaches training for the Special Olympics. In addition to this, future research includes comparing collectivistic cultures with individualistic cultures and involves travelling to the Special Olympics International Competition in South Korea in 2013.

ASSESSING THE BENEFITS OF PLAY THERAPY ON BEHAVIORAL PROBLEMS AMONG CHILDREN IN A GRADE 4-8 AFTER-SCHOOL PROGRAM

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Research suggests that children with aggressive tendencies, disruptive behaviors, or behavioral problems have trouble adjusting to school and the class environment (Lifter et al., 2011; Ray et al., 2009). While individual counseling has been used in the past, recent research points towards child-centered play therapy (CCPT) as a viable alternative for treatment and early-age prevention for maladaptive behaviors (Bratton et al., 2005). Evidence suggests that early intervention for aggression in children is necessary, and that children assigned to CCPT decreased aggressive behaviors significantly because they are able to express their feelings through play (Ray et al., 2009). The current study will investigate the benefits of play therapy on documented behavioral problems among grade 4-8 students involved in an after-school program. The play therapy

component of the program intends to decrease discipline incidents among students who have documented behavioral problems, over the duration of the program. Approximately 130 students attended at least one after-school session during the 2010-2011 academic year. Participation in the after-school program is not limited to behaviorally troubled children; thus, all children in the program have access to play therapy activities. This will allow us to observe the benefits of play therapy to a wider range of behavior and discipline issues among children. Documentation of discipline issues is provided by the school that students attend, in addition to documented behavioral issues by staff within the after-school program. Students have the choice to participate in a variety of activities such as pottery, yoga, cooking, general arts and crafts, and a variety of physical activities. Data on documented discipline problems in school and in-program (IP), was collected on a monthly basis, from September 2010 to May 2011. The play therapy component of the after-school program began in November 2010, thereby providing two months of baseline behavioral data for all in-program children. It is hypothesized that a decrease in behavioral issues will be observed at the commencement of the play therapy component, and will be maintained over the course of the year, especially for students with greater baseline behavioral difficulties. Furthermore, behavior of IP students will be compared to the average discipline reports of not-in-program (NIP) students (control group) to determine whether the program has positively impacted the frequency of these discipline issues over time, relative to the control group. We further hypothesize that the more activities an IP student participates in, the greater the decrease in behavioral issues.

ASSESSING THE EFFECTIVENESS OF AN AFTER-SCHOOL PROGRAM ON STUDENT ACADEMIC SUCCESS IN GRADES 4-8

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After-school based educational programs have shown positive effects on academic achievement for participating students. These positive outcomes include increased scores on standardized tests, as well as increased academic engagement among participating students (Lauer et al., 2006). This research also illustrates that after-school programs have a potential for long term benefits, including increased high school graduation rates and increased college attendance, in addition to benefitting students' social and self-concept outcomes (Bradshaw, Zmuda, Kellam, & Jalongo, 2009; Ginsburg-Block, Rohrbeck, & Fantuzzo, 2006). The current study will assess academic achievement among fourth through eighth grade students attending an after-school based educational program in Sturgis, SD. The program intends to improve students' academic scores in Math, Literacy, and Science by offering supplementary educational programs (i.e., tutoring). Approximately 130 students attended at least one after school session during the 2010-2011 academic year. Although economically disadvantaged students and students with disabilities are identified within the after-school program, admission to the program is not limited to these types of students. This program is

available to all children, grade 4-8, within the school district. Tutoring is conducted by certified teachers, and may include any form of assistance on homework assignments, class lessons, test preparation, and school projects. Students' academic success for Literacy, Math, and Science will be assessed by measuring changes to their standardized Dakota Step scores from April 2010, prior to exposure to the after-school program, to April 2011, which will serve as the post-test. It is also predicted that students who participated in the after-school program will show a significant relative increase in standardized test scores in Math, Literacy, and Science from what they scored the previous year. Furthermore, pre-and-post- scores of in-program (IP) students will be compared to scores of not-in-program (NIP) students to calculate the rate of change for each. It is predicted that IP students will show a significantly greater rate of increase in scores than the average NIP student. Analyses will be run to determine if the specific needs of economically disadvantaged students and students with disabilities are being met. Correlations will also be conducted to determine the relationship between IP student academic scores and the degree of involvement in the after-school program. It is hypothesized that students who are more involved (e.g., attendance, participation) will show the largest standardized score increases, thereby demonstrating the benefits of regular after school attendance for tutoring. These analyses will be conducted for within grades, and between grades, to assist in identifying program success points, and areas for program improvement.

RELATION OF SOCIOCULTURAL ATTITUDES TOWARDS APPEARANCE TO BODY DISSATISFACTION, EATING ATTITUDES AND SELF-ESTEEM IN LITHUANIAN ADOLESCENT SAMPLE

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Introduction. Adolescent body dissatisfaction is associated with the health compromising behaviors – dieting, over-exercising (Neumark-Sztainer, Paxton, Hannann, Stat, Haines, & Story, 2006). Understanding and measuring the role of the beauty ideals internalization in the development of such concerns is critical for designing eating disorders and obesity prevention programs. The main aim of the present study was to examine the role of internalization of the beauty ideals in body dissatisfaction, disordered eating and self-esteem in both genders.

Methodology. *Participants.* The Sample 1 included 314 Lithuanian adolescents, 130 (41.4 %) boys and 184 (58.6 %) girls. Participants ranged in age from 16 to 18 years ($M=17.21$, $SD=0.64$). Sample 2 included 519 adolescents, 212 (40.8 %) boys and 307 (59.2 %) girls. The age of participants ranged from 16 to 18 ($M=17.20$, $SD=0.59$). *Measures.* SATAQ-3 (Sociocultural Attitudes Towards Appearance Scale – 3; Thompson et al., 2004) was developed to evaluate media influences on body image and consist of

30 items, eight of them are negatively worded. Items are composed of Likert-type scale of 5-points, where 1 means definite disagreement and 5 means definite agreement. The higher the score, the greater is the acceptance or internalization of the prevailing sociocultural standards for appearance.

