



## Paul-B.-Baltes Lecture, Invited Address, IUPsyS Invited Symposium, Invited Symposium, Symposium, Paper Session, Poster Session

To cite this article: (2008) Paul-B.-Baltes Lecture, Invited Address, IUPsyS Invited Symposium, Invited Symposium, Symposium, Paper Session, Poster Session, International Journal of Psychology, 43:3-4, 168-347, DOI: [10.1080/00207594.2008.10108484](https://doi.org/10.1080/00207594.2008.10108484)

To link to this article: <https://doi.org/10.1080/00207594.2008.10108484>



Published online: 02 Nov 2010.



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### Research on the features of Mongolian adolescent mental adaptation

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Adaptation scale for Adolescent was adopted to investigate 1768 Mongolian students' developmental trend and features of mental adaptation. The results showed that Mongolian adolescent mental adaptation had significant differences in gender, type of school, family source and grade. (1) Physiological adaptation and social adaptation of boys were significantly higher than girls, interpersonal adjustment was significantly lower; (2) In addition to the physiological adaptation, all the adaptation of students who were from key secondary school were significantly higher than general school; (3) The adaptation showed gradation that urban > township > rural; (4) With the higher grade, the level of mental adaptation showed undulated upward trend

### Psychological correlates of self's differentiation

**Clinciu, Aurel Ion** Dept. of Psychology, University Transilvania, Brasov, Romania

The survey was developed on 232 high school pupils and students from Brasov, using the instruments: Bowen's Scale of Self's Differentiation, Andreas & Bond's Defense Style Questionnaire, Clinciu's Self Perception and Body Self Perception, Sherer's Self Efficacy, Levenson's Multidimensional Locus of Control, Sperry's Questionnaire of Hemisphere Preference, Eysenck Personality Questionnaire. The defined hypotheses anticipate existence of some connections between level of self's differentiation (Witkin) and structure of defences, self-esteem or feeling of self-efficacy, hemispheric specialization, locus of control. Results confirm significant connections between criterium and studied variables. We finally built a regressive model ( $R=0.67$ ) combining the strongest predictors in an equation.

### FP-121: Cognitive and affective development in childhood and adolescence II

#### The developmental characteristics of children's faux pas detection and understanding in 5-to-8-year-olds

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The operant definition of faux pas detection and understanding is whether individuals can recognize when someone unintentionally says something that would hurt or insult the other. One hundred and twenty 5-to-8-year-olds children's faux pas detection and understanding ability was measured through story-picture presentation in self-other, other-self, and other-other situations. The results showed that 7-to-8-year-olds had the ability to detect and understand faux pas. And the development of faux pas detection and understanding in 6-to-8-year-olds was synchronous in three situations, yet 5-year-olds performed significantly better in the other-self situation than did in the self-other situation.

#### Children's implicit and explicit knowledge about steady and accelerated speed in motions

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This study investigated the development of implicit and explicit knowledge about two types of motions. Kindergartners, 2nd, 5th, and 10th graders judged the distances covered by vehicles travelling on a horizontal and an inclined plane, given information

about travel duration. Tasks were presented either as realistic situations, requiring action-based responses (implicit knowledge) or as word problems requiring quantified responses (explicit knowledge). Even a considerable proportion of 10th graders estimated the covered distances on the inclined plane as linearly related to travel duration, particularly in the word problems. The relation between implicit and explicit knowledge will be discussed.

### Ostension production by children aged 7 to 24 months old

**Dimitrova, Nevena** Social and Political Sciences, Institute of Psychology, Lausanne, Switzerland

Signs that the child produces (e.g. ostension) and which underly appropriation-differentiation of object's conventional (culturally determined) use transform thought development (Vygotsky 1934/1997, Moro & Rodriguez, 2005). Mother-object-child (children from 7 to 24 months old) interactions are observed longitudinally during play situations. Interactions are coded and sign productions are examined in order to trace out the developmental progression of object's conventional use. Preliminary results show that conventional use appropriation is acquired at 13 months but sign production was not investigated specifically. This study help clarify semiotic development (productions, functions etc.), essential in thought development processes.

### FP-122: Educational assessment II

#### Classificatory stream analysis in the prediction of expected reading readiness: Understanding student performance

**Cascallar, Eduardo** Katholieke Universiteit Leuven, Brussels, Belgium  
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This research describes the application of a neural networks approach in the prediction of readiness for reading upon entry to primary education. Machine-learning techniques used offer an iterative methodology that is capable of discovering complex relationships and interactions in the inputs and outcomes. The approach maximized classification accuracy, and was able to model various outcome patterns from the over 700 students studied. Results based on hypotheses of student characteristics using these predictive modeling achieved a total accuracy of 98% in the identification of "students-below-readiness-threshold". The presentation explains the processes and the stream analysis technique utilized, and explores various alternative models.

#### Theory-making and scale-creating for investigating the value system and status of Iranian high-school; pre-university students' attitude toward globalization

**Lotfabad, Hossein** Psychology, Shahid Beheshti University, Tehran, Islamic Republic of Iran  
**Nowroozi, Vahideh** Psychology, Globalization Project, Tehran, Islamic Republic of Iran

Brief Abstract Objective: Theory-making & scale creating for assessing value-system Method: Descriptive Results: Value system assessment skills Conclusions: Ten categories of individual values, family values, economic values, political values, social values, artistic values, scientific and theoretical values, religious identity values, national identity values, and worldviews (or globalization) values might be distinguished by conducting this value system assessment scale. Long Abstract The process of "globalization", which appeared after the 2nd World War in the most industrialized Western countries, is rapidly expanding across the world. This process has shown itself as one of the most challenging issues of the past and..

### Measuring text reading comprehension in admitted university students: Validating retrieval contexts

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**González Lomelí, Daniel** Graduated Psychology, UNISON, Mexico, Mexico

The factorial structure of two retrieval contexts was tested (recognizing and remembering) of the Castañeda (1996) text comprehension test, in a sample of 187 students beginning five majors. Both subscales possess internal consistency. A confirmatory factorial analysis allowed to build a structural model integrated by two first order latent variables: recognizing and remembering, with statistical and practical goodness of fit ( $\chi^2=15, 17$  gl.,  $p=.54$ ,  $IBAN=.94$ ,  $IBBANN=.99$ ,  $IAC=.99$ ,  $RMSEA=.000$ ). Implications to improve admission examinations to majors in Mexico are discussed

### FP-123: Psychological disorders IV

#### Risk factors for postpartum depression among low income Brazilian women

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**Matos Viegas, Lia** Experimental Psychology, Universidade de São Paulo, São Paulo, Brazil  
**Ota, Emma** Experimental Psychology, Universidade de São Paulo, São Paulo, Brazil

Risk factors for postpartum depression (PPD) were investigated in a sample of 92 low income Brazilian mothers. Participants answered Edinborough Postnatal Depression Scale (EPDS) 2-4 months after delivery. PPD prevalence was 31.5% (cut-point 11/12). A linear regression showed that women with high EPDS scores were more likely to report bad relationship with parents during childhood ( $b=1.587$ ,  $p<0.001$ ), and high marital conflict ( $b=0.364$ ,  $p=0.014$ ). High social support was negatively correlated with EPDS scores, but it did not enter the final model. There was a high prevalence of PPD in our study associated with perceived relationships with past and present attachment figures.

#### The role of autobiographical memory in depression

**Claudio, Victor** Clinical Dept., ISPA, Lisbon, Portugal  
In this study we assess the relationship between the information processing and the major depression. The approach used, based on a cognitive perspective, relates emotions, depression and its memory characteristics. We used an autobiographical memory task applied to forty-two major depressive subjects, twenty-eight panic subjects and fifty-one subjects without psychological disorder. We concluded about the existence of differences in the processing and evocation of information in function of the depression severity, the started and maintained depression are more related with the codification and evocation process, directed by the negative self-schemas, than the negative thoughts.

#### Rumination and worry in depressive and non-depressive persons: What makes the difference?

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**Kornhuber, Johannes** Tagesklinik, Psychiatrische Univ.-Klinik, Erlangen, Germany

Both nonclinical and depressive persons ruminate and worry. What makes the difference? So far, only one study compared rumination and worry in a nonclinical and a clinical sample (Papageorgiou & Wells 1999a,b). Therefore, our aim was to compare repetitive thinking in depressive and nondepressive persons. Patients with Major Depression ( $n=104$ ) and nondepressive subjects ( $n=390$ ) were questioned with the Cognitive Intrusion Questionnaire (Watkins et al. 2005). We found a rumination/