Body Dissatisfaction (BD) was measured by especially for this study constructed scale ($M=23.27$, $SD=6.37$). The scale consisted of ten items regarding body areas, muscular development, body mass and overall appearance. Screening for disordered eating was realized by the Eating Attitude Test (EAT-26, Garner, Olmsted, & Bohr, 1982). Higher scores reflect stronger disordered eating attitudes. Rosenberg Self-Esteem Scale (RSE, Rosenberg, 1965) is 10 – item scale was used to measure global self-esteem.

The main results. EFA ($N=314$) revealed the four-factor structure solution of SATAQ-3-L. All reverse-keyed items were deleted. The rest 22 items laid on their intended factors. CFA ($N=519$) confirmed SATAQ-3-L better fit than the original 30 items model SATAQ-3 (Thompson et al., 2004). Cronbach's alphas for the four factors were sufficient in Study 1 and Study 2 (respectively): Internalization-General = .88 and .88, Pressures = .85 and .86, Information = .82 and .85, Internalization-Athlete = .77 and .79. Girls had significantly higher scores on the three factors of SATAQ-3-L – Internalization-General, Pressures with moderate effect sizes and Information with a weak effect size. Results in the sample of boys revealed that higher Internalization-Athlete score predicted lower, while higher Pressures score predicted higher BD category or greater dissatisfaction of the body. Higher Internalization-General and Pressures score predicted lower, but Internalization-Athlete score predicted higher self-esteem category. Results in girls revealed that higher Internalization-General and Pressures scores predicted higher BD category as well as higher EAT category or more disordered eating and lower self-esteem.

Conclusions and implication. Both exploratory and confirmatory factor analyses supported the use of revised and adapted to Lithuanian adolescents population version of SATAQ-3-L. Girls were more vulnerable absorbing media influence than boys. Sociocultural attitudes towards appearance predicted body dissatisfaction, disordered eating and self-esteem among adolescents.

COMPARISON OF MATERNAL AND PARENTAL PARENTING STYLES WITHIN THE SAME LITHUANIAN FAMILY

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Introduction. A wide range of national and international studies have shown that family is a base for child's development, and parents are the most important people for his or her values, behavior and thinking patterns as well (Navaitis, 1997; Chao, 2001; Baumrind, 2005). With the intent to answer the question which parenting practices are the most effective to increase the probability of development of psychologically healthy child, the maternal or paternal parenting techniques are usually explored in

such studies (Jackson, Bentler, Franke, 2008; Williams, Wahler, 2009). However, little research has investigated the parenting styles of both mothers and fathers within the same families till now (Winsler, Madigan, Aquilino, 2005). This presentation aimed to explore the perceived similarities and differences in parenting styles between mothers and fathers in the same families. More specifically the research questions were as follows. First, are there any differences between parenting styles employed by mother and father within the same family? Second, are there any differences between parents perception of their own and spouse's parenting techniques? And finally, how accurate are mothers' and fathers' perceptions of their spouses' parenting style?

Methodology. The Parenting Styles & Dimensions Questionnaire – Short Version (PSDQ-Short Version) which was created by C. C. Robinson, B. Mandleco, S. F. Olsen and C. H. Hart (2001) was employed in this study. The 32-item instrument was designed to measure Baumrind's (1971) well-known dimensions of authoritative, authoritarian and permissive parenting. Seventy-three families participated in this research. The sample consisted of 146 mothers and fathers which had children from 4 to 12 year old.

The **results** of this study showed several differences in maternal and paternal parenting styles within the same family. Mothers more often than fathers used authoritative parenting practices. Fathers more often than mothers used authoritarian strategies. No difference was found between maternal and paternal permissiveness. Second, mothers perceived their spouses to be less authoritative than themselves, whereas fathers perceived themselves less authoritative and more authoritarian than their spouse. Third, mothers' and fathers' perceptions of their spouses' parenting styles were accurate at reporting their spouses' relative level of authoritative and permissiveness. However, only mothers' perceptions of their spouse's authoritarianism were found to be inaccurate.

Conclusions and implications. Mothers and fathers employ different parenting techniques within the same family. Moreover, their perceptions related to spouse's behavior with a child are quite accurate. Such findings are similar to the conclusions proposed by Winsler, Madigan and Aquilino in their study with the American sample (2005). The conclusions made for our study suggest that maternal and paternal parenting styles might be correlated within the same family, and obviously both are important for the development of psychologically healthy child. Therefore, the assessment of parenting styles employed by both parents is necessary in any research and practice.

NEBRASKA STATE ACCOUNTABILITY TEST

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The purpose of the present study was to determine if various assessments (MAZE, MAPS, AIMSweb ORF) and the absence or presence of participation in free and reduced

lunch (F/R) and being an English language learner (ELL) or not predicted performance on the Nebraska State Accountability (NeSA) assessment. A Midwestern Elementary School with a 94% qualification rate of students who qualify for F/R Lunch, and with 63% of the student population being categorized as ELL were given the MAP, MAZE, and AIMSweb ORF assessments and the NeSA Reading test. The results indicated students who were ELL and had free and reduced lunch performed significantly worse than those students who only qualified for free and reduced lunch ($p < .05$) and therefore were at significant risk of not meeting proficiency cut scores. F/R and ELL students are making gains that are equal to or exceeding the national average gain, but are not necessarily reaching the cut scores needed. This study indicates the need for alternative measures to better recognize schools for their significant gains in student scores